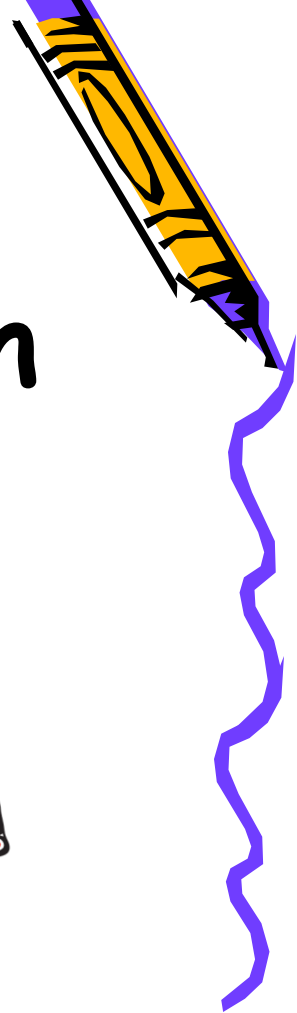


Kindergarten Orientation

2025-2026



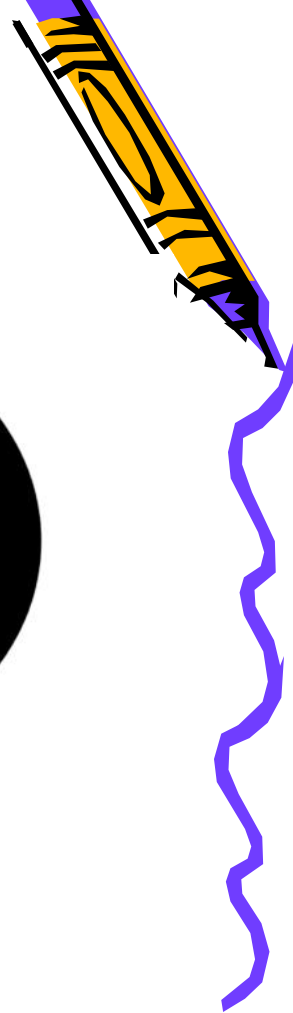
Upper Lynn
Elementary School

Code of The BEARS

Be Accountable - We are responsible for our learning and actions.

Be Respectful - We treat everyone with courtesy, kindness, and consideration.

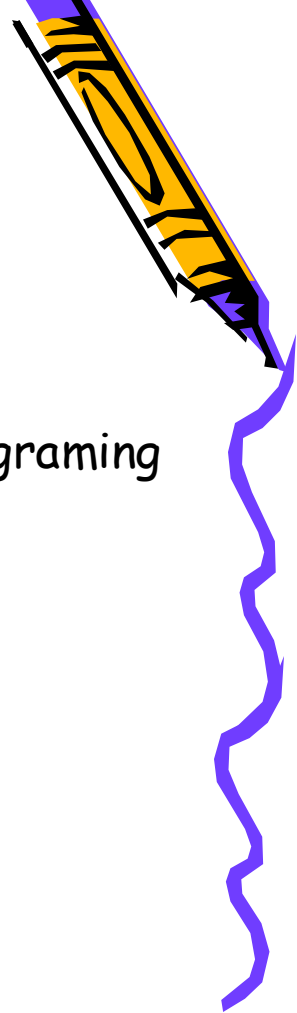
Be Safe - We care for the safety of ourselves and others.



Upper Lynn
Elementary
PAC



It takes a village...come join us!



Executive:

- Co-Chairs (Heather & Kate)
- Co-Secretaries (Nafeesa & Carmen)
- Co-Treasurers (Derrick & Norina)
- DPAC (Carolyn)

Support Roles:

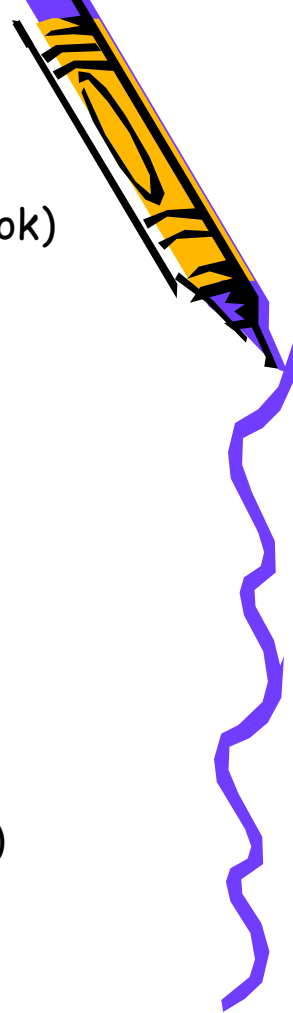
- Fundraising
- After School/Lunch Programing
- Hot Lunch Team
- Silent Auction Team
- Event Teams
- IT/website support
- Class Reps



How to connect?



1. Join ULE PAC Parent Group (Facebook)
2. <https://upperlynnpac.weebly.com>
3. Come to Carnival - June 6th 5-8pm
4. Volunteer as Class Rep
5. Save the dates:
 - Ice Cream Social - Sept 11th
 - Movie Night - Sept 19th
6. Read the Newsletter!
7. Attend PAC meetings - (babysitting)
8. Suggest ideas



Hot Lunch

- Mondays & Fridays - starts Oct 17th
- PAYMENT **deadline is strict** - opens end of Sept
- VOLUNTEERS are needed - 3 to 4 people from 11:15 to 12:45
- Bring own cutlery
- Financial assistance available



Tips



- Spirit Wear - twice a year
- Traffic Safety
 - Drive to 5
 - Walk or roll to school
 - Don't park in drop-off/pick up zone
- ULE Babysitting list
- Volunteering is fun!



Vancouver Coastal Health



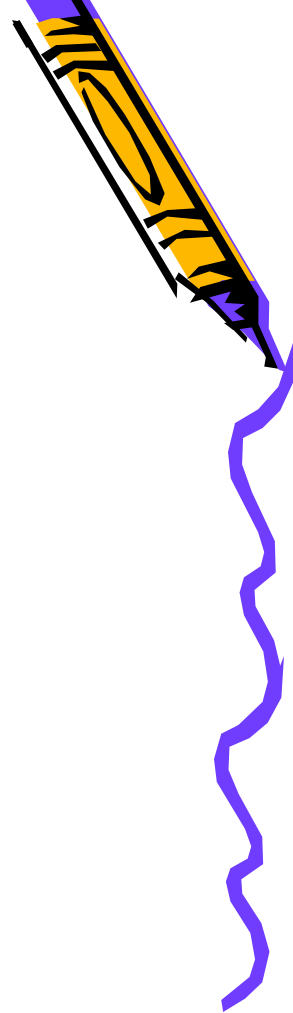
Morgan Bednarz
Public Health Nurse, RN, BScN
Vancouver Coastal Health

Central Community
Health Centre

132 West Esplanade Ave.
6th floor
North Vancouver , BC V7M 1A2

Cell: 778-984-4919
morgan.bednarz@vch.ca

Immunization Forms



September 2025

(information will be emailed to families)

Gradual Entry *(tentative):*

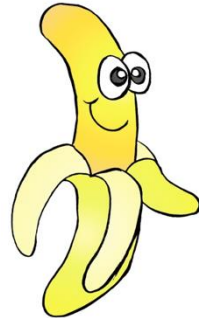
- Shorter days and smaller groups to start
- First short day is Wednesday, September 3rd .
- Regular Kindergarten hours begin Monday September 15th
- **Regular school hours are 8:55-3:00** *(warning bell at 8:50).*

Intake interviews will be scheduled the first two weeks of September



Snacks and Lunches

- Snacks: fruit, cheese, crackers
- Lunch: Nutritious!
 - Water bottles & easily manageable reusable containers
 - litterless lunch
 - Pack more than you think they will eat - Extra food will go home
- *Talk with your child!*

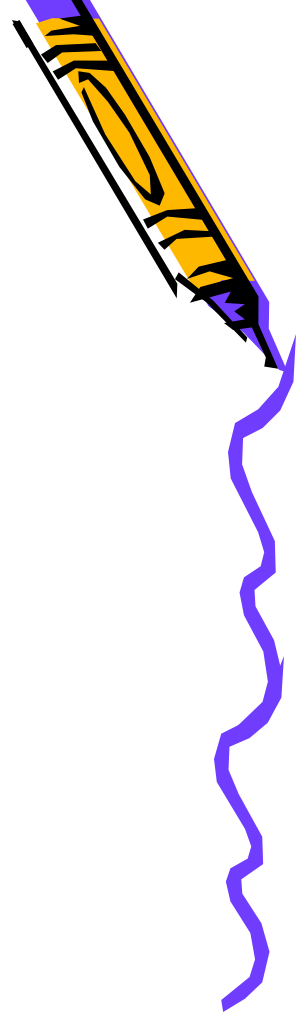


Meeting / Dismissal Areas

- Morning - Primary Playground
- Afternoon - Primary Playground

Classroom Supplies

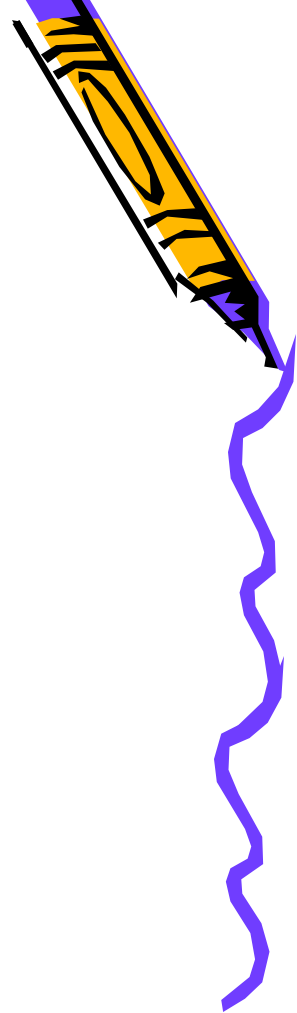
- \$55 - consumables



Student Supplies

- Lunch kit
- Water bottle
- Backpack (big enough but not too heavy)
- Comfortable clothing (active play and messy art)
- Inside shoes
- Full rain gear
 - Boots over waterproof shoes
- Full change of clothes (in a bag)

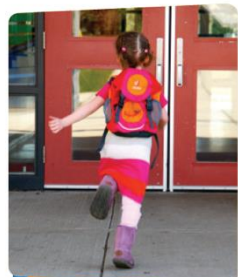
--All fully labeled!



Ready-Set-Go

North Vancouver
School District
the natural place to learn!

Ready, Set, Go...



I'm off to
Kindergarten!

Your child's confidence in personal care is essential for a successful experience in a full day of Kindergarten. Independence in bathroom routines, eating lunch and dressing for outdoor activities are necessary skills for participating in a large community of children. Your child will achieve this readiness by your teaching and reinforcement.

Nurture Independence

- ~ Provide opportunities for your child to use public washroom facilities. This will be a new experience for your child, and something he/she should initially encounter with you.
- ~ Sit down and eat lunch with your child. Practice using a lunch kit, and familiarize your child with opening and closing the packaging you are going to provide daily.
- ~ Encourage your child to dress independently for outside play, including putting on and fastening shoes. Provide your child with a style of shoe that he/she is able to keep fastened.
- ~ Ensure that your child has experienced the care of other trusted adults for extended periods of time

"Young children learn the most important things not by being told, but by constructing knowledge for themselves in interaction with the physical world and with other children - and the way they do this is by playing."

The Play's the Thing: Teachers' Roles in Children's Play
(Elizabeth Jones & Gretchen Reynolds, 1993)



"If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in."
The Sense of Wonder (Rachel Carson, 1956)

Encourage Interaction

- ~ Arrange play opportunities for your child with other children. In playing together, children practice what life will be like and develop language.
- ~ Introduce your child and playmates to a variety of settings, particularly outdoors - backyards, beaches, parks and natural trails. Encourage running, jumping and climbing, activities where children can stretch and test their bodies.
- ~ Help your child understand sharing; it is an important social skill. Interacting with others in cooperative play allows your child to develop a sense of self in relationships.

Support Learning

- ~ Explore, discover, and be curious with your child. "Walk and talk" in all kinds of weather. Consciously observe your neighbourhood, for things that stay the same and things that change. Wonder aloud together.
- ~ Play with new vocabulary together. Take every opportunity to learn new words - names of people, places, and things - feeling words, position words, colours and shapes.
- ~ Share stories, songs and rhymes throughout each day. Rhythm, rhyme, repetition and the sound of your voice are mesmerizing for young ears. Repeating a favourite little chorus will help your child create visual images for remembering.
- ~ Count anything and everything. Play outdoor counting games. Be positive and have fun with numbers and concepts.
- ~ Play interactive board games or card games for short periods of time. Introduce your child to different conversation skills through game language.
- ~ Have fun creating with a variety of materials on different surfaces - with blocks and boxes, with sticks and rocks, with chalk on a sidewalk.
- ~ Celebrate your child's name in print! Invite opportunities for your child to recognize it, decorate it, learn the letters and find those special letters in other places. These are exciting steps in early literacy. Personalizing alphabet experiences will nurture a love of learning in your child.

All by myself I:

- ~ Put on my coat
- ~ Take off my coat
- ~ Go to the bathroom
- ~ Wash my hands
- ~ Put on and fasten my shoes



With a friend I:

- ~ Talk and listen
- ~ Share
- ~ Play and have fun



With an adult I:

- ~ Share stories, songs and rhymes
- ~ Explore my neighbourhood
- ~ Learn and understand new words
- ~ Look for letters and numbers around me
- ~ Have fun counting things in my world
- ~ Have fun imagining and creating
- ~ Learn all about my name
- ~ Share in the family chores
- ~ Play games



The North Vancouver School District is honoured and proud to partner with parents and our community to educate North Shore children. We recognize that education begins long before students enter kindergarten and endeavor to work in collaboration with early childhood educators and parents in our community to ensure that North Vancouver children are given every opportunity to thrive. Together we support children to learn and grow.



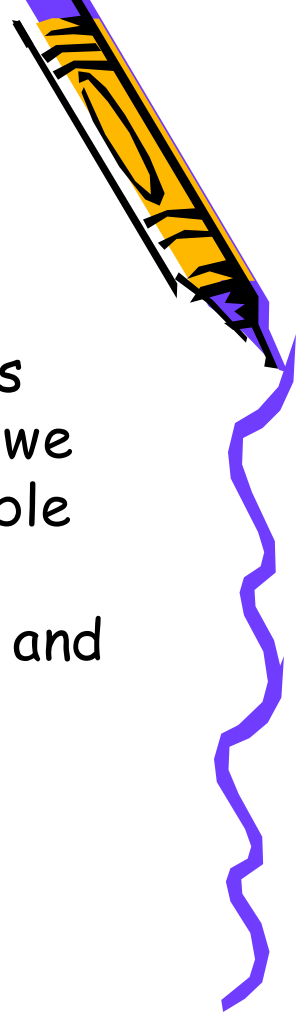
North Vancouver
School District
the natural place to learn!

Nurturing Independence

Nurture Independence

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- ~ Sit down and eat lunch with your child. Practice using a lunch kit, and familiarize your child with opening and closing the packaging you are going to provide daily.
- ~ Encourage your child to dress independently for outside play, including putting on and fastening shoes. Provide your child with a style of shoe that he/she is able to keep fastened.
- ~ Ensure that your child has experienced the care of other trusted adults for extended periods of time.
- ~ Take opportunities to help your child recognize and label his/her feelings.

- No content learning is going to happen until we establish a comfortable environment in which children feel capable and welcome



Encouraging Interaction

Encourage Interaction

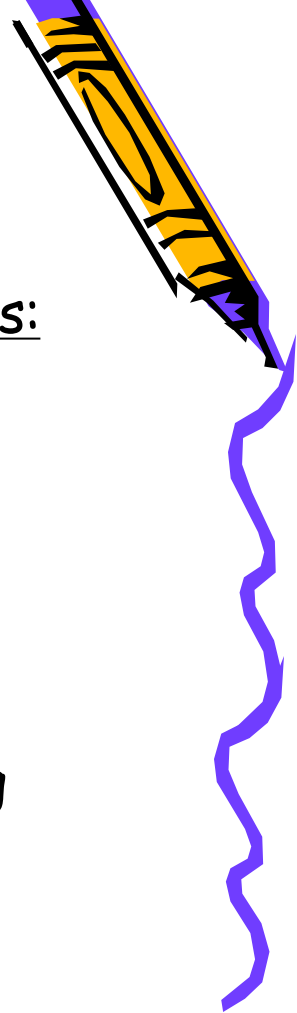
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- ~ Help your child understand sharing; it is an important social skill. Interacting with others in cooperative play allows your child to develop a sense of self in relationships.

Shared play experiences:

- Variety of peers
- Variety of settings
- Variety of activities

Cooperative play:

- Talking and listening
- Taking turns
- Sharing



Getting Ready for Kindergarten at Upper Lynn Elementary!



How Parents Can Help Prepare Their Child for Kindergarten

Starting Kindergarten is an exciting milestone, but it can also create feelings of anxiousness for children and parents. This handout outlines some simple skills that can be worked on at home to help with these feelings.

We recognize each child is unique and at a different place with their learning. While we encourage you to work on these skills, we are prepared and excited to meet your child where they are and help them on their learning journey.

Preparing your child to be more independent will help your child's school days go smoother, make it easier for them to concentrate on learning, and ensure they have a lot of fun!

Your child will be best prepared for school if they can:

- ☐ Follow simple directions
- ☐ Use a pencil and crayons to draw and write some letters
- ☐ Use scissors safely
- ☐ Say "please", "thank you" and "excuse me" at logical times
- ☐ Listen quietly to a story without interrupting
- ☐ Share and take turns with others
- ☐ Listen while others are speaking
- ☐ Respect the property and personal space of others
- ☐ Play respectfully with others
- ☐ Walk up and down stairs on alternating feet

Hygiene- washing • toileting • nose blowing

All by myself, I can:

- ☐ Go to a new bathroom without feeling scared
- ☐ Unzip and zip my pants, take down and pull up my tights, unbuckle and buckle my belt, fasten and unfasten buttons
- ☐ Wipe myself correctly as needed
- ☐ Push down a toilet lever
- ☐ Push a soap dispenser
- ☐ Wash and dry my hands
- ☐ Cover my mouth with the inside of my elbow when I cough or sneeze
- ☐ Blow my nose and put the tissue in the garbage
- ☐ Change into a new set of clothes independently

Clothing- coats • backpacks • shoes

All by myself, I can:

- ☐ Carry my own backpack
- ☐ Hang up my outdoor clothes
- ☐ Put in and take out objects from my bag
- ☐ Zip and unzip or buckle and unbuckle my bag fastenings
- ☐ Put on and take off my shoes on the correct feet
- ☐ Put on and do up my own shoes (Velcro, slip on, or zippers preferred)
- ☐ Put on and take off my own jacket / rain pants

Eating- manners • choices • containers

All by myself, I can:

- ☐ Open and close my snack bag (Ziplock or other)
- ☐ Open and close all of my food containers
- ☐ Use a fork and spoon
- ☐ Eat my healthy choices first
- ☐ Peel my orange or banana and eat apples and other fruit
- ☐ Remember not to eat and talk at the same time
- ☐ Wipe up small spills
- ☐ Open and close my own spill-proof water bottle
- ☐ Drink from my own spill-proof water bottle

Your child will be best prepared for school if they can:

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Information



Upper Lynn Elementary
North Vancouver School District

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

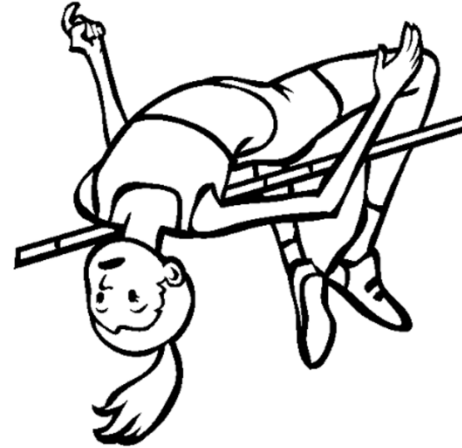


[Home](#) [About Our School](#) [Programs & Services](#) [Staff Info](#) [Parents](#) [Students](#) [Contact Us](#)

Track and Field

Track and Field is up and running. Please see the athletics webpage for more information.

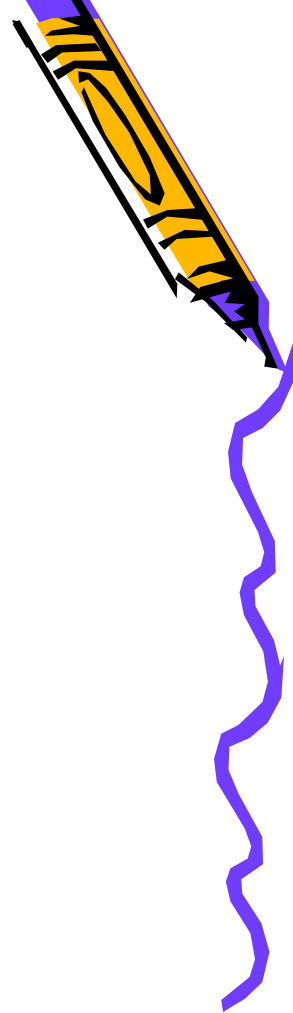
[Read more](#)



[Mission Statement](#)

The Upper Lynn School Community supports all students in realizing their full potential in an environment that promotes healthy, intellectual, emotional, social and physical growth.

Quick Links



Collaborative communications

North Vancouver School District
the natural place to learn

Proactive and productive parent-school relationships positively impact student success and well-being. The purpose of communication between parents/guardians and school employees is to create, maintain and enhance positive relationships in support of the student's educational plan.

STEP 1 Employee

Communication should remain as close to the source as possible. Communicate with the employee directly involved. By starting with the source, communication is more efficient and effective.

Guide for collaborative communication

1. Speak to the appropriate person.
2. Be simple, clear, concise.
3. Be prepared.
4. Establish next steps.
5. Follow through and follow-up.

Communication is most effective at the school level

There are many resources available at the school-level:



Moving to steps 3, 4 & 5 means entering the Policy 406 process. If solutions are not determined through the collaborative communication process, please refer to *Policy 406: Resolving Concerns Regarding Personnel, Programs or Procedures*.

STEP 2 Principal*

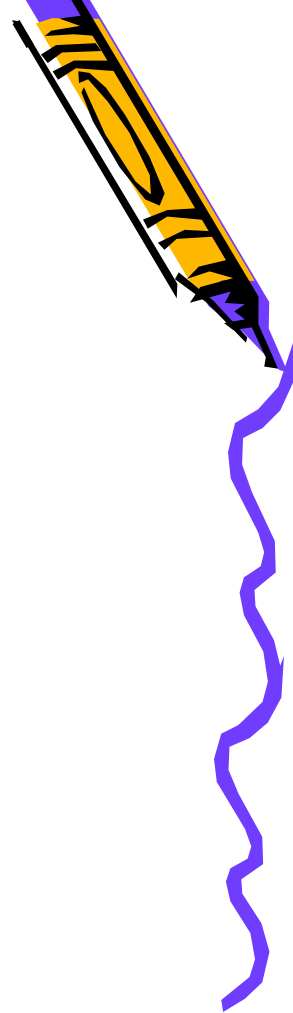
If actionable next steps are not determined in collaboration with the employee, communicate with the school principal. Principals work hard to provide a safe and welcoming learning environment for all students and staff.

*At secondary schools, communicate with the grade level administrator first, then with the principal.

STEP 3 Director of Instruction

STEP 4 Assistant Superintendent

STEP 5 Superintendent



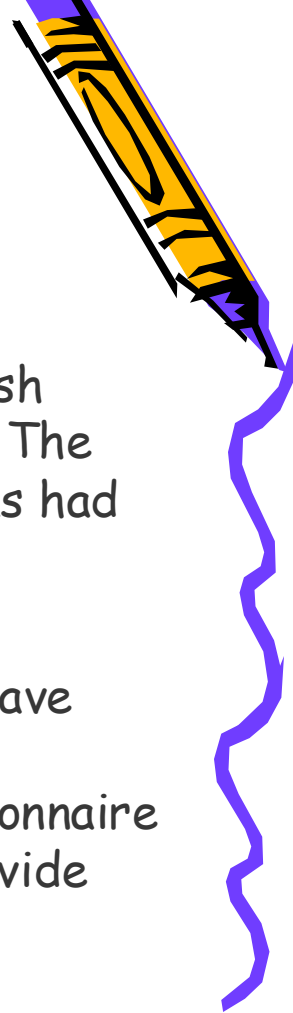


CHEQ - Childhood Experiences Questionnaire

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 second 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



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.



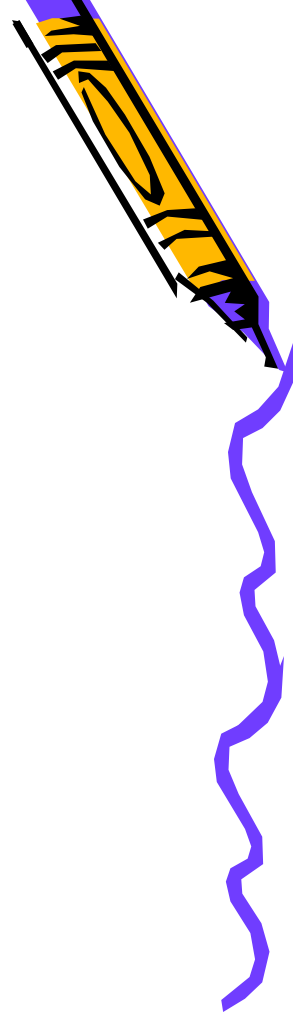
Early Learning & Care

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.



Questions

