



Message to Capilano Families

May 8, 2022

As we move into the last few months of the school year, our students being offered a variety of fun in-person learning opportunities while being mindful of our updated Health and Safety Guidelines. In a short period of time post-spring break, we have had several engaging opportunities: Dragon's Den was a hit again this year, our virtual Talent Show will be ready to share soon at school, in-person Track and Field practices have started, some classes have been participating in day trips to Outdoor School, we are welcoming next year's Kindergartners this week at their first Orientation event at the school, and much more is being planned for the remainder of the school year.

As well, this is the time of the school year that we slowly begin to prepare for our next school year 2022-2023. Please keep an eye out for communications later this month around school supplies, agendas, and a form to help families share any important information about your child(ren) for next year. We appreciate your cooperation with our school preparation steps as we begin our processes from mid-May onwards.

Shared in our monthly newsletter are important dates, updates, and a celebration of learning happening at our school. Also, please continue to check our website for up-to-date information: [Capilano Elementary](https://www.capilano.ca/elementary)

Thank you so much for following the Health and Safety Guidelines at home, at school, and in our community. We appreciate your cooperation and support as it has made a huge difference for our learning community.

Jeeniece Chand
Principal

Alaina Denny
Vice-Principal

Important Dates

- **May 9:** District-wide Professional Development Day (No School)
- **May 10:** PAC Meeting at 7:00pm in the Capilano Library
- **May 12:** Grade 3 Outdoor School (Division 10); Kindergarten Orientation
- **May 13:** Grade 3 Outdoor School (Division 9 & 11)
- **May 23:** Victoria Day (No School)
- **May 30 – June 2:** Grade 7 IB Exhibition
- **June 2:** Multiples Theme Day
- **June 3:** School-Based Professional Day (No School)



Capilano News & Updates

PAC iPads Fundraiser & Spirit Wear

Thank you to the PAC for their support of the school through the iPad Fundraiser. We would like to share our sincere gratitude to all families who have been contributing to the iPad Fundraiser. As well, we express a giant thank you to Mr. Elkhilil for his very generous contribution of \$10,000 to the iPad Fundraiser at the very start which kicked-off the fundraising. Thank you to the PAC and parent community for their ongoing efforts to better meet the technology needs at the school.

We would also like to take a moment to share an upcoming school spirit fundraiser! A student in our learning community expressed interest in re-introducing spirit wear to the community and has been able to thoughtfully take action on this initiative with the support of staff, a dedicated parent, and the PAC. Stay tuned for fun spirit wear options coming soon! This will be a great keepsake for our students, staff, and families while also acting as a fundraiser for the PAC. More information to come in the very near future!

Track and Field

Many of our intermediate students have been engaging in practices for Track and Field events. Information about upcoming qualification meets will be shared by the coaches. We are grateful to our students and coaches for engaging in this wonderful opportunity in a safe and healthy manner!

Self-Assessment of the Approaches to Learning

Since 2017, the British Columbia Ministry of Education has included the Core Competencies of Thinking, Communication and Personal and Social Responsibility into the curriculum. These three broad-based Core Competencies are sets of proficiencies that all students need to develop in order to engage in deep and lifelong learning (MOE, 2017). As part of these changes, the Provincial Student Progress Report Order was amended to include the requirement of an annual summative self-assessment of student growth in the three Core Competencies. Further information can be found at <https://curriculum.gov.bc.ca/>.

The proficiencies identified as Core Competencies in the BC curriculum align with the International Baccalaureate (IB) Approaches to Learning skills. Students attending the IB schools in North Vancouver will be reflecting on, and assessing their learning, using the language of the IB Approaches to Learning skills as they relate to the Core Competencies. Attached to this newsletter, you will find more information about the Self-Assessment of the Approaches to Learning, including the alignment between the IB Approaches to Learning skills and the BC Ministry of Education Core Competencies.

The annual summative self-assessment is not teacher-evaluated or graded, but rather based upon each student's reflections and what they choose to share about their learning journey. The self-assessment is a strength-based reflection connected to curriculum. Students reflect, describing what they are most proud of, using specific evidence to support their statements.

In June, we will be sending home instructions on how to access your child's completed self-assessment on Managebac. We encourage parents/guardians to engage in a conversation with your child about "why" and "how" they generated their conclusions and how the evidence they chose supports their reflections. If you have any questions, please do not hesitate to contact your classroom teacher.



Capilano School Plan

As part of our School Plan, we continue to work on our school goal which is alignment with our [NVSD Strategic Plan](#).

Goal: Enhancing our Sense of Community through Compassionate Integrity – By supporting our community's social and emotional well-being and our sense of belonging at Capilano, through mindfulness of:

- Approaches to Teaching and Learning
- Diversity of Students, Families, and Staff
- Community Connections

Code of Conduct and Second Step

We have been supporting our learners' social-emotional, mental, and physical health through various strategies. This has included the school-wide review of our Code of Conduct and implementation of the Second Step program school-wide. As guidelines change, we have spent time re-learning to interact with each other in a variety of new ways. This month, we ask you to have a conversation with your child about the importance of being Cooperative as we return to learning activities that have some routines that were in place prior to Covid.

Health and Safety Reminders

Highlights from the Summary of Enhanced Health and Safety Guidelines (Effective: April 4, 2022)

***Same as email to community on March 31st**

We will continue to apply a trauma-informed lens and compassionate approach, including consideration of:

- Respecting students and staff comfort levels regarding personal space
- Using space available to spread people out as much as possible, respecting room occupancy limits, and ensuring enough space is available to prevent involuntary physical contact between attendees (i.e. overcrowding); and
- Gradual transitions to larger gatherings/events

As we move forward with our journey while taking a trauma-informed lens and compassionate approach, it is important to note that each class is unique, and educators will continue to make decisions that are appropriate for the learning opportunities planned to meet the specific needs of the learners in that classroom. For instance, opportunities for parent volunteers and cross-grade learning opportunities will be determined by the classroom teacher as it always has been based on the needs of the class and types of learning activities planned. If you have questions related to your child's learning, please check-in with your child's classroom teacher.

- **Daily Health Check**
 - Students, staff, or other adults should stay at home when sick.
 - Students, staff, or other adults must stay home if they are required to self-isolate.
 - Resources: [BCCDC/VCH Resources - COVID-19 - North Vancouver School District \(sd44.ca\)](#)
- **Visitors/Guests – returning to normal routines, please see below:**
 - **All parents/visitors please use the front door ("Visitor Door") closest to the parking lot at all times for entering and exiting and come to the Office to sign-in.** All other doors will be locked before, during, and after school for our students' safety. The Visitor Door will be locked daily at 3:30pm.
 - **Late Drop Off** – If you need to enter the school with your child, please proceed to the office and have the student sign-in.
 - **Early Pick Up** – If you need to pick up your child early, please come to the office to sign them out and we will call them down from the classroom.
 - **Drop Table** – The drop table will now be relocated to the front of the office. Please put your child's name on the item and we will call them down before the next recess or lunch break.
 - **If you are entering the school for any other reason than the above, please check-in with the office staff regarding your visit.** We ask that you do not go to your child's classroom. Please ensure that you have pre-arranged a meeting with your child's teacher before entering the school. We ask that all visitors/parents check in with the office staff before your visit and sign-out before leaving.
- **Diligent Hand Hygiene**
 - Hand hygiene will continue to be done regularly in alignment with routines currently in place.
 - Cough and sneeze into elbow, sleeve, or tissue. Throw away used tissues and immediately perform hand hygiene.
- **Staggered Entry / Exit / Recess / Lunch and Zones**
 - The Staggered Entry / Exit / Recess / Lunch will all continue in the same manner for several reasons, including scheduling for library, music, and minutes of instruction. As well, the provincial guidelines still require us to implement



strategies that prevent crowding at pick-up and drop-off times. Also, to manage the flow of people in common areas, including hallways, to minimize crowding.

- However, Zones within the respective recess/lunch have been removed to enable learners to play outside with a variety of children.
- **Personal Space / Environment**
 - Students and staff should respect others' personal space. Use available space to spread people out, both in learning environments and for gatherings and events, where possible.
 - Classroom and learning environment configurations and activities will be designed so that they best meet learner needs and preferred educational approaches, while still implementing strategies to help create space between people and to support students and staff using a trauma-informed approach. Classes will continue to be encouraged to go outdoors as much as possible.
- **Masks**
 - Students and staff may choose to wear masks, face shields or other personal protective equipment in schools, and those choices must be respected.
- **Parent Volunteers**
 - Invited by the classroom teacher at their discretion. Parent Volunteer Forms must be completed.

Travelling Outside of BC? (Updated: April 4, 2022)

- For those returning from travel outside of Canada, please ensure you follow any and all [federal travel guidance](#) provided to you upon re-entry, which includes wearing a well-constructed and well-fitted mask in public spaces, schools and daycares for the first 14 days after entry.

Community Connections

Watermain Project: West Keith Road to Pemberton Avenue

It has come to our awareness that up until June 30th, 2022, the North Vancouver District will be carrying out a District watermain project in our community. The project will involve installing new watermain and services. Please note that there will be no parking allowed on the street of the affected area between the hours of 7:00am to 5:00pm during the construction stage of the project. The notice received by the community and school reminds families to keep small children and pets away from the excavations and construction sites. If there are any planned interruptions to the service, they have notified us that notices will be provided. If the school receives any information that is relevant, we will share it with families. As this is a North Vancouver District project, if you have any questions, please contact their Utilities Department at 604-990-3860. Thank you!

North Vancouver School District – Summer Learning

North Vancouver Summer Learning offers a variety of opportunities for students in the month of July. This includes Secondary Full Credit Courses; Secondary Foundations Courses (7/8 Transitions, ELL, Literacy, and Numeracy); Eslha7an Secondary Review & Completion for Indigenous students; and Elementary Summer Learning (by referral of School Based Team only). These innovative programs provide students the opportunity to enhance core skills and/or earn credits towards graduation. Families with children in grade 7 may wish to inquire into options available: Grade 7/8 Transition, Grade 7/8 English Language Learners Transition, Grade 7/8 International Baccalaureate Transition, Grade 7/8 French Immersion Transition, and Grade 7/8 Music Transition. Registration opened on May 2nd, so please click the link to find out more if your family is interested: [Registration - Summer Learning](#)



Celebrating Capilano

In every month's newsletter, we hope to celebrate the learning happening at Capilano by featuring a grade group. This month, we share learning activities in Grade 6. The grade 6s have had fun while engaging in a variety of learning opportunities, from Dragon's Den to Outdoor School.

Grade 6 students have been very busy entrepreneurs this month, creating their own small businesses. The return (post Covid) to the Marketplace was a great success with all our small business owners selling product! Thank you to the school community for the great support.

We also had the chance to get out into the great outdoors at the Cheakamus Centre. The students released salmon, played with goats, tried their skills at archery, found cool creepy crawlies in the pond, learned how to survive in the wilderness and enjoyed a delicious lunch. Many students cited their favourite part of the day as being when they played predator-prey and experienced the reality of running and hiding.



May 2022



Dear Parents/Guardians:

Re: *Self-Assessment of the Approaches to Learning*:

In 2017, to complement Provincial curriculum changes, the BC Ministry of Education introduced the *Core Competencies of Thinking, Communication and Personal/Social Responsibility*. One of the requirements with the new BC Curriculum is that at the end of each school year, students identify, reflect on, and “self-assess” their areas of strength and areas for growth in relation to the *Core Competencies*. The proficiencies identified as *Core Competencies* in the BC curriculum align with the International Baccalaureate (IB) *Approaches to Learning* skills. Students attending the IB schools in North Vancouver will be reflecting on, and assessing their learning, using the language of the IB *Approaches to Learning* skills as they relate to the *Core Competencies*. Included with this letter is a chart that demonstrates the alignment between the IB *Approaches to Learning* skills and the BC Ministry of Education *Core Competencies*.

In the IB Primary Years Programme, the *Approaches to Learning* are a main focus in the IB units of inquiry and subject-specific learning. They are skills that are integral to learning and they help students identify how they learn and how they can enhance their learning. Throughout the year students regularly identify and assess their areas of strength and areas for growth, with respect to the *Approaches to Learning*, and establish goals to support their progress. At the end of the school year, students also complete an annual summative self-assessment, through which they reflect on their strengths and areas of growth in their learning over the course of the year. The focus of this year-end self-assessment is on their learning journey – identifying what they are most proud of in their learning and areas for future growth.

Students at Capilano will be completing their year-end reflection and self-assessment in the coming weeks, and teachers will be uploading the students’ reflections into our secure on-line IB PYP student information system, called *Managebac*, which is the same system parents/guardians used to access the student-teacher-family conference summary forms in the fall.

Increasingly, students are becoming more involved in the assessment process, providing them with greater understanding of themselves as learners. We hope this additional means of communicating student learning results in valuable conversations between parents/guardians and their children. If you have any questions, please do not hesitate to contact your classroom teacher.

Sincerely,

Jeeniece Chand
Principal, Capilano Elementary, IB World School



Alignment chart demonstrating alignment of IB PYP *Approaches to Learning* to BC Ministry of Education *Core Competencies*:

| <p style="text-align: center;">Communication Core Competencies</p> | <p style="text-align: center;">PYP Approaches to Learning</p> |
|--|---|
| <p>Communication Competency</p> <ul style="list-style-type: none"> • connect and engage with others (to share and develop ideas) • acquire, interpret, and present information (includes inquiries) • collaborate to plan, carry out, and review constructions and activities • explain/recount and reflect on experiences and accomplishments <p>Colaboration Competency</p> <ul style="list-style-type: none"> • Working collectively • Supporting group interactions • Determining common purposes | <p>Communication Skills</p> <ul style="list-style-type: none"> • listening, speaking, reading, writing, viewing, presenting, non-verbal communication <p>Research Skills</p> <ul style="list-style-type: none"> • formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings <p>Social Skills</p> <ul style="list-style-type: none"> • accepting responsibility, respecting others, cooperating, resolving conflict, group-decision making, adopting a variety of roles <p>Thinking Skills</p> <ul style="list-style-type: none"> • acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition <p>Self-Management Skills</p> <ul style="list-style-type: none"> • codes of behaviour, organization, time management |

| <p style="text-align: center;">Thinking Core Competencies</p> | <p style="text-align: center;">PYP Approaches to Learning</p> |
|---|--|
| <p>Creative Thinking</p> <ul style="list-style-type: none"> • Creating and innovating • Generating and incubating • Evaluating and developing <p>Critical and Reflective Thinking</p> <ul style="list-style-type: none"> • analyze and critique • question and investigate • develop and design • Reflecting and assessing | <p>Thinking Skills</p> <ul style="list-style-type: none"> • acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition <p>Research Skills</p> <ul style="list-style-type: none"> • formulating questions, planning <p>Social Skills</p> <ul style="list-style-type: none"> • cooperating, group-decision making, adopting a variety of group roles <p>Self-Management Skills</p> <ul style="list-style-type: none"> • organization, time management, informed choices |

| Personal and Social Core Competencies | PYP Approaches to Learning |
|---|--|
| <p>Positive Personal and Cultural Identity</p> <ul style="list-style-type: none"> relationships and cultural contexts personal values and choices personal strengths and abilities <p>Personal Awareness and Responsibility</p> <ul style="list-style-type: none"> self-determination self-regulation well-being <p>Social Responsibility</p> <ul style="list-style-type: none"> contributing to community and caring for the environment solving problems in peaceful ways valuing diversity building relationships | <p>Self-Management Skills</p> <ul style="list-style-type: none"> gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behaviour, informed choices <p>Social Skills</p> <ul style="list-style-type: none"> accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles <p>Thinking Skills</p> <ul style="list-style-type: none"> analysis, evaluation, dialectical thought, metacognition <p>Communication Skills</p> <ul style="list-style-type: none"> nonverbal communication |