



Welcome to Kindergarten

North Vancouver School District

Traditional Land Acknowledgement





Introductions

Kammi Clark – Principal

Arash Kaboli – PYP Coordinator

PAC Reps

Liz Cain - VCH

Rosanna Ng – Impact North Shore

Welcome to Kindergarten!

Play-based, experiential learning for ALL learners

A sense of wonder and excitement

NVSD's Vision and Values

Trust

We act with integrity. We are open and honest in our communication with one another.

Respect

We relate to each other with care and appreciation. We honour diversity and recognize the exceptional in everyone.

Responsibility

We are accountable for our actions. We support positive change, continuous improvement and the pursuit of excellence.

Collaboration

We develop relationships and affiliations to achieve shared goals and consider each other in our decisions and actions.



Student-Centred Education

Provide equity-based education that supports the learning needs of all students.



Innovative Instruction

Enhance innovative and effective approaches and curriculum to develop educated citizens.



Welcoming and Inclusive Culture

Enhance our welcoming, safe, and inclusive culture and learning environment.



Mental Health and Well-Being

Promote mental health and well-being through social emotional learning and trauma-informed practices.



Truth, Healing and Reconciliation

Champion truth, healing and reconciliation, and embed Indigenous ways of knowing.



Environmental Stewardship

Lead on sustainable practices and nature-based learning to address environmental challenges.



Welcome to Capilano!

- We are so happy you are here!
- [Welcome to Kindergarten 20232024 \(2\) \(1\).mp4 \(sharepoint.com\)](#)

Capilano Elementary

- International Baccalaureate (IB) Primary Years Program (PYP) School
- Part of the Carson Graham Family of Schools
- School Goals – Well-being and Literacy



What is an IB PYP School?



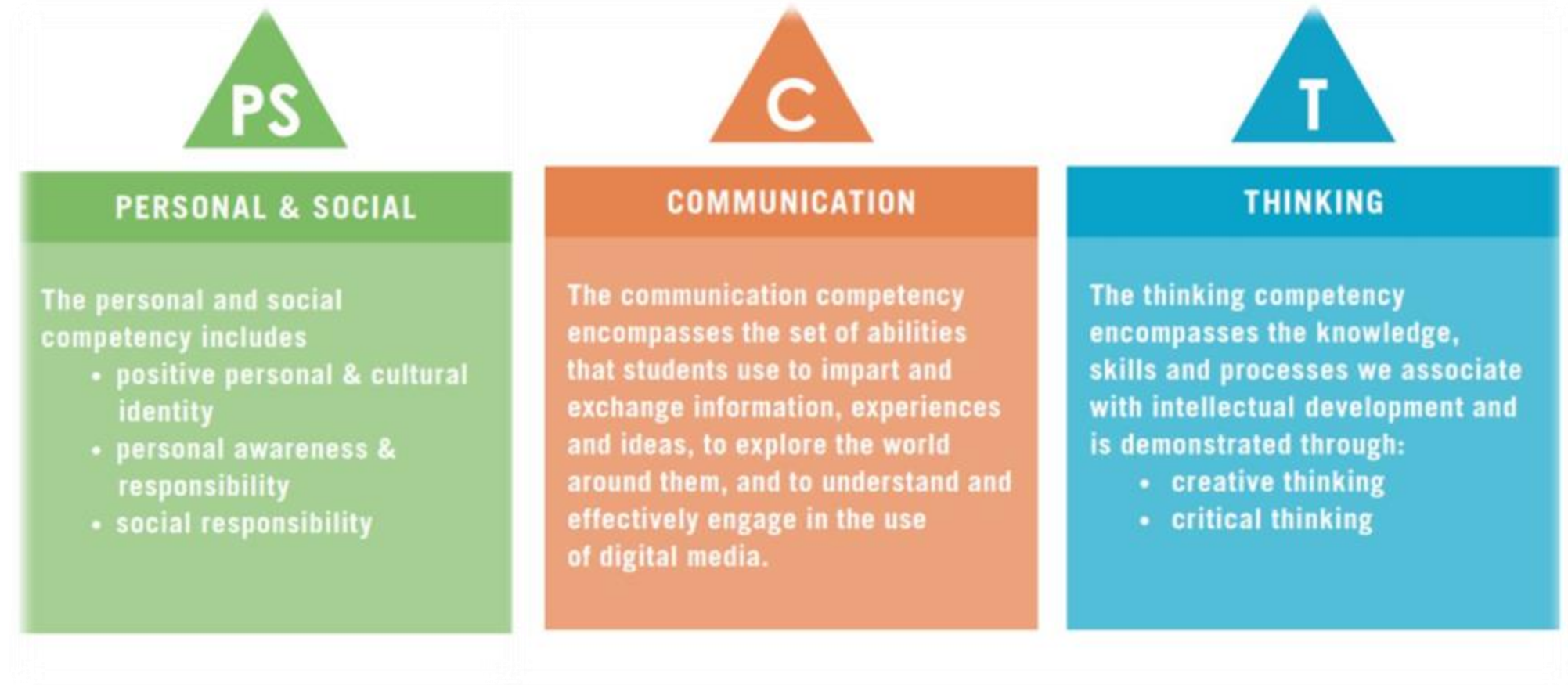
- Designed for young learners
 - supports academic, social, and emotional development
- Learning through curiosity and inquiry
 - learn by asking questions, exploring ideas, and making connections
- Focus on the whole child
 - support not only literacy and numeracy, but also independence, confidence, collaboration, and emotional well-being
- Learning is connected and meaningful
 - subjects are integrated through shared themes, helping children see how learning connects to the real world
- Growing caring, respectful global citizens
 - students are encouraged to be kind, open-minded, and responsible members of their local and global community

School Staff Intro & Information

- Principal / Vice Principal
- Office Staff
- Kindy Teachers
- Specialist Teachers
 - LST,
 - SLP,
 - Psychologist,
 - Counsellor
 - SBRT / ESBRT
- Music Teacher
- Teacher Librarian



BC Curriculum: Core Competencies





Supporting your Child's Transition to Kindergarten

*"Learning involves patience and time."
~ First Peoples Principles of Learning*

*Each child is on their own timeline and
unique journey.*

*Students will require differing levels of
support and time to learn different
competencies as they enter Kindergarten.*

*We welcome all children and meet them
where they are at on their journey!*

What can you do to support your child
before they start kindergarten?

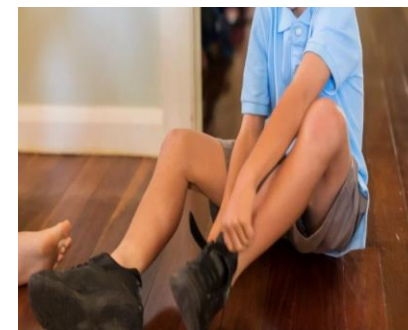
Personal and Social Responsibility

- Independence
- Resiliency
- Self-regulation

- Collaboration
- Problem Solving
- Perseverance



Getting Dressed



Support your child in learning how to get dressed.

- Practice buttons, zippers, and shoes
- Label clothing with your child's first and last name

Dressing for the Weather



Children go outside rain or shine at school.

- Practice putting on/taking off rain pants, jackets, and boots
- Ensure you send your child with a *waterproof* jacket

Backpacks



Support your child in learning how to take care of their belongings.

- Choosing a backpack for your child that is large enough to fit a large library book and notices
- Have your child practice putting on/taking off, zipping/unzipping, and finding items in their backpack.

Nutrition Breaks



Support your child in learning how to access their snack, lunch, and water bottle.

- Practice opening/closing containers and water bottles, and using utensils
- Help your child know what foods you would like them to eat for snack vs. lunch; putting these in separate containers can be helpful to some students
- Breakfast and an afterschool snack is helpful as many children enjoy the social aspect of lunch and snack times and forget to finish eating
- Send your child with the necessary utensils and a water bottle. Pre-cut wrappers and fruit prepared to eat.
- We are unable to heat food, so a thermos can be a helpful tool
- Allergies will be communicated in September.

Bedtime and Morning Routines



Support your child in keeping a bedtime and morning routine.

- Practice going to bed early and waking up at the same time each day
- It is recommended that children who are 4 and 5 years old get 10-13 hours of sleep per night

Goodbye Rituals



Support your child in learning how to be away from you.

- Practice saying a quick goodbye at the door.

Toileting



Support your child in learning how to use a public washroom.

- Practice wiping, flushing, and washing hands.

Coughing and Sneezing



Support your child in learning how to prevent spreading illness.

- Have your child practice coughing and sneezing into their elbow and using tissues to wipe their nose.

Social Relationships



Support your child to participate in opportunities with others, this will support your child in being able to

- Practice sharing and taking turns
- Have some experience being away from you

Self-Regulation



Support your child in learning about their emotions.

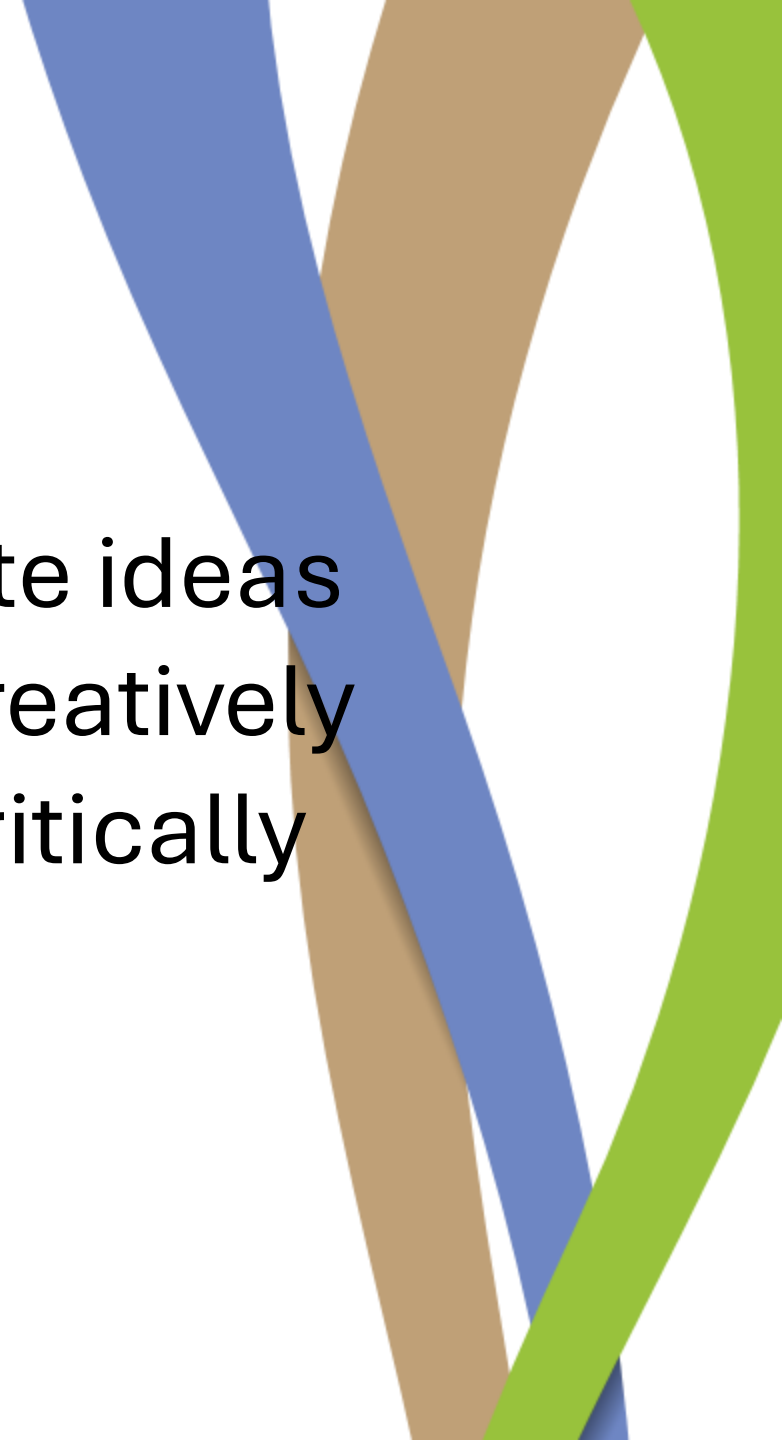
- Practice calming strategies (e.g., taking deep breaths, counting to 10) and naming feelings with words (e.g., "I feel sad.")

Communication and Thinking

- Make connections with others
- Share ideas
- Express individuality



- Generate ideas
- Think creatively
- Think critically



Communication



Support your child in communicating their needs with peers and adults.

- Practice using visuals, kind words, asking for help, etc.

Being Open-Minded



Support your child in celebrating differences and listening to others' ideas.

- Practice using positive and respectful language to describe others.
- Practice sharing the role of listener and communicator.



Literacy



Support your child in literacy development in their **home language.**

- Read books, sing songs, explore visuals, play games together, etc.

Numeracy



Support your child in numeracy development in their **home language.**

- Count and sort, bake and cook, and play games together.



Outdoor Learning

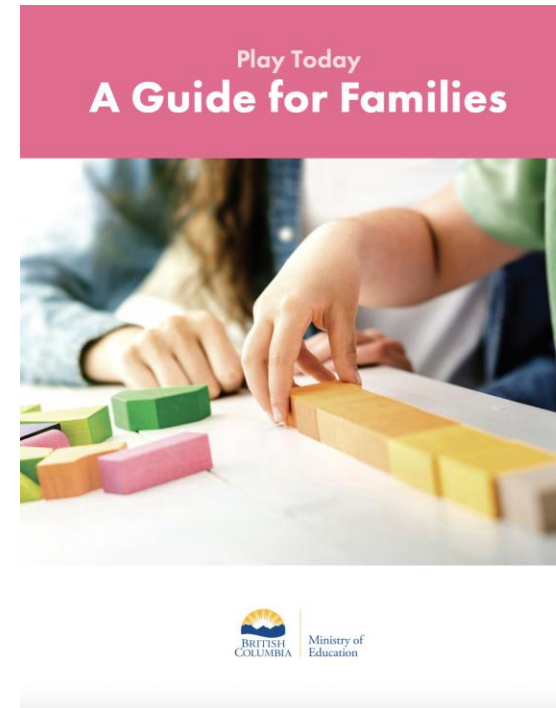


Support your child in getting used to learning outdoors.

- Outdoor play supports healthy regulation and gross motor development



Learning Through Play



Support your child in developing all three core competencies by playing with them!

- Practice playing games that involve turn taking, waiting, sharing, listening, communicating, losing, winning and cleaning up.
- Shared play experiences: variety of peers, settings, and/or activities



Collaborative Home-School Partnership





Your CPAC Exec Team

Chantelle Nascimento - Co-Chair

Kelly-Anne Breen - Co-Chair

Jennifer Lewis - Co-Vice Chair

Britni Hewitt - Co-Vice Chair

Carla Marchant - Treasurer

Tanya Bayda - Vice-Treasurer

Andrea Holmes - Co-Secretary

Penny Norman - D Pac Rep & Co-Secretary



ABOUT THE PAC

As a result of your child's enrollment to Capilano Elementary, you are automatically a member of the Capilano Parent Advisory Council (PAC or CPAC). That's right, you're a PAC member!

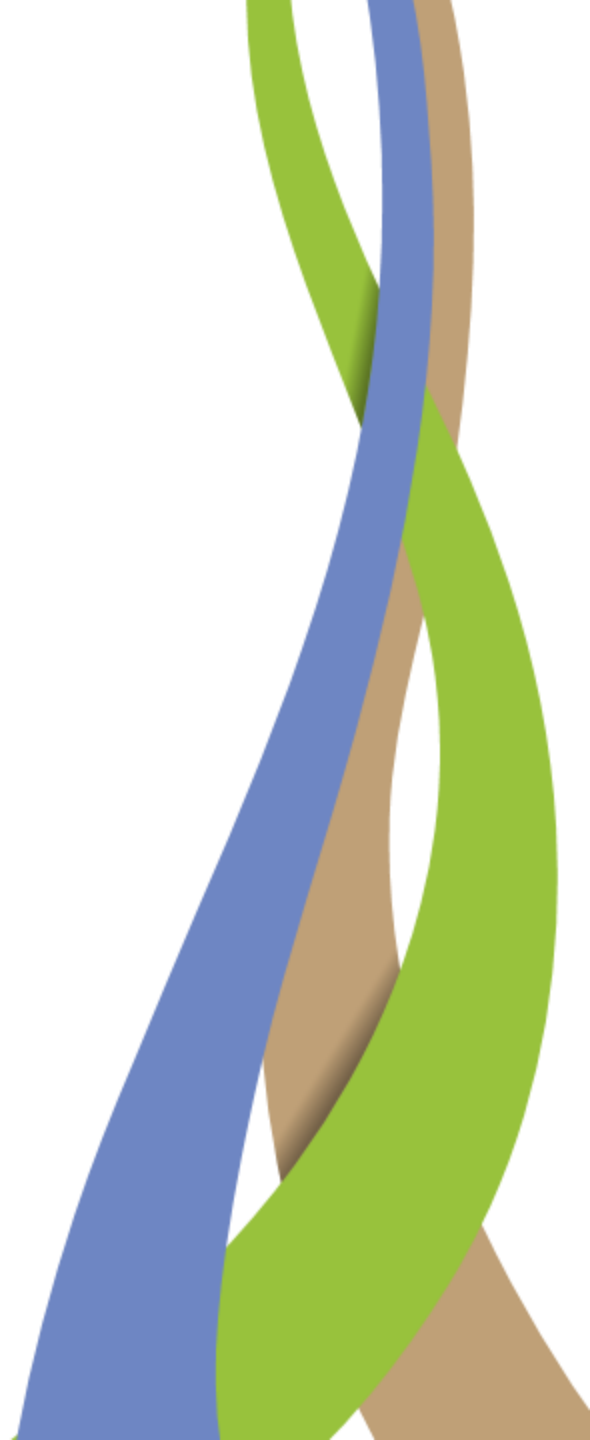
The objectives of our school's PAC are:

- to advocate for the education and well-being of our children
- to participate in school planning and vote on new initiatives to support
- to promote great relationships between families, school principals and staff
- to build community and help make the school a great place to learn for all

Community Resources



Vancouver
CoastalHealth



Getting Ready for a Healthy School Year



✓ Are their immunizations up to date?

Boosters recommended starting at 4 years of age prior to K entry:

- Diphtheria, Tetanus, Pertussis, Polio (DTPPo)
- Chicken Pox, Measles, Mumps, Rubella (MMRV)

✓ Do they have any medical conditions?

- Communicate with school staff if your child needs extra help anaphylaxis (severe allergy), diabetes, seizures, asthma and/or any other complex medical needs.



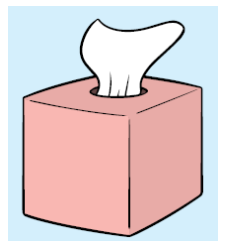
✓ Preventing Illness

- Help your children learn to wash their hands with soap and water (for at least 20 seconds) after using the washroom and before eating



✓ When do I keep my child home if they are sick?

- Children who are showing signs of illness (fever, cough, runny nose) should stay home until they are well enough to participate in regular activities
- If vomiting or have diarrhea they can return to school when they no longer have any symptoms.



Community Health Resources

- North Shore Public Health Nurse 📞 (604) 983-6811

- HealthLink BC www.healthlinkbc.ca



- Immunization appointments with North Shore Public Health

<https://northshorepublichealth.janeapp.com/>



Submit or receive your child's immunization record

NorthShoreVaccineRecord@vch.ca



FORMERLY NORTH SHORE
MULTICULTURAL SOCIETY

SWIS Program

May 2026



Settlement Workers In Schools program (SWIS)

In Partnership with:



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

Settlement Workers in Schools program (SWIS)

- SWIS workers can:
 - ✓ Help you understand the BC education system
 - ✓ Provide key information about your child's school
 - ✓ Provide access to educational resources
 - ✓ Help you increase your involvement at school and in the community

SWIS workers meet with students and families individually to provide information, facilitate meetings at schools, and hold education-related workshops and youth group activities.

SWIS Service Registration Form -
Impact North Shore



Impact North Shore



FORMERLY NORTH SHORE
MULTICULTURAL SOCIETY

Immigrant Service Centre www.impactnorthshore.ca

- Address: Unit 207-123 East 15th Street, North Vancouver
- Phone: 604-988-2931
- Email: office@impactnorthshore.ca
- Website: <https://impactnorthshore.ca>

Marc Larrivee

SWIS Program Manager

marcl@impactnorthshore.ca

Annie Wei

SWIS Team Lead/Worker

Anniew@impactnorthshore.ca

Services:

- Settlement
- Employment
- English Language Learning
- SWIS (Settlement Workers In Schools)

Rosanna Ng (Mandarin/Cantonese)

rosannan@impactnorthshore.ca

778-323-2931

Azade Amirmoayed (Farsi - French)

azadea@impactnorthshore.ca

778-322-2931

Fariba Farahbakhsh (Farsi)

faribaf@impactnorthshore.ca

236-818-7219

READY, SET, LEARN

Learn. Play. Explore.

Children ages 3 to 5 (not yet in Kindergarten) and their families are invited to participate in the North Vancouver School District's upcoming **FREE** Ready, Set, Learn events.



Ready, Set, Learn events provide a fun, family-oriented atmosphere with the intention of supporting preschool-aged children as they prepare for their eventual transition to Kindergarten.

DATE	LOCATION	TIME	RSVP
Wed. April 8, 2026	Education Services Centre	9:30 a.m. - 11:30 a.m.	no RSVP needed
Thurs. April 16, 2026	Montroyal Elementary	9:30 a.m. - 11:00 a.m.	montroyal@sd44.ca
Thurs. April 16, 2026	Highlands Elementary	10:50 a.m. - 11:50 a.m.	highlands@sd44.ca
Tues. April 21, 2026	Lynnmour Elementary	9:15 - 10:15 a.m. / 10:45 - 11:45 a.m.	lynnmour@sd44.ca
Fri. April 24, 2026	Cleveland Elementary	10:30 a.m. - 11:30 a.m.	cleveland@sd44.ca
Wed. April 29, 2026	Sherwood Park Elementary	3:00 p.m. - 5:00 p.m.	sherwoodpark@sd44.ca
Wed. May 6, 2026	Cove Cliff Elementary	5:00 p.m. - 6:30 p.m.	covecliff@sd44.ca
Thurs. May 7, 2026	Canyon Heights Elementary	1:15 p.m. - 2:15 p.m.	canyonheights@sd44.ca
Fri. May 8, 2026	Eastview Elementary	10:30 a.m. - 11:30 a.m.	eastview@sd44.ca
Wed. May 13, 2026	Carisbrooke Elementary	1:30 p.m. - 2:30 p.m.	carisbrooke@sd44.ca
Thurs. May 14, 2026	Norgate Community Elementary	11:00 a.m. - 12:00 p.m.	norgate@sd44.ca
Tues. May 19, 2026	Brooksbank Elementary	11:00 a.m. - 11:45 a.m.	brooksbank@sd44.ca



Supporting Pre-Readers

Young children learn about reading and language through playing, talking, singing, book-handling, and stories. These simple activities help build early literacy skills in fun, meaningful ways.



Sing Together

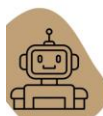
Songs help children build oral language, confidence, and listening skills. Rhyming songs like *Down by the Bay* and *Hickory Dickory Dock* are especially helpful. Try pausing during the song and see if your child will fill in the missing rhyming word.



Play "I Spy a Letter"

Look for letters in your environment such as on signs, books, labels, or packaging and play an "I Spy" game together. For example: "I spy the letter Y. Can you find it?"

When your child is ready, try using letter sounds instead of letter names. For example: "I spy something that starts with a /b/ sound. Can you find it?"



Speak Like a Robot

Learning to read involves hearing and blending sounds. Try "robot talk" by breaking words apart. Start with syllables and move to individual sounds when your child is ready. A syllable is a chunk of a word. You can often hear syllables by clapping the parts of a word (e.g., ba-na-na has three claps).

For example:
"Try to guess my word: po...ta...to."

"Try to guess my word: sh...l...p."



Sort by Beginning Sound

Collect items from around the house that start with different sounds (e.g., ball, book, banana, teddy, toque, towel). Mix them together and invite your child to sort them by their beginning sound.



Play with Compound Words

A compound word is a word made up of two smaller words put together. For example: sun + flower = sunflower

Playing with compound words helps children hear the parts inside words. Say a compound word and ask your child to take one part away. For example: "Say sunflower. Now say sunflower without sun." Your child says: "flower."



Read Every Day!

Reading to your child every day helps build language, thinking, and early literacy skills. Read in your first language and make reading a regular part of your day. While reading, talk about the story together. Pause to ask questions like:

- "What do you think will happen next?"
- "Does this story remind you of another book?"

Running your finger under the words as you read helps your child learn that print moves from left to right.

Supporting Beginning Readers

As children begin reading, they learn by using letter sounds to read words, talking about what they read, and practicing with support. These activities help build accuracy, confidence, and understanding in meaningful ways.



Play "I Hear a Sound"

This game helps children practice changing sounds in words.

Say a simple word and ask your child to change the first sound to make a new word.

For example:

"I hear with my little ear the word... pot. Now change the /p/ to a /h/. What word did you make?"

When your child is ready, try changing ending sounds next.

Middle sounds are the most challenging and take time to develop.



Write a Mystery Message

Write a word or short phrase your child can read using white crayon on white paper.

Give your child a watercolour palette and invite them to paint over the paper to reveal the message.

This activity encourages children to slow down and carefully read each sound in the word.



Speak Like a Robot

As children begin reading, they need frequent practice breaking words into individual sounds and blending them together.

Try "robot talk" using individual sounds.

Say the sounds slowly and ask your child to blend them into a word.

For example:

"What word am I saying? s...u...n."

"Can you blend these sounds? c...a...t."

You can also take turns and ask your child to say a word like a robot while you blend the sounds together.



Play "Memory"

Write "look-alike" words on cards (for example: sock, stock, slack, sack, sick, stick). Make two copies of each word.

Place the cards face down and play a memory game together. When your child turns over two cards, have them read the words aloud and decide if they are the same or different.

If the words match, they keep the pair and take another turn.



Play with Words

Some early reading words are made up of a consonant, vowel, and consonant (called CVC words), such as cat, bit, and mop.

Use magnetic letters to build and read CVC words together.

Change the beginning sound to make a new word and read it aloud. For example: fit becomes sit.



Read Every Day!

Reading together every day helps your child practice using sounds to read words.

Read in your first language and include decodable books your child can read with support.

Encourage your child to sound out words using their letter-sound knowledge.

When they come to a tricky word, try prompts like:

- "Let's look at the letters and say the sounds together."
 - "What sound does this letter make?"
- After reading, talk about the story by asking simple questions such as:
- "What happened first?"
 - "What happened at the end?"

Invite your child to point to each word as they read to support left-to-right tracking. This helps children learn that words are made of letters, and letters represent sounds.

Resources

Take a look at the following videos which were created to help support your child's transition to school. These videos were made by Kindergarten Teacher and Early Learning Teacher Facilitator, Magdalene Bunce.

- [Language for Little Ones: Part 1](#)
- [The Importance of Play: Part 2](#)
- [Getting Ready for Kindergarten: Part 3](#)

Ministry of Education and Child Care Resources:

- [BC's Course Curriculum](#)
- [Early Learning information](#)
- [Supporting the Transition to Kindergarten](#)

Some of the resources you will find in the Supporting the Transition to Kindergarten section include:

- [When I Go To Kindergarten \(PDF\)](#). Help prepare your child for Kindergarten by working through this booklet. Record things your child is good at and that are important to them. Use the booklet as a keepsake or share it with your child's teachers.
- [Play Today: A Guide For Families \(PDF\)](#). Extended engagement in play is one of the best ways to prepare your child for school. Learn more about the different kinds of play that are important.
- [Let's Play: Activities for Families](#). Support your child's engagement through these play-based learning activities.



[NVSD Resources for Kindergarten Families](#)

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[NVSD Resources for Kindergarten Families](#)

Reminders - Student Belongings

- Lunch kit
- Water bottle
- Backpack (big enough but not too heavy; child can open & close)
- Comfortable clothing (active play and messy art)
- Inside shoes (Slip-On or Velcro runners)
- Full rain gear that is labelled
- Full change of labelled clothes (in a labelled bag)

All fully labeled



Questions?





North Vancouver
School District
the natural place to learn®

CHEQ – Childhood Experiences Questionnaire

UBC AND NVSD

UBC HELP and NVSD



- Our school district is partnering with The Human Early Learning Partnership (HELP), a research institute at the University of British Columbia, to do the Childhood Experiences Questionnaire (CHEQ). The CHEQ is a questionnaire that focuses on experiences your child has had over the last few years.
- This is the third year that we are implementing the CHEQ. We have partnered with UBC HELP for several years to conduct the Early Development Questionnaire and Middle Years Development Questionnaire to better understand the needs of our learning community and provide appropriate supports

Purpose



- Information collected with the CHEQ is used in a few different ways.
 - The information from the CHEQ is shared with our district and community to strengthen programs and services for families.
 - Our school can also use it to better understand the different kinds of experiences children had before they started Kindergarten so that our teachers and school can support them better.
- The CHEQ will be conducted by all NVSD elementary schools
- **The questionnaire does *not* assess your child's skills or abilities or your parenting. Your participation is voluntary.**
- The CHEQ is simple and easy to complete; it will take approximately 15 minutes of your time.

Types of Questions

The CHEQ asks parents and caregivers about:



Physical Health & Well-Being

Their child's experiences related to physical health and overall well-being including daily physical activities, routine health care check-ups, nutrition and sleep habits.



Language & Cognitive

A variety of experiences that influence their child's language development and cognition, including reading, storytelling, engaging in conversation and pretend play, rhyming, using pens and pencils, counting and sorting, painting and more.



Social & Emotional Experiences

Different social experiences their child may have had before Kindergarten, including playing with other children, sharing and helping others. In addition, parents/caregivers are asked about opportunities their child may have had to talk about their emotions and the emotional experiences of others.



Early Learning & Care

Their child's experiences in non-parental care arrangements and preschool, as well as challenges faced when looking for care. They are also asked about their child's experience with intervention programs and supports.



Community & Context

Their perceptions of neighbourhood safety, opportunities for children to play outside in their neighbourhood, social support networks and whether neighbours can be counted on to look after children.

[CHEQ](#)
[Parent/Caregiver](#)
[Video](#)

Next Steps



- Today, you will receive:
 - Introductory Letter + FAQ Sheet
 - A CHEQ Login Sheet
- Steps to Complete the CHEQ:
 - Upon logging in, there will be a Parent/Guardian Consent Form
 - Please review this form – it includes details on the questionnaire and how CHEQ data is used, stored, & protected
 - If you choose to participate, you will click “I Consent” and begin
 - You can withdraw at anytime
- We hope that you will complete the survey this spring! If you forget, we will remind you about this opportunity in the fall. We are grateful for your consideration!

Thank You

Hvala Mahalo Chokran Kasih Dėkuji

Kamsahamnida Terima Aitäh Mam

Spasibo Metshakerem Multumesc

Takk Dhanyavad noon Obrigado M Efharisto

Shukran Xièxiè • Grazie

Kiitos Köszönöm Sukria h'gōi Asante Dziękuje Misaotra Murakoze

Danke Dank Ačiū Tack Merci Arigato