

WELCOME TO MEYOKUMIN SCHOOL

Cogito Program



Acting for Principal - Mrs. Priya Khan
Acting for Assistant Principal - Mrs. Melanie Kabarchuk
Kindergarten Teacher - Mrs. Sara Kupsch

AGENDA

- ◉ Welcome and Introductions
- ◉ Add questions to chat
- ◉ Cogito - Key Characteristics
- ◉ Getting ready for Kindergarten- Students
- ◉ Parent Profile & Commitment
- ◉ Cogito VS. Mainstream Programs
- ◉ Cogito- Whole Group Instruction
- ◉ Homework and Home Projects
- ◉ 2026 - 2027 Hours of Operation
- ◉ Uniforms
- ◉ School Supplies & Fees
- ◉ Transportation
- ◉ Preparing for September 2026
- ◉ Staggered Entry Orientation
- ◉ Questions (from chat)



KEY CHARACTERISTICS

Board of Trustees approved:

- Whole-Group, Teacher-Directed Instruction
- Knowledge-Based, Enriched Curriculum
- Commitment on the part of students, parents, teachers, principal and division.



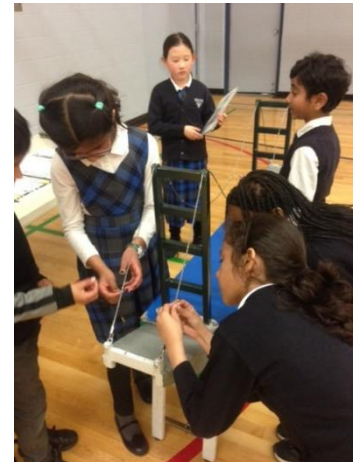
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COGITO


Academic Excellence

WHO IS A COGITO STUDENT?

- The program is designed for the student who is willing to work hard to achieve a high level of academic excellence
- Students most likely to be successful are those who are of at least average ability, operating at grade level, and willing to work



PARENT COMMITMENT

Parent Commitment

- I understand that I am enrolling my child in the Cogito Alternative Program, with distinct characteristics and differences from mainstream program education, within Edmonton Public Schools.
- I understand that by making this choice, I support and subscribe to the Cogito Alternative Program goals, educational philosophy, and teaching methods and practices as outlined in the Cogito Foundational Principles.
- I understand that my child will be presented with curricular expectations that exceed the Alberta Education Program of Studies.
- I understand that dress and behavioural expectations must conform to a whole-group environment and contribute to the positive image of an orderly, safe and secure school within the Cogito Alternative Program.
- I understand that regular attendance is crucial to student success, and that frequent or extended absences may impact my child's achievement or ability to maintain the pace of the Cogito program.
- I understand that it is my role to provide a distraction-free space, and to monitor and supervise my child's daily homework assignments (but not to teach).
- I agree to encourage and support daily reading as an ongoing life skill.
- I agree to be a cooperative partner with the school by providing meaningful feedback to the teacher, responding to teacher requests, attending each parent-teacher conference requested by the school, and reviewing and signing my child's agenda/homework book daily.
- I agree to participate in implementing an improvement plan should my child be at risk of not meeting Cogito grade level expectations.



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Where the Future Begins...

PARENT COMMITMENT

- ◉ Supports the Cogito philosophy and stays informed.
- ◉ Signs a daily communication book and monitors homework (Monday-Thursday) Has the time and environment to support this. Does not do work for the child, but helps the child understand and think. Assures best work.
- ◉ Supports students in memorizing and performing monthly poems (recitations).
- ◉ Checks and signs all tests, no surprises.
- ◉ Committed to regular, prompt attendance: NO EXTENDED HOLIDAYS (these put student's success at risk).
- ◉ Understands that learning is a continuous experience with each day's learning being built on the learning experience of the day before.

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Where the Future Begins...

COGITO CLASS CHARACTERISTICS

COMPARED TO A REGULAR PROGRAM

- Seated in desks and in rows for the majority of the day
- Limited group work
- Strong work ethic expected, focus, task completion
- Emphasis on best work
- Regular homework required and committed parental support
- Lessons move at a faster pace than in the regular program
- Content based (teacher driven), not process based (child's learning style drives teacher delivery)
- Alberta Program of Studies and extensions = Cogito Scope and Sequence
- Whole class instruction. Fast paced delivery and task completion. Student is expected to keep up. Struggling students require additional parent support.
- Instructional time is maximized



DIRECT INSTRUCTION

Delivery of a prepared lesson and/or instruction by the teacher to a whole class:

- ◉ Expectations are clearly shared with students
- ◉ While some information needs to be directly taught (direct presentation), other methods of delivery are used: questioning, student labs, carefully designed projects, research and some guest speakers/field trips
- ◉ Guided and independent practice opportunities are consistently provided
- ◉ Teachers use frequent and varied types of assessments to determine student understanding



HOMework & HOME PROJECTS

- ◉ To reinforce concepts taught in class
- ◉ To provide parents an additional window on the material covered in class (beyond the newsletter)
- ◉ To assist in establishing the routine of daily practice.
- ◉ To involve parents in the education of their child.



2026 - 2027 HOURS OF OPERATION

Morning

First Bell: 8:30 am

Second Bell: 8:35 am

Recess: 10:10-10:25 am

Dismissal: 11:30 am

Dismissal: 11:31 am (Monday)

Afternoon

First Bell: 12:20 pm

Recess: 2:05 pm-2:20 pm

Dismissal: 3:25 pm

Early Dismissal Thursday: 2:29 pm

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Where the Future Begins...

UNIFORMS

- Ordering Information:
 - June= 10% off purchases
 - Order at [In School Wear](#)
 - School code: meme
 - [Ordering Instructions](#)



SCHOOL SUPPLIES AND FEES

Supplies - [Write On Stationery](#) or see supply lists on our website starting June 1

- Cogito Enhanced Resource Fees - \$50/student for the year
- Bus Fees- currently \$50/month - will increase, will be finalized in May
- Lunch Fees-\$20-21/month, will be finalized in September



TRANSPORTATION

WAITING FOR THE YELLOW BUS

When waiting for the yellow bus, students should:

- arrive 5 minutes prior to the bus pick up time
- respect the private property and keep noise to a minimum
- wait for the bus at a safe place away from the road
- line up in an orderly fashion before loading the bus
- wait for the bus to come to a complete stop before approaching and boarding
- ensure that belongings are ready for loading and storage
- avoid the danger zone (three metres in all directions)

GETTING ON AND OFF THE YELLOW BUS

When getting on and off the yellow bus, students should:

- wait until the bus comes to a complete stop before standing up
- use the handrail and climb one stair at a time
- show the bus driver their bus pass
- tell an adult or the driver if they drop something outside of the bus
- take five giant steps away from the bus to get out of the danger zone
- only exit the bus through the front door

ATTENDANCE AREA MAPS

ATTENDANCE AREA ?
(2026-27)

Elementary (K-6)

BUS SERVICE ?
(2026-27)

Cogito (K-6)

Disclaimer: This tool provides information to support you in making decisions about schools and programs. Although we've made every reasonable effort to ensure the maps and data are accurate, there may still be errors. To confirm attendance areas, program locations or bus service contact the school.

[Contact us](#) to report a problem with this tool.

Google Keyboard shortcuts Map data ©2026 Google 1 km Terms Report a map error



Where the Future Begins...

PREPARING FOR SEPTEMBER

Language Arts

- Recognize letters and sounds in the alphabet.
- Print your name with a capital to start.
- Recognize your name around the room.
- Listen and engage in stories.
- Ask and answer questions about stories/poems.
- Memorize small poems.

Math

- Count a set of objects.
- Begin to print numbers 0-10.
- Sort objects into 2 or more groups (i.e. colours, shapes, or sizes)
- Identify colours and shapes.
- Understand some math vocabulary (larger, smaller, heavier, lighter, in front, behind etc.)

Fine Motor Skills

- Hold a pencil with proper grip.
- Cut smoothly on lines and glue accordingly.
- Colour within the lines of a given picture.
- Draw pictures with detail (self-portrait: including body parts and facial details)

PREPARING FOR SEPTEMBER

Summer Practice

- Read a variety of grade level appropriate books with your child. The Edmonton Public Library is also a good resource for helping to make good book choices.
- Discuss what your child is reading to check for understanding. Talk about new words to increase English vocabulary.
- Look into unparented programs.

Student Expectations

- Be able to sit and follow instructions for extended periods of time.
- Be able to follow multi-step oral and visual instructions.
- Be prepared for nightly homework.
- Be able to work independently and at a faster pace.
- Be able to independently go to the bathroom.
- Parents, be prepared to be involved.

WEBSITES THAT MAY HELP



- www.starfall.com
 - <https://www.learnalberta.ca/>
 - www.uniteforliteracy.com
 - www.abcya.com
 - www.mathfactcafe.com
-
- *We recommend that you limit screen time and offer in person learning experiences for your child. Summer day camps and the Edmonton Public Library will enrich your child's summer and expose your child to a variety of literature.*

STAGGERED ENTRY ORIENTATION

- In September, you and your child will be invited to an orientation session during ONE of the first three days of school Tuesday, September 1, Wednesday September 2, or Thursday, September 3. This orientation will allow your child to ease into the Kindergarten experience in a small group setting. One parent must attend for the first 45 minutes. Your child will not be taking the bus on this day.
- Mrs. Kupsch will send you an email before the end of June to let you know which day your child will be attending. There will be another reminder email in late August as well.
- Your child will attend with all of his or her classmates on Friday, September 4 at the regular school hours. This will also be the first day of bussing.

Kindergarten Language Arts

- Phonemic awareness activities through the Literacy M.A.P. phonics program
- Phonics – 54 graphemes
- Spelling - 3rd term
- Weekly quizzes
- Penmanship very important
- Monthly Recitations
- Reading fluently by the end of the year



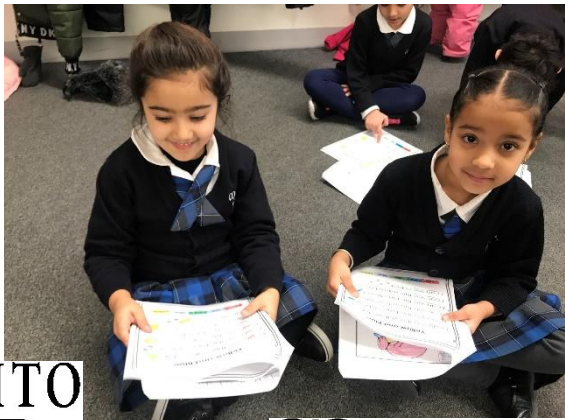
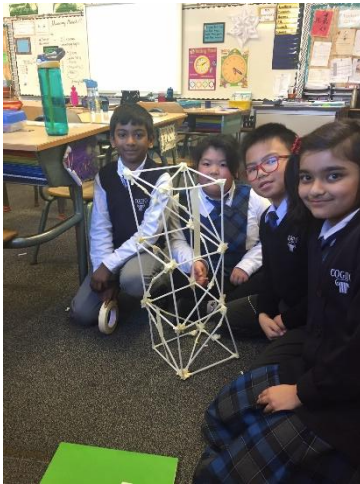
Grades 1 to 6 Language Arts

- ◉ Spelling - knowledge of graphemes/phonemic awareness guide our spelling program in Division 1 and 2
- ◉ Grammar
- ◉ Emphasis on exposure to, and comprehension of, various forms of literature (Home Reading Program an important element)
- ◉ Emphasis on students' ability to communicate clearly orally, and in writing
- ◉ Recitations & Penmanship
- ◉ Regular assessment in all areas

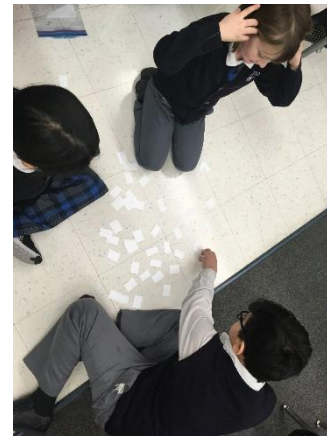
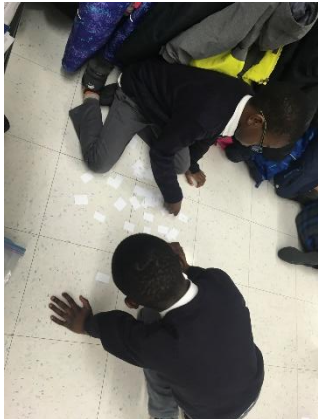
MATHEMATICS

- ◉ Emphasizes sequential development, proficiency of basic skills and mathematical reasoning
- ◉ Develops mathematical vocabulary and theoretical base
- ◉ Demands proficiency with calculation
- ◉ Expects demonstration of problem-solving through systematic processes
- ◉ Places additional emphasis on geometry and understanding fractional relationships
- ◉ Requires work to be shown, not just answers

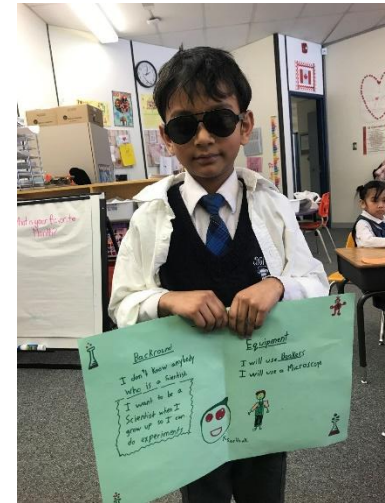
SCIENCE & SOCIAL STUDIES



FRENCH & PUNJABI



MUSIC, HEALTH, ART, PHYS. ED.



QUESTIONS



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THANK YOU FOR ATTENDING!

See you in September!

