



**Welcome
to
Kindergarten**

Queen Mary Community Elementary

An IB World School



Traditional Territory Acknowledgement



Skwxwú7mesh
Úxwumixw
Squamish Nation



Tsleil-Waututh Nation
PEOPLE OF THE INLET

We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, on whose unceded traditional territory the North Vancouver School District resides. We value the opportunity to learn, share and grow on this traditional territory.

Queen Mary's Mission Statement

At Queen Mary we are dedicated to fostering an inclusive community where respect, communication, engagement, support, and kindness are paramount.

Through meaningful connections and open dialogue, we nurture a culture of empathy and understanding, where every individual feels valued and encouraged to reach their full potential.



Authorized International Baccalaureate (IB) World School offering the Primary Years Programme (PYP)

Hiyí Kwemkwimí Awtáw

Queen Mary Community Elementary

www.queenmarycommunityelementary.ca

Jennifer Wilson – Principal

jwilson@sd44.ca

George Polymenakos – Vice Principal

gpolymenakos@sd44.ca

Jennifer Aragon - IB Coordinator

Office Phone: 604-903-3720

Office Staff: Tara Manky & Penny Bird

www.queenmarycommunityelementary.ca

QM



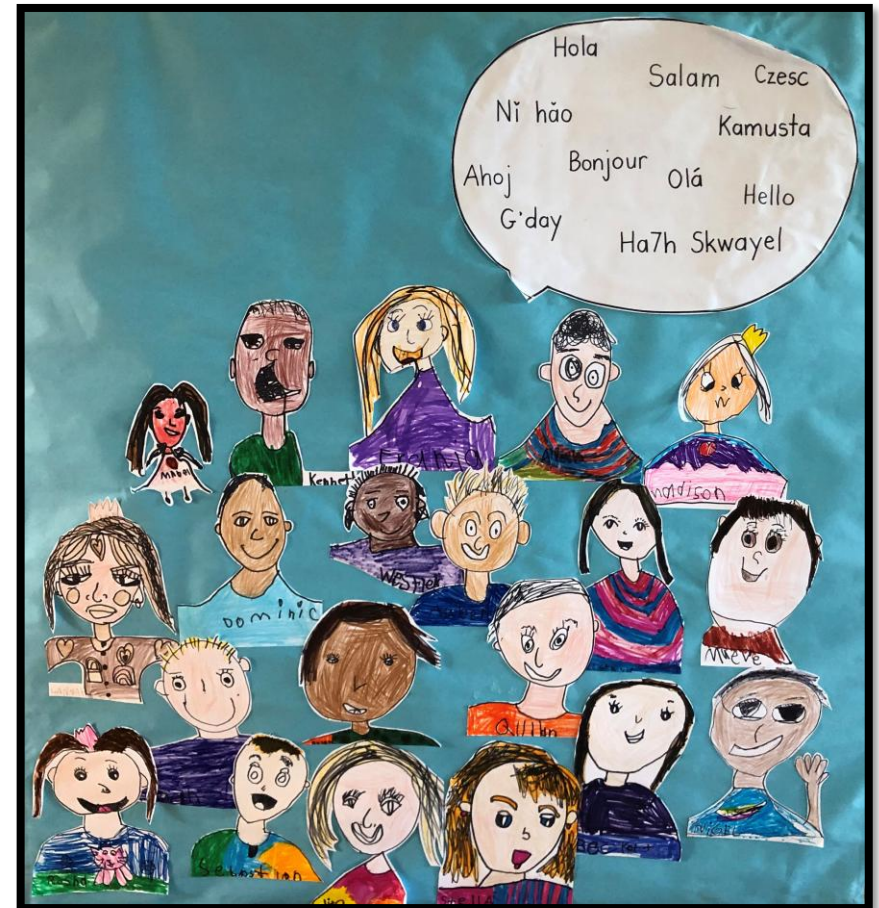
Hiyí Kwemkwimí Awt'w



- First corner stone of the foundation set on November 25th, 1914.
- Welcomed its first students in August of 1915.

Queen Mary Community Elementary

- 20 Divisions
 - Kindergarten to Grade 7
- 458 Students
- Culturally and linguistically diverse student population
 - 46% of QM families speak more than one language in their home
 - 34 languages other than English



District and School Goals

NVSD Strategic Plan



QM School Goals

Inquiry- and Concept-based Teaching and Learning

Community Connection and Involvement

Queen Mary Community Elementary

- Specialty Subject Area Teachers
 - Fine Arts, Library, IB coordinator
 - Band (NVSD Program Grades 5 and up)
- Programs of support
 - English Language Learning Teachers, Counsellor, Learning Support Teachers, Learning Support Worker, Speech & Language Pathologist, Psychologist, Education Assistants, Supervision Aides, Indigenous Support Worker, Indigenous Literacy Teacher
 - Kindergarten Assessments
 - Literacy Assessment
 - NVSD Kindergarten Numeracy Assessment



Queen Mary PAC

QM PAC Facebook Page:

<https://www.facebook.com/QueenMaryPAC>

Email: queenmarypac@gmail.com

What is the role of the PAC?

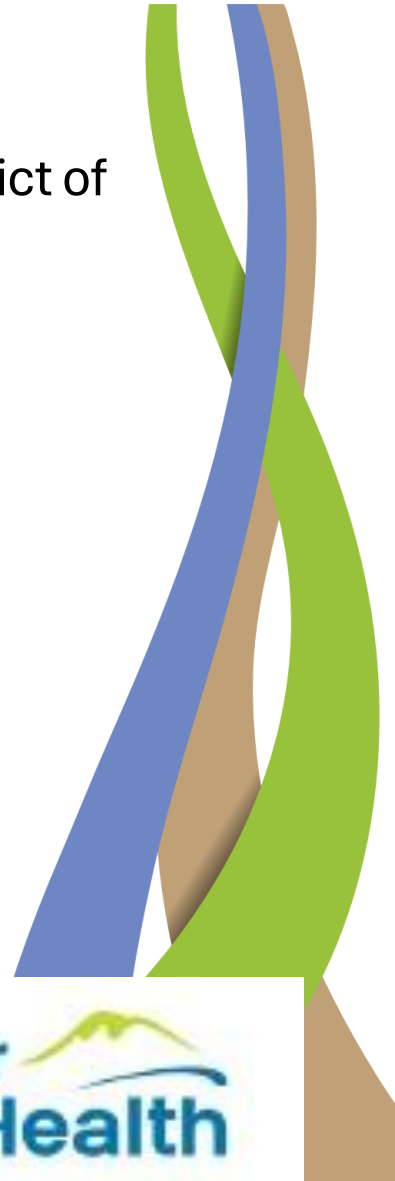
- To advise the school and the North Vancouver Board of Education of the parents' perspective regarding any matter related to the school
 - School action plan, policies and services provided to students attending Queen Mary.



City of North Vancouver & District of North Vancouver Libraries



Additional Supports and Resources





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

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>

Services:

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

Marc Larrivee

SWIS Program Manager

marcl@impactnorthshore.ca

Annie Wei

SWIS Team Lead/Worker

Anniew@impactnorthshore.ca

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

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.



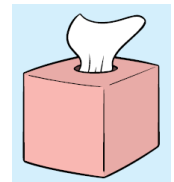
✓ Preventing spread of illness

- Washing your hands is one of the best ways to stop the spread of germs.
 - 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



- To book an Immunization appointment with North Shore Public Health

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

Submit or receive your child's immunization record

NorthShoreVaccineRecord@vch.ca





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 first sound 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.



Play "Memory"

Write "look-alike" words on cards (for example: sock, stock, slack, sack, sock, 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.



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.



Play with Words

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



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.





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](#)



Kindergarten Curriculum

- BC Curriculum
 - Kindergarten Program & Early Learning Framework
 - First People's Principles of Learning
- International Baccalaureate Primary Years Programme (IB PYP)
 - Mission and Vision
 - Framework and Philosophy
 - Subject Scope and Sequence Documents
 - IBO Standards and Practices

<http://www.ibo.org/programmes/primary-years-programme/>

Why IB PYP?

Students:

- ❑ Make meaningful connections between prior learning and new learning, across curricular areas, and to their own lives
- ❑ Develop confidence in sharing their knowledge, understandings, and skills in front of their peers in a variety of ways
- ❑ Are challenged to think critically and are encouraged to take action based on their learning





The Learner Profile

The aim of all IB Programmes is to develop **internationally minded** people who, recognizing their **common humanity and shared guardianship of the planet**, help to create a **better and more peaceful world**.

<http://www.ibo.org/pyp/curriculum/>

- Communicators
- Inquirers
- Thinkers
- Risk-takers
- Knowledgeable
- Principled
- Caring
- Open-minded
- Well-balanced
- Reflective



Transdisciplinary Skills Approaches to Learning

- **Thinking Skills**
- **Social Skills**
- **Communication Skills**
- **Self-Management Skills**
- **Research Skills**

*These align with the BC Curriculum Core Competencies:
Communication, Thinking, Personal & Social



The IB PYP Six Transdisciplinary Themes

- ❑ The framework for exploration and study
- ❑ Have global significance for all students of all cultures

(<http://www.ibo.org/pyp/curriculum/>)

- **Who we are**
- **Where we are in place and time**
- **How we express ourselves**
- **How the world works**
- **How we organize ourselves**
- **Sharing the planet**



Who we are

SEP Who We Are

 Central Idea

Behaviour and communication affects others

 Lines of Inquiry


1. how cooperation in play builds friendships
2. how emotions affect behaviour
3. factors that contribute to healthy relationships

 Key Concepts


Function, Connection, Responsibility

How the world works


NOV How the World Works

 Central Idea

Discovering the properties of materials enables creativity

 Lines of Inquiry


1. properties of objects
2. why objects are made of certain materials
3. how play fosters creativity

 Key Concepts


Form, Function, Causation

How we express ourselves


JAN How we express ourselves

 Central Idea

Stories help individuals connect with the world

 Lines of Inquiry


1. different forms of stories
2. how stories evoke personal connections
3. how perspectives influence behaviour

 Key Concepts

Form, Connection, Perspective

Sharing the planet

APR Sharing the Planet

 Central Idea

Living things are interconnected

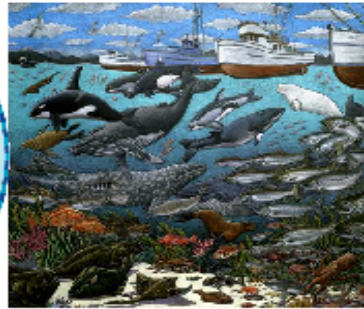
 Lines of Inquiry

1. how plants and animals meet their needs
2. how plants and animals are connected within ecosystems
3. human responsibility towards living things

 Key Concepts

Function, Change, Connection, Responsibility

Sharing the Planet



Central idea:

Living things are interconnected.

Lines of Inquiry:

- How plants and animals meet their needs (function)
- How plants and animals are connected within ecosystems (connection)
- Human responsibility towards living things (responsibility)

First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Teacher Questions:

1. What happens if plants and animals are unable to meet their needs?
2. What are some ways that plants and animals are connected?
3. How do changes within ecosystems affect living things?
4. What can we do to care for living things?

<u>Concept Focus:</u>	<u>Transdisciplinary Skills:</u>	<u>Learner Profile:</u>
*Function *Change *Connection *Responsibility	*Research Skills *Thinking Skills	*balanced *thinker *principled



A Day in the Life of Kindergarten

We try to have a balance of learning engagements to help the students feel happy and ready to learn throughout the day. Some activities you will see include:

- Morning Meeting
- Movement/Activity
- Literacy Skills
- Snack/Recess
- Math
- Unit of Inquiry
- Lunch
- Reading or Library
- Physical Education
- Art
- Exploration/Play



Kindergarten Learning



NVSD Code of Conduct

Queen Mary Community Elementary

North Vancouver School District's Code of Conduct has been established to maintain a safe, caring, accessible, and healthy learning environment.

It is the shared responsibility of students, staff, parents/guardians, and the broader community, to demonstrate positive conduct while attending any school or district related activity, at any location.

All members of the school community are expected to:

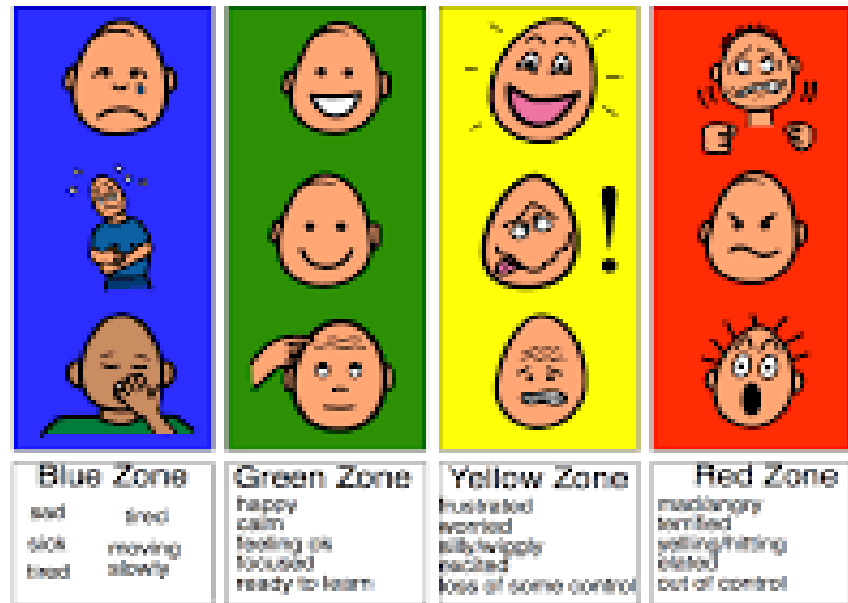
- Support learning and attendance.
- Demonstrate safety.
- Respect property, environment, personal space, and privacy.
- Model courtesy, compassion, and respect.
- Value diversity.
- Treat self and all other members of the school and broader community respectfully.

Zones of Regulation

THE
ZONES OF
REGULATION®

A Framework to Foster
Self-Regulation
& Emotional Control

The Zones of Regulation



Resources: Apps, Videos, reproducibles

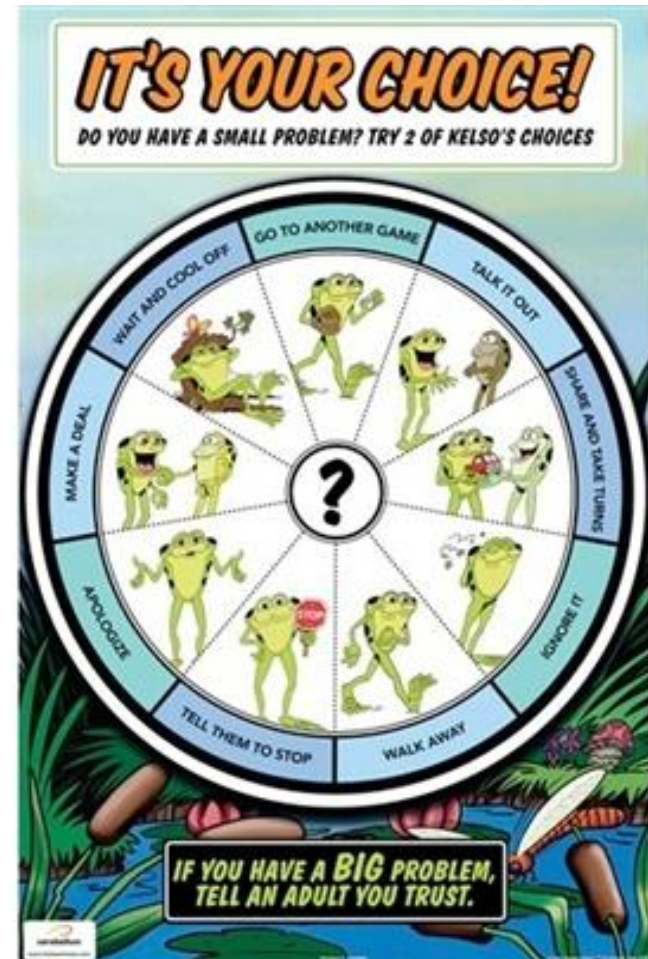
<http://www.zonesofregulation.com>

Use "Kelso's Choices" to solve small problems!

What do you do if someone is **BOTHERING** you?

WALK AWAY
IGNORE
TALK IT OUT
SEEK HELP

Use Your **WITS!**



Queen Mary Community Elementary

School Communication:

- Notices sent home with child
- Email messages from principal and teachers

Websites:

- Queen Mary Community Elementary
www.queenmarycommunityelementary.ca

Email: queenmary@sd44.ca

- Queen Mary PAC
<https://www.facebook.com/QueenMaryPAC>

- North Vancouver School District
<http://www.sd44.ca/Pages/default.aspx>

Queen Mary School

Website: www.queenmarycommunityelementary.ca

BROWSE PAGE PUBLISH



Queen Mary Community Elementary

North Vancouver School District

[Mail](#) [NVSD Portal](#) [Parents](#) [NVSD](#)



[Home](#) [About Our School](#) [Programs & Services](#) [Staff Info](#) [Parents](#) [Students](#) [Contact Us](#)

There are currently no announcements.

HOME PAGE – QM Website

News & Announcements

New project helps North Vancouver high school students prepare for first-time voting

Windsor Secondary students wrap up their participation in the First Vote pilot project...

Instructions for Parent Volunteers - Police Information Check (PIC)

All adult volunteers in schools, and drivers for transporting students for school events, must...

[VIEW ANNOUNCEMENTS](#)

District News

School Calendar

📅 **Grade 3 Skw'une-was Program - Div 11**
28 May 2025 [All Day](#)

📅 **Red Shirt Day**
28 May 2025 [All Day](#)

📅 **Red Shirt Day**
29 May 2025 [All Day](#)

📅 **Grade 3 Skw'une-was Program - Div 9 & 10**
29 May 2025 [All Day](#)

📅 **School Immunization Clinic (Ks + 6s)**
29 May 2025 [8:00 AM- 12:00 PM](#)

Our Location

230 Keith Road West
North Vancouver BC V7M 1L8

Phone 604.903.3720
Fax 604.903.3721

24-Hour Callback Line 604.903.3720

Office Hours 8:30 a.m. to 4:00 p.m.

[Find us on Google Maps](#)

Learn, Share & Grow

Growing Green: Montroyal Students Flourish with Positive Actions



By Nicky Mey, Vice Principal, Montroyal

Exploring electricity through hands-on learning

Quick Links

- » [QM PAC and Parent Group](#)
- » [NVSD Website](#)
- » [School Calendar and Bell Schedule](#)
- » [Principal's Messages](#)
- » [Queen Mary's International Baccalaureate Programme](#)
- » [Parent-Teacher-School Communications](#)
- » [QM Library and Learning Resources](#)



Queen Mary Community Elementary

North Vancouver School District

[Mail](#) [NVSD Portal](#) [Parents](#) [NVSD](#)



[Home](#) [About Our School](#) [Programs & Services](#) [Staff Info](#) [Parents](#) [Students](#) [Contact Us](#)

There are currently no announcements.

About Our School

- School Plan
- Contact Info & Map
- Board Liaison
Trustee
- Calendar & Hours of
Instruction
- Code of Conduct
- Events
- Parent Advisory
Council
- Principal's
Messages
- NVSD Policies
- Community Garden
- Safe Walking Route

Parents

**Communicating
Student Learning
(Report Cards)**

**Collaborative
Communications**

**Information
Sessions &
Workshops**

Parent Handbook

**Safe and Active
Routes to School**

**School and PAC
Donations**

Preparing for Kindergarten

Increase independence

- With jackets, shoes, backpacks, toileting
- With following instructions

Build empathy by...

- Discussing others' feelings
- Examining characters' actions
- Caring for siblings, pets, plants, etc.

Stimulate a love of reading

- Enjoy books - Read aloud daily!
- Participate in Library programs

Build communication skills by...

- Sharing personal thoughts, ideas and feelings
- Providing reasons for responses
- Using diverse vocabulary

Instill a love of learning and integrate “learning” into regular daily activities

- Play games that build turn-taking, counting
- Ask questions to push thinking further
- Model thinking by sharing your own out loud
- Go on nature walks
- Enjoy dramatic play and creative activities
- Arrange play days with peers

Participate in Community Events

- Kindergarten Readiness Events
- NV REC programs
- City Library Program
- Local playgrounds



Parents

Communicating
Student Learning
(Report Cards)

Collaborative
Communications

Information
Sessions &
Workshops

Parent Handbook

Parents

The Queen Mary Community offers a number opportunities for parents to get involved. Please take time to look through the pages listed on the left side of the screen as well as the information below.

NVSD Collaborative Communication - At Queen Mary we value open, respectful, and ongoing communication, as a means of working together to create a positive and inclusive school culture that inspires success for every student. The values of trust, respect, responsibility, and collaboration set the tone for how the entire school community works together to pursue common goals. If anyone has a concern about the action of any employee or about any policy, educational program, or learning resource, their concern should be first channeled through the personnel of a school. SEE the attached flow chart to as a guide for these types of conversations: [Collaborative_Communications.pdf](#)

Information Sessions & Workshops

Welcome to the **Queen Mary Community Elementary School** Parent Information page.

We value and encourage parent/guardian involvement in our school community and recognize that providing opportunities for parents to come together to engage in topics relevant to their child's education, development and well-being as integral to school community involvement.

PARENTS
tab
QM
Website

WELCOME TO KINDERGARTEN!

Thank you to all who attended our Kindergarten Orientation Session!

Here is a copy of the Power Point that was shared with families:

The [Kindergarten Gradual Entry Schedule](#) for September will be emailed to families at the end of June.

NVSD Kindergarten Transition Guide for Families:  [Ways to Support Your Child's Transition to Kindergarten NVSD handout.pdf](#)

Queen Mary's *Welcome to Kindergarten* Photo Booklet (PDF attached)

 [MY NEW SCHOOL-QM.pdf](#)

Ministry of Education and Child Care Documents and Resources:

Many valuable resources available, in multiple languages, to support early learning and transition to Kindergarten - [LINK HERE!!](#)

When I go to Kindergarten This booklet is designed specifically for children and is helpful for parents / guardians as a starting place to talk about Kindergarten with their child. [📄 When I Go to Kindergarten - English.pdf](#) [📄 When I Go to Kindergarten - Persian.pdf](#)

Play Today: A Guide for Families: This guide puts a focus on play-based learning for children from age three to eight (approximately Grade 3). It includes examples of a range of play experiences that benefit children's learning. The examples include opportunities for play that children lead, as well as those that adults may guide. It also explains how learning happens and invites family members and caregivers to consider the value of play experiences for learning at home and elsewhere. (*Play Today A Guide for Families*, 2020. p.5)

[📄 Play Today A Guide for Families - ENGLISH.pdf](#)

[📄 Play Today A Guide for Families - PERSIAN.pdf](#)

Childhood Experiences Questionnaire (CHEQ)

Our school 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 an online questionnaire completed by parents and caregivers as their child enters Kindergarten.

[📄 NVSD_CHEQ Letter QM 2025.pdf](#)

[📄 NVSD_CHEQ Letter_Farsi.pdf](#)

[📄 CHEQ-Information-Sheet.pdf](#)

[📄 CHEQ-Info-Sheet_Farsi.pdf](#)

[📄 CHEQ-Info-Sheet_Taglish.pdf](#)

VANCOUVER COASTAL HEALTH - Kindergarten Programs in schools (dental and vision screening, immunizations)

[📄 Healthy Kids Happy Learners.pdf](#)

[📄 Kindergarten Immunization Clinics.pdf](#)

[📄 Reporting Your Child Immunization Record to Public Health May 2025.pdf](#)

[📄 Lunches To Go - Suggestions.pdf](#)

Play to learn and build social skills, well-being

www2.gov.bc.ca/gov/content/education-training/early-learning/support/play#PlayToday

[Play - Province of British Columbia](#)

Let's Play! Activities for Families



Communication and Literacies

Activities for Families



Engagement with Others, Materials, and the World

- [English \(PDF\)](#)
- [French \(Français\) \(PDF\)](#)
- [Arabic \(العربية\) \(PDF\)](#)
- [Chinese \(Simplified Chinese - 简体中文\)](#)
- [German \(Deutsch\) \(PDF\)](#)
- [Korean \(한국어\) \(PDF\)](#)
- [Persian \(فارسی\) \(PDF\)](#)
- [Punjabi \(ਪੰਜਾਬੀ\) \(PDF\)](#)
- [Spanish \(Español\) \(PDF\)](#)
- [Tagalog \(PDF\)](#)
- [Vietnamese \(Tiếng Việt\) \(PDF\)](#)

Let's Play! Activities for Families



Identities, Social Responsibility, and Diversity

Let's Play! Activities for Families



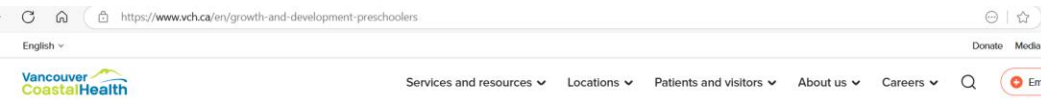
Well-Being and Belonging

When I Go to Kindergarten



Growth and development, preschoolers | Vancouver Coastal Health

www.vch.ca/en/growth-and-development-preschoolers



Growth and development, preschoolers

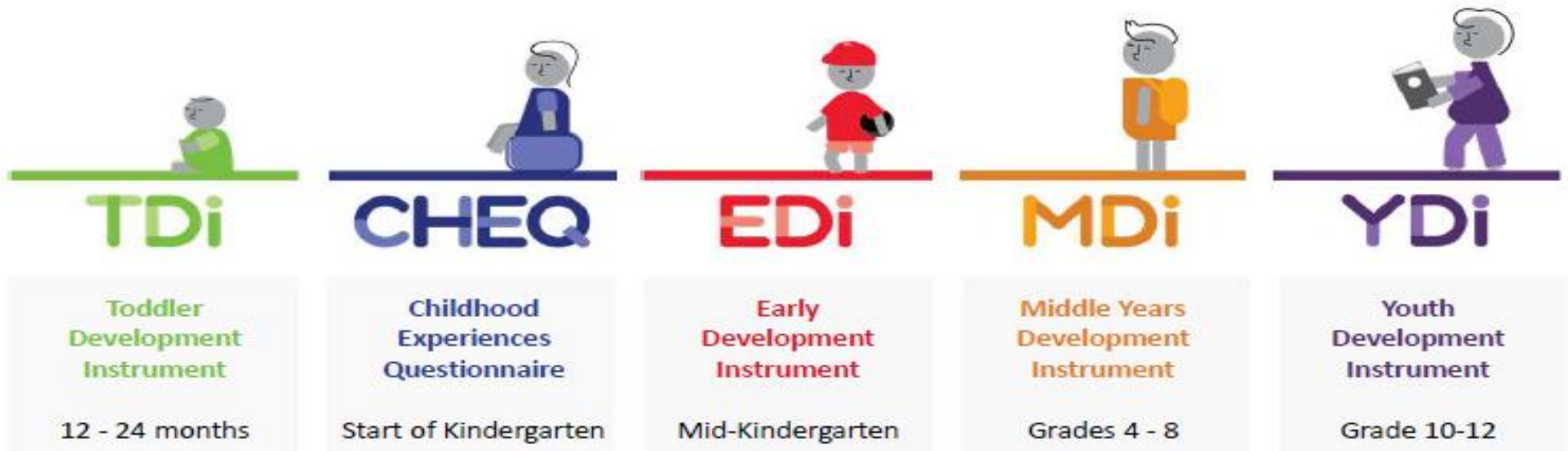


- Bedtime and sleep
- Dental Care
- Mental Health
- Play
- Positive Parenting
- Benefits of routines
- Screen time
- Speech, language, and hearing
- Vision

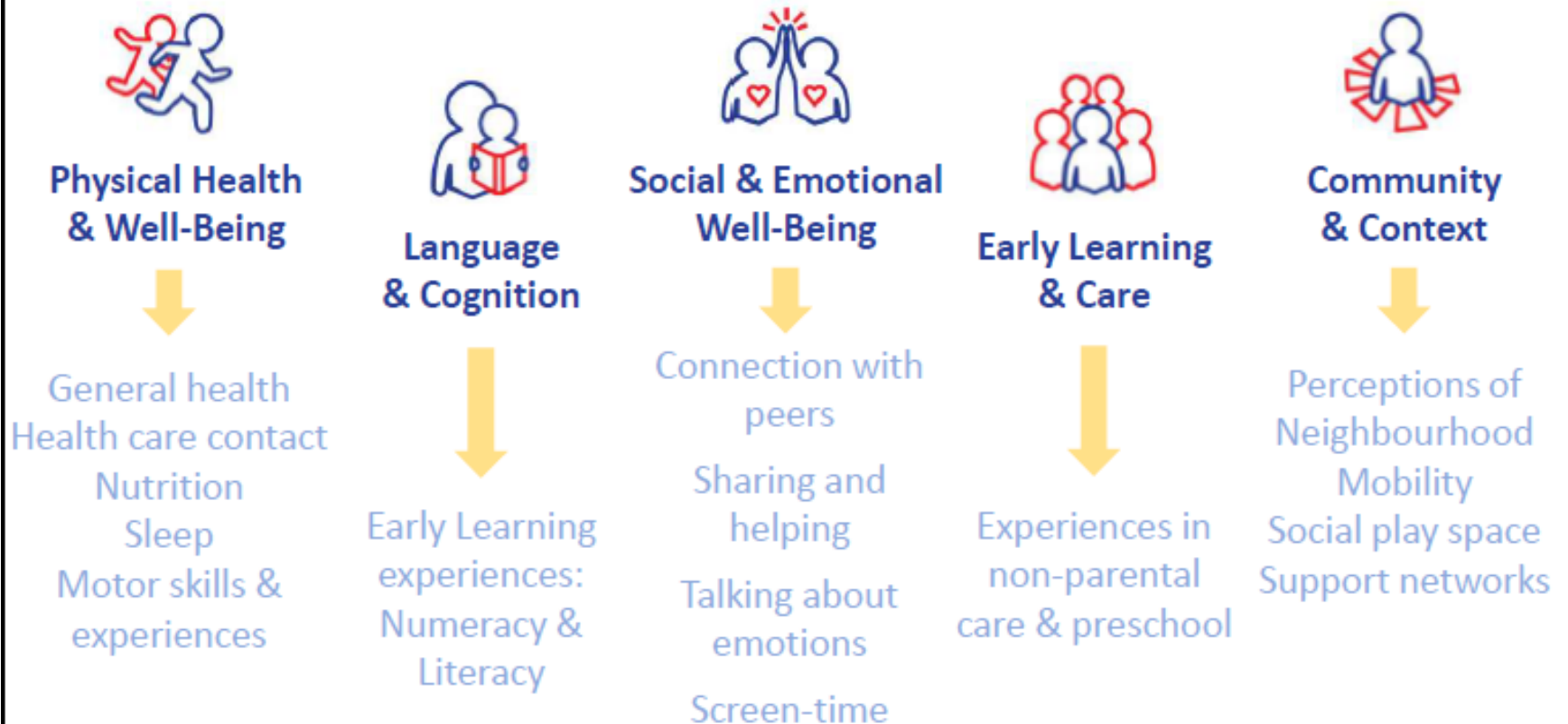
Childhood Experiences Questionnaire

- NVSD is partnered with The Human Early Learning Partnership (HELP), a research institute at the University of British Columbia, to do the Childhood Experiences Questionnaire (CHEQ).
- NVSD has 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
- The CHEQ is a questionnaire that focuses on experiences a child has had over the last few years, prior to coming into Kindergarten.

Child Development Monitoring System



DOMAINS & SUB DOMAINS OF THE CHEQ



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

Childhood Experiences Questionnaire (CHEQ)

- Participation is voluntary
- The questionnaire does *not* assess your child's skills or abilities or your parenting.
- The CHEQ is simple and easy to complete; it will take approximately 15 minutes of your time.
- Today, you will receive:
Introductory Letter + FAQ 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



CHEQ Data in Action

Teachers

- Get to know new students and families
- Learn about early experiences and family circumstances
- Connect families with other supports
- Consider CHEQ domains and areas of lower experience for curriculum opportunities – more outdoor play, social and emotional learning
- Support primary team collaboration

What's Next?

PLEASE:

- Complete and return the "Getting to Know Your Child" Questionnaire
 - Hand it in to the office today or any time in the coming weeks
 - Teachers will meet to review questionnaires to set up the gradual entry groupings for September
- Complete the CHEQ questionnaire (voluntary)

Parents/Guardians will receive an email in early July with gradual entry groups, schedules, and details

- Kindergarten students begin on THURSDAY, September 10th
 - There will be days of gradually increasing time at school
 - First Full day of school: Thursday September 17th (groups A&B), or Friday September 18th (groups C&D)
 - As of Sept. 21st all attend together, regular school schedule
 - Early dismissal on Wednesdays (approx. 2:22 p.m. – exact time TBD by end of May))

In September:

- School forms and school fees due - **\$71.10 per child** for Kindergarten
 - School supplies - \$52.25
 - Enrichment learning fee - \$18.85
- Intake meetings with teachers during the gradual entry schedule

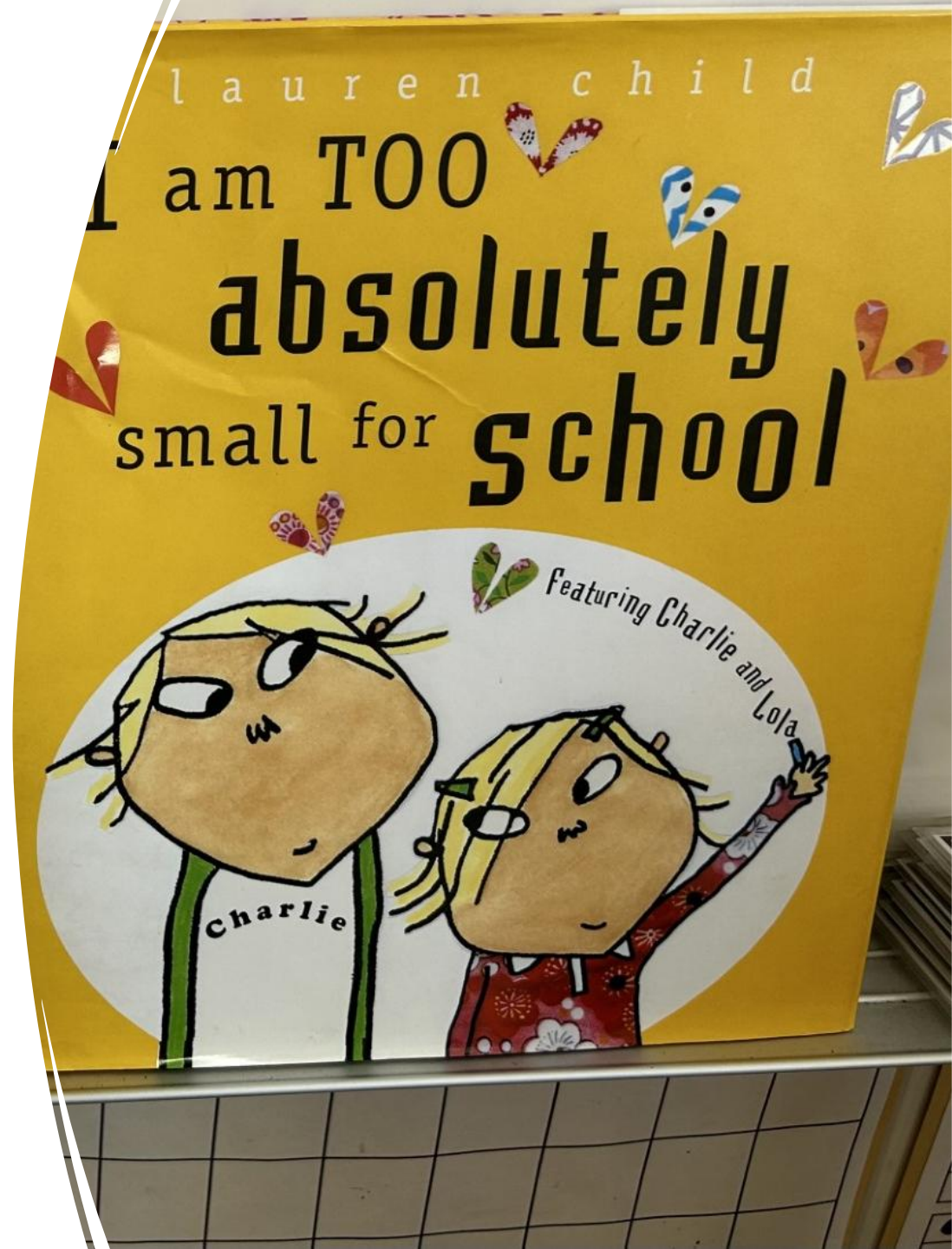
Reminders - Student Belongings

- 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



In Your
"Take=Away"
Gift Bag...



Thank You

Words included in the word cloud:

- Hvala
- Mahalo
- Chokran
- Kasih
- Děkuji
- Ngiyabonga
- Mehar bani
- Mam
- Kamsahamnida
- Terima
- Aitäh
- Metshakerem
- Spasibo
- Multumesc
- Takk
- Dhanyavad
- noon
- Obrigado
- M
- Efharisto
- Shukran
- Faleminderit
- Kiitos
- Köszönöm
- Sukria
- h'gōi
- Xièxiè
- Asante
- Dziękuję
- Misaotra
- Murakoze
- Grazie
- Danke
- Dank
- Ačiū
- Tack
- Merci
- Arigato

Thank You!
Questions?
School Tour?

