

Queen Mary Community Elementary

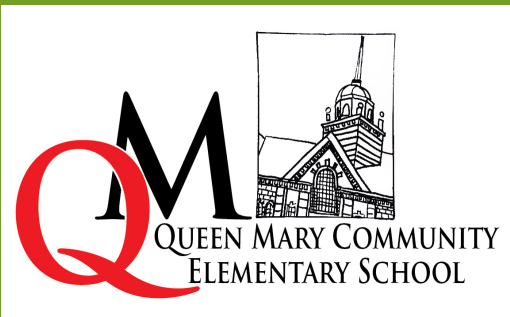


Traditional Territory Acknowledgement



We would like to start by acknowledging and thanking the Coast Salish people whose traditional territory North Vancouver School District resides on.

We express our gratitude to the Squamish Nation and Tsleil Waututh Nation and we value the opportunity to learn, live and share educational experiences on this traditional territory.



**Welcome
to
Kindergarten Orientation**

Queen Mary Community Elementary

www.queenmarycommunityelementary.ca

Jennifer Wilson – Principal

jwilson@sd44.ca

Brigette Gerandol– Vice Principal

bgerandol@sd44.ca

Jennifer Aragon - IB Coordinator

Office Phone: 604-903-3720

Office Staff: Karin Scott & Penny Bird

www.queenmarycommunityelementary.ca

Staff Introductions

- Three Kindergarten Teachers:

- Paul Wright
- Christina Empey
- Jodee Skiba

- Learning Support Teachers

- Laura Magee
- Zahra Tavanger
- Christine Blakeney

- English Language Learning

- Julia Wallstrom
- Maureen Leboe
- Jocelyn Singh

- Counsellor

- Marnie Bates

- Speech and Language

- Christel Brokerman

- Aboriginal Success Teacher

- Heather Myhre
 - First Nations Support Workers:
 - Jeanette Baker
 - Les George

<http://www.sd44.ca/school/queenmary/StaffInfo/Pages/default.aspx>

Queen Mary Parent Advisory Council

QM PAC

Chair-Jessica McIlroy Co-Chair - Lily Foster Vice-Chair – Christie Manlolo

Treasurer – Gita Naran

Secretary – Jennifer Mitchell

QM PAC Website <http://www.queenmarypac.ca>

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.

Community Partners

<http://www.sd44.ca/school/queenmary/ProgramsServices/Pages/default.aspx>

- Settlement Workers In Schools (SWIS)
 - Khaterreh Masoudi khaterehm@nsms.ca

- NSNH programs coordinator
 - Maria Morriseau MMorrisseau@nsnh.bc.ca
 - Extracurricular programs for children, workshops/luncheons for parents
 - Child resource and referral program: <http://www.nscr.bc.ca/childcare/childcare.html>

- NV City Library - Librarian
 - Karen Coyne <http://www.nvcl.ca>

Community Programs and Supports

- Queen Mary Family Learning Program
 - Claudio Lerner clerner@capilanou.ca
 - Michelle Lebeau mlebeau@capilanou.ca
 - Sessions at St. John's Church - Wednesdays, 2:15 to 4:45p.m. for children & parents/caregivers; Thursdays, 8:30 to 11:00 a.m. for Parents&Caregivers
- Daycare & before/after school care on site: Queen Mary Community Services Association
 - [Karen & Doug Feaver 604-987-7073](tel:604-987-7073)
 - Link found on Queen Mary Website under "Programs and Services" tab
- Public Health Nurse
 - Laurel Lamb Laurel.Lamb@vch.ca

Queen Mary Community Project

Queen Mary Community School is very fortunate to have the services of a Community Project Coordinator with the North Shore Neighbourhood House.

- The Coordinator organizes school-based after-school programs mainly in partnership with the North Vancouver Recreation and Culture Commission
- These programs, exclusively for Queen Mary students, are offered throughout the year at subsidized rates thanks to funding from the City of North Vancouver, United Way and Canadian Tire Jumpstart
- Activities for Kindergarten children will be offered after the Winter break

Queen Mary Community Project

Parents are invited to enjoy coffee mornings, parent luncheons, parenting classes and other fun stuff. Links to Community Services and other supports also provided.

Come meet other parents from the school and community.



Calling all 3-year-olds on the North Shore!

Just like ears, kids need regular checks too!

Why check early?

To make sure I am growing
and developing like I should

It helps me find problems
early, before they get big

It helps me be ready to
learn in kindergarten

For More Information

Contact a Public Health Nurse

604-983-6754



Check my development early and often



Early Years
Centre

For more information, please contact:

Maria Morisseau

NS Early Years Centre Coordinator
North Shore Community Resources

Calling all 5 year-olds on the North Shore!

Just like ears, kids need regular checks too!

Why check early?

To make sure I am growing
and developing like I should

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Contact a Public Health Nurse

604-983-6754



Check my development early and often



Early Years
Centre

Maria Morisseau

NS Early Years Centre Coordinator
North Shore Community Resources

Queen Mary Community Project



For more information contact

Maria at 604-290-2384

mmorrisseau@nsnh.bc.ca

or

visit her at her office on the 2nd
floor

room 207A.



Getting Ready for a Healthy School Year

- ✓ Are your child's 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)

**Please provide updated immunization records to Public Health Nurse*

- ✓ Do they have a serious medical condition?
 - Communicate with school staff to create a care plan for medication(s) to be administered at school
- ✓ When do I keep my child home if they are sick?
 - Sneezes and Diseases

www.vch.ca/Documents/sneezes-and-diseases.pdf

VCH Child and Youth Nurse Services to schools

➤ **When to Keep Your Sick Child Home from School**

- Fever
- Too sick to participate in normal school activities
- Has a suspected or known communicable disease
- Is vomiting or has diarrhea – must be symptom free for 24 hours before returning to school

➤ **Other Topics of importance**

- Sleep – 10 to 11 hours per night
- Nutrition – healthy snacks and lunches
- Allergy Awareness
- Screen Time – none within the hour before bed
- Anxiety

Getting Ready for a Healthy School Year

- **Public Health Nurse:** Laurel Lamb
Laurel.Lamb@vch.ca or 604-505-8035
- **HealthLink BC** Dial 8-1-1
www.healthlinkbc.ca
- **North Shore School Health Manual:**
www.vch.ca/schoolhealth/ns



The Benefits of Walking to School



Health

Reduce chances of:

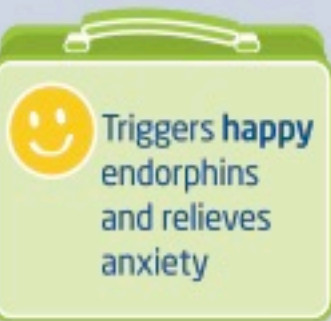
- Cancer
- Diabetes
- Heart Disease

Academic

Walking to school can improve grades, memory and thinking skills

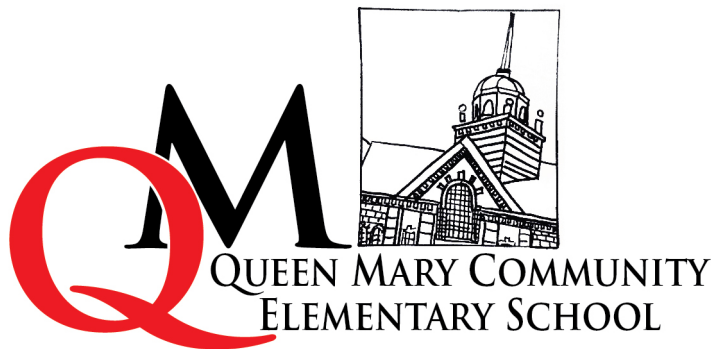
Quality Time

Walking allows families to connect without distractions



Queen Mary's Mission Statement

The Queen Mary Community works together to create a respectful, safe, and caring environment where we are inspired to be knowledgeable, active learners with a global perspective.



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

Queen Mary Community Elementary

- School first established in 1915
- Next year: 398 students, 18 Divisions, Kindergarten to Grade 7
- Culturally and linguistically diverse student population
 - Home to 32 different Mother Tongue languages
 - 28% of the students have English as their second language (ELL)

Code of Conduct

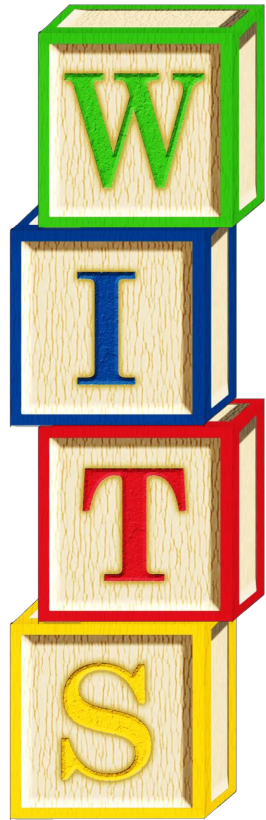
Students and adults at Queen Mary Community Elementary are expected to be:

- ➔ **Caring** – by demonstrating empathy, respect, and consideration for others and by working and playing respectfully and collaboratively with others
- ➔ **Respectful** – to oneself, other people, and our surroundings
- ➔ **Safe** – by acting in a way that keeps oneself and others free from injury/emotional distress

Queen Mary Community Elementary

- Specialty Subject Area Teachers
 - Art, French, Library, IB coordinator
 - Band (NVSD Program Grades 5 and up)
- Programs of support
 - English Language Learning Teachers, Counselor, Learning Support Teachers, Learning Support Worker, Speech Pathologist, Psychologist, Education Aides, Supervision Aides, First Nations Support Workers, First Nations Success Teacher, Squamish Language Teacher
 - Kindergarten Assessments
 - Test Of Phonological Awareness
 - NVSD Kindergarten Numeracy Assessment

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



WALK AWAY

IGNORE

TALK IT OUT

SEEK HELP

Use Your WITS!



University
of Victoria



W alk Away
I gnore
T alk it Out
S eek Help

www.witsprogram.ca



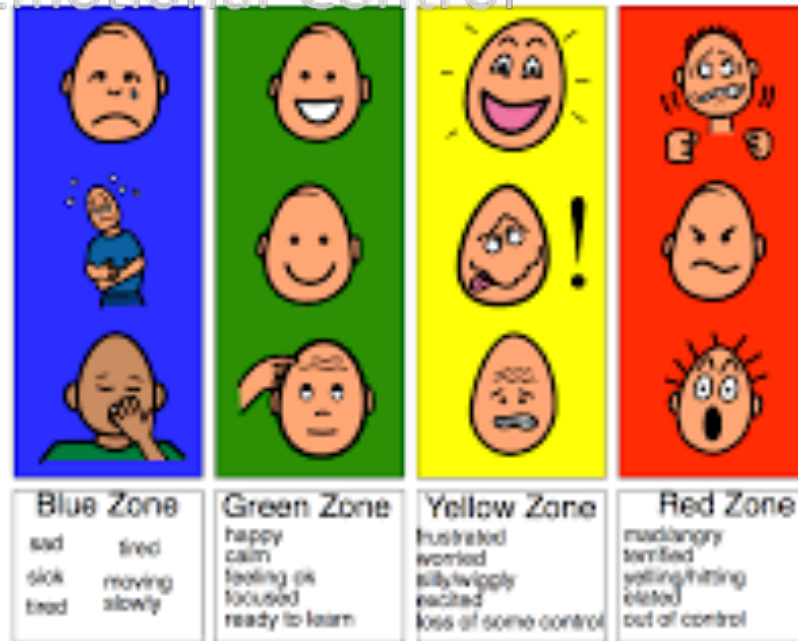
Zones of Regulation

THE
ZONES OF
REGULATION®

A Framework to Foster
Self-Regulation
& Emotional Control
The Zones of Regulation

[Resources: Apps, Videos, reproducibles](#)

<http://www.zonesofregulation.com>



Kindergarten Curriculum

Planning Instruction:

- The NEW BC Curriculum
<https://curriculum.gov.bc.ca/curriculum>
 - ◎ First People's Principles of Learning:
https://www.bced.gov.bc.ca/abed/principles_of_learning.pdf
- IB PYP subject scope and sequence documents
- IBO standards and practices
- ◎ Delivery of the the curriculum via the instructional **framework** and **philosophy** of the International Baccalaureate Primary Years Programme (IB PYP)
 - ◎ International Baccalaureate Organization:
<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 Essential Elements IB PYP

- **Knowledge** – Significant, relevant content
- **Concepts** – Powerful ideas that have subject significance but also connect to other curricular areas
- **Skills** – Transdisciplinary capabilities students need to succeed in a changing, challenging world
- **Attitudes** – Dispositions that are expressions of fundamental values, beliefs, and feelings about learning, the environment and people
- **Action**- Demonstrations of deeper learning in responsible behaviour through responsible action

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

- **Thinking Skills**
- **Social skills**
- **Communication skills**
- **Self – management skills**
- **Research skills**

The IB PYP Six Transdisciplinary Themes

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

- **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**

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

A day in the life of Kindergarten

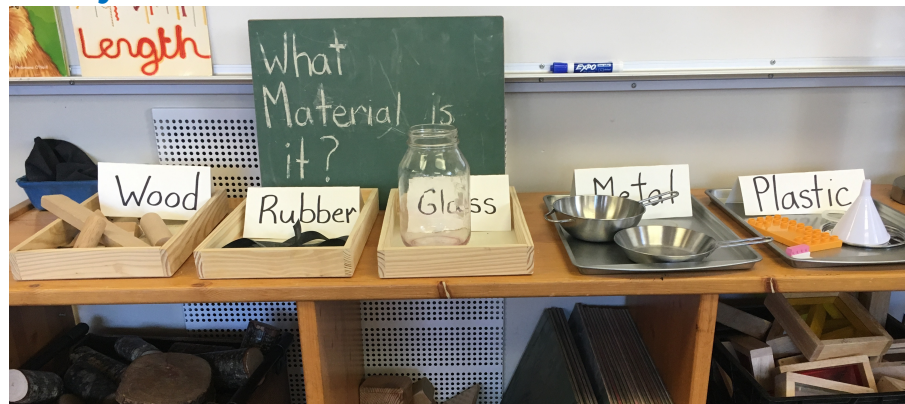
- **Morning Work** (Name writing, letters)
- **Calendar/Story** (days of the week, months, counting)
- **Movement/Activity** (letter of the week or journal)
- **Snack/Recess**
- **Math** (numbers, patterns, measurement)
- **Playtime**
- **Lunch**
- **Quiet as a Mouse**
- **Library or Gym**
- **Center Time**



Kindergarten IB

- Example of Kindergarten unit: “How the World Works”
- Central Idea: “Properties of Materials define their purpose”
- -Ways Objects Move
- -Properties of an object
- -How we use different materials

Students sorted objects based on their materials:



Learning Experiences

➤ Experiments

- Sink/Float

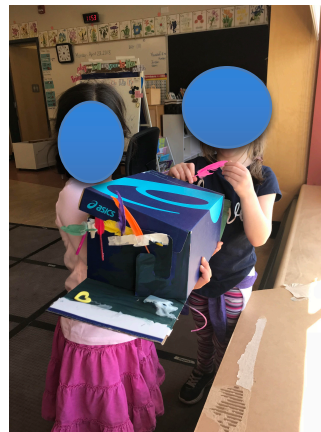


- Push/Pull (making ramps)



➤ End of Unit Project

- Students made objects using different materials



Communicating About Student Learning

- November: Student-Teacher-Family Conference
 - Written report cards (accessed online) March and end of June
- Opportunities throughout year to visit class and “celebration of learning” events
- Meetings with teachers by request
 - Phone or email to request meeting
 - We request that impromptu “at the door” meetings take place after school instead of at drop-off time in the mornings

PYP Assessment Rubric

What is assessed:

- BC Curriculum – Concepts and competencies
- PYP Essential Elements
 - Knowledge and understandings (conceptual and thematic)
 - Skills – Application and performance of: thinking, social, communication, self-management, research
- End of unit reflections
- Student self-assessment on Core Competencies

See Assessment Policy on School Website for details

Levels (adapted from Marzano)				
Rubric Sections	Beginning	Developing	Practicing	Extending
Snapshot (adapted from Marzano 2010)	Student demonstrates limited understanding and attempts to apply knowledge and skills to situations the same as those modeled and practiced.	Student demonstrates partial understanding by applying knowledge and skills to situations similar to those previously modeled and practiced.	Student demonstrates conceptual understanding through transference of knowledge and skills to situations not already modeled and practiced.	Student demonstrates exceptional conceptual understanding through innovative transference of knowledge and skills to situations not already modeled and practiced.

Know Understand Do	Knowledge/ Understanding	<ul style="list-style-type: none"> Has minimal/limited knowledge and understanding of ideas connected to the learning goal/Central Idea Claims may be made but without evidence 	<ul style="list-style-type: none"> Has basic knowledge and understanding of ideas connected to the learning goal/Central Idea Makes simple claims that are partially supported with evidence and understandable reasoning 	<ul style="list-style-type: none"> Makes supported claims (analysis / evaluation) using substantial/sufficient knowledge and understanding of ideas connected to the learning goal/Central Idea 	<ul style="list-style-type: none"> Makes well supported, coherent claims (synthesis) using extensive knowledge and nuanced understanding of ideas connected to the learning goal/Central Idea
	Applying and Performing	<ul style="list-style-type: none"> Is in the early stages of using knowledge and skills in situations modeled in class Not yet carrying learning through to action 	<ul style="list-style-type: none"> Can use some of the knowledge and skills in situations modeled in class Takes some action but needs support to complete the Action Cycle 	<ul style="list-style-type: none"> Can transfer knowledge and skills to different situations (i.e. not replicating class activities). Uses the Action Cycle to take action where appropriate 	<ul style="list-style-type: none"> Transfers knowledge and skills in sophisticated / specialized ways to novel situations Uses the Action Cycle to take well thought-out, meaningful action

Competencies	Using Language	<ul style="list-style-type: none"> Minimal; Limited; Basic; Beginning 	<ul style="list-style-type: none"> Partial; Some; Simple; Increasing complexity 	<ul style="list-style-type: none"> Can {PYP Communication Skill} in order to {criteria related to learning goal} 	<ul style="list-style-type: none"> Extensive; Substantial; Complex; Sophisticated; Specialized; Perceptive; Detailed; Insightful
	Inquiring and Investigating	<ul style="list-style-type: none"> Minimal; Limited; Basic; Beginning Irrelevant 	<ul style="list-style-type: none"> Partial; Some; Simple; Increasing complexity Some relevance 	<ul style="list-style-type: none"> Can {PYP Research Skill} in order to {criteria related to learning goal} 	<ul style="list-style-type: none"> Extensive; Substantial; Complex; Sophisticated; Specialized; Perceptive; Detailed; Insightful
	Collaborating	<ul style="list-style-type: none"> Minimal; Limited; Basic; Beginning 	<ul style="list-style-type: none"> Partial; Some; Simple; Increasing complexity 	<ul style="list-style-type: none"> Can {PYP Social Skill} in order to {criteria related to learning goal} 	<ul style="list-style-type: none"> Extensive; Substantial; Complex; Sophisticated; Specialized; Perceptive; Detailed; Insightful
	Presenting	<ul style="list-style-type: none"> Minimal; Limited; Basic; Beginning 	<ul style="list-style-type: none"> Partial; Some; Simple; Increasing complexity 	<ul style="list-style-type: none"> Presents learning with visual clarity; demonstrates care + pride Can present learning using a variety of well constructed visuals and multimedia 	<ul style="list-style-type: none"> Extensive; Substantial; Complex; Sophisticated; Specialized; Perceptive; Detailed; Insightful

Queen Mary Community Elementary

School Communication:

- Notices sent home with child
- Email messages from Principal, Vice Principal, Teachers

Websites

- Queen Mary Community Elementary
www.queenmarycommunityelementary.ca
 - <http://www.sd44.ca/school/queenmary/Pages/default.aspx>
 - Email: queenmary@sd44.ca
- Queen Mary PAC
 - <http://www.queenmarypac.ca>
- North Vancouver School District
 - <http://www.sd44.ca/Pages/default.aspx>

Communication

Queen Mary School Website:

www.queenmarycommunityelementary.ca

Twitter link: <https://twitter.com/QueenMaryCE>

Hashtag: #QM44

Sections of school website to **check regularly**:

On the **Main Page**:

- ✓ News and Announcements
- ✓ Event Calendar
- ✓ Quick Links

Under the **ABOUT OUR SCHOOL** tab:

- ✓ Events
- ✓ Principal's Messages
- ✓ Parent Advisory Council

Other areas to **review at the beginning of the school year** and periodically throughout the year:

Under **PROGRAMS and SERVICES**:

- ✓ International Baccalaureate

Under the **ABOUT OUR SCHOOL** tab:

- ✓ Code of Conduct

Under the **PARENTS** tab:

- ✓ Parent Handbook
- ✓ Information Sessions and Workshops for Parents

Kindergarten Orientation Part 2

TUESDAY May 1st 1:15-2:45

- ***Arrive with your child at 1:15***
- Enter in the front lower doors into the atrium
- Adults and children “Sign-in”
 - Name tags & photo
- Proceed to the gym with your child for activity stations
 - Encourage independent participation
 - Meet and talk with other parents, teachers and supporting staff
 - Coffee, tea, treats

What's Next?

- Complete and return the “getting to know your child” questionnaire
 - Hand it in to one of the Kindergarten teachers or the office
- Teachers will meet to review questionnaires to set up the gradual entry groupings for September
- Parents/Guardians will receive a letter in the mail in early July with Gradual entry groupings and details
- Kindergartens begin on WEDNESDAY Sept 5th
 - FIVE days of gradually increasing time at school
 - First FULL day of Kindergarten will be Wednesday September 12th
- September: Forms and school supplies fees (\$45)

Preparing for Kindergarten

- Reading
 - Enjoy books together - Read aloud daily
 - Library programs
 - “Environmental” reading (reading street signs etc.)
- Integrate “learning” into regular daily activities
 - Ask questions to push thinking further, deeper
 - Why do you think...? How do you think...? Tell me more about that...
 - Model thinking by talk through your own thinking out loud
- Nature walks
- Play games that build turn-taking, counting
- Enjoy dramatic play, “acting”; Creative activities
- Play days with other same-aged children
 - Kindergarten Readiness Experiences Events
 - NV REC programs
 - City Library Program
 - Local playgrounds

Thank You!!

Questions?

Walk-about and visit with community partners and PAC

Go down to the Kindergarten classrooms to see the rooms and talk briefly with the teachers

7:15 close up!