



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)



Welcome to

KINDERGARTEN

Introduction

As a parent or guardian getting ready to register your child in kindergarten, you are likely to have a lot of questions. It's a big moment. The School District's Early Learning and Child Care team, School Principals and Vice Principals, and kindergarten teachers are here to help.

This information is a starting point for families of children beginning their education journey in School District No. 73 (Kamloops-Thompson). We are looking forward to connecting with you.

Welcome!



Welcome to Kindergarten

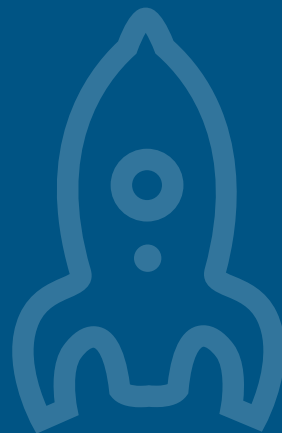
We are grateful to be offering kindergarten programming on the traditional, unceded territory of the Secwepemc First Nations Peoples.

Parents are a child's first and most important teachers, and the transition from home to school is a major step. Each child arrives with different interests and abilities.

By working together, we can create a supportive learning environment to provide a positive and happy experience for your child.

In the kindergarten learning environment there is both time and opportunity for hands-on experience. Children are encouraged to explore and express their thoughts and feelings in a variety of forms as they are actively engaged in a wide range of learning activities.

British Columbia's comprehensive Learning in the Primary Years program is designed to support the needs of all learners, and to recognize parents and caregivers as essential partners in the education system. You are encouraged to stay in close contact with your child's teachers and to support their progress throughout every school year.





What is Kindergarten?

Young children learn through activity. The kindergarten program involves them in whole class, small group, partner-based and individual learning activities.

Often, this looks like play. When they play, children learn coordination and movement skills, creativity, problem solving, and social interaction skills.

During structured play times orchestrated by the teacher, children ask questions, experiment with new ideas and materials, seek solutions and learn to communicate and think critically. This provides children with foundations for academic learning.





Helping your Child Prepare

- Help your child recognize their own printed name.
- Handle books together.
- Teach respect for books and enjoyment of pictures. If your child asks what a word is, tell them. When reading, let your finger move from left to right with the printed word. Encourage your child to use small scissors, thick crayons, paints, pencils, glue and chalk to develop fine motor skills.
- Encourage your child to have a good try at buttons, zippers, and fasteners.
- Practice having your child say clearly when they need to go to the washroom.
- If your child seems anxious about going to school, reassure them by talking happily about school and show no anxiety yourself about the new adventure.
- Find opportunities to draw attention to letters, numbers and colours:
 - Letter names and simple words such as signs and labels on food boxes
 - Letter sounds at the beginning of words by playing “I spy” with sounds
 - Numbers such as counting out cookies, items needed to set the table, or change for the store
 - Shapes of items they see in their world such as windows, tires, clocks, or sandwiches
 - Create ABAB patterns (pinecone, leaf, pinecone, leaf; red crayon, blue crayon, red crayon, blue crayon) and sort everyday objects such as the laundry (socks, t-shirts, etc.) to initiate your child into foundational numeracy skills. Encourage looking for patterns and ways to sort objects wherever you drive or walk.
 - Name the colours of clothing, cars, or crayons/paints



Your Child's Safety at School

Our goal is to work with you to provide a caring and safe environment for your child.

Your child will be greeted at the door each morning by their teacher. Children are supervised in their class by their teacher and by other teachers and Certified Education Assistants (CEAs) when they are ready to join the other children on the playground at recess and lunch.

Each school has a Safe Arrival Program that will contact you if your child does not come to school and if you have not informed the school of their absence. It is very important that you let the school know that your child will be away or late and that you keep your contact information up to date at all times with the school.

It is also common for each kindergarten teacher to want to know your specific pick up arrangements for your child so they can help monitor student safety. Please let the teacher know what your arrangements are and if these plans change.

Being able to reach you in the event of an emergency is also important to the school. Please be sure contact numbers for your family and emergency contacts are accurate.

Goals of the Primary Program

Kindergarten addresses the development of the whole child by providing:

INTELLECTUAL DEVELOPMENT

- Develop thinking and learning strategies
- Develop an awareness of language and literacy
- Develop listening, speaking, reading, and viewing abilities
- Develop writing and representing (drawing) abilities
- Develop number, spatial, and statistical sense
- Develop a sense of relationships and patterns
- Develop and understanding of the world around them

AESTHETIC & ARTISTIC DEVELOPMENT

- Develop enthusiasm and appreciation of the arts
- Participate in art, drama, and musical activities

EMOTIONAL & SOCIAL DEVELOPMENT

- Develop a positive and realistic self-concept
- Develop independence
- Share, co-operate, and learn from others

PHYSICAL DEVELOPMENT & WELL-BEING

- Learn and practice safety
- Take care of and respect their body
- Participate in and enjoy movement

DEVELOPMENT OF SOCIAL RESPONSIBILITY

- Respect and value people who are different than oneself
- Work with others
- Develop an awareness of the roles and responsibilities of members of a community





Is Kindergarten Inclusive of all Children's Abilities

All students benefit from an effective and inclusive learning environment that is enriched by the diversity of the people within it. Children learn to understand, respect and appreciate individual differences.

Every learner contributes to our society. We support equitable access to education for all learners by creating environments in which everyone's ability and unique contribution is recognized.

We honour the heritage, gender, culture and abilities of all families and students.



Supports Available for your Child

School

PRINCIPAL/VICE PRINCIPAL

- awareness of students/staff needs
- parent and community liaison
- instruction supervision/school policy development

TEACHER

- classroom instruction
- education partner liaison for individual childrens' needs

CERTIFIED EDUCATION ASSISTANT (CEA)

- some students receive support of a CEA at various times in the day, if required

INDIGENOUS EDUCATION WORKER (IEW)

- provides academic, cultural, and social support in school for self-identified Indigenous students

PUBLIC HEALTH

- immunizations programs
- health and nutrition advisement

LEARNING ASSISTANCE RESOURCE TEACHER (LART)

- individual student progress assessment
- learning assistance
- consults with parents and education professionals (school district resource staff and community agencies)

TEACHER LIBRARIAN

- print and media resources
- collaboration with teachers
- library and research skills instruction

PARENT ADVISORY COUNCIL (PAC)

- advocates/supports parents and students at the school level

District

DISTRICT-WIDE STUDENT SUPPORT

- coordinator of inclusive education
- mental health clinician and district counsellors
- inclusion support teachers
- hearing resource teachers
- vision resource teachers
- home/hospital services
- English language learner support
- Indigenous Family Counsellors

DISTRICT PARENT ADVISORY COUNCIL (DPAC)

- advocates/supports parents and students at the district level

INDIGENOUS FAMILY VOICES FOR EDUCATION (IFVE)

- advocates/supports Indigenous parents and students at the district level

SCHOOL PSYCHOLOGISTS

- in-depth individual assessment
- curriculum modification and support

SPEECH AND LANGUAGE PATHOLOGISTS

- language development support
- augmentative communication

SCHOOL AND FAMILY CONSULTANTS

- social/emotional support
- parenting help

INDIGENOUS FAMILY COUNSELORS

- academic, social and cultural support for students and parents



A Place to Learn about Indigenous Culture

The First Peoples Principles of Learning are an important element of the BC education curriculum. The shared wisdom of Elders from Indigenous communities throughout the province are embedded into the BC curriculum and the Early Learning Framework. This ensures the education your child receives reflects Indigenous perspectives, knowledge, values and understanding.

This learning:

- Supports the well-being of oneself, family, community, land, spirits, and ancestors
- Is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Recognizes the consequence of one's actions
- Involves generational roles and responsibilities
- Recognizes the role of Indigenous knowledge
- Is embedded in memory, history and story
- Involves patience and time
- Requires exploration of one's identity
- Recognizes that some knowledge is sacred and only shared with permission and/or in certain situations



Learning to Read, Write and Spell

Early Learning Principles are based on the understanding that kindergarten is a time to develop the literacy skills that are the prerequisites to learning to read, write, and spell. children are reading and writing in kindergarten, and others need Some more time.

We follow these principles:

- Children are strong, capable in their uniqueness, and full of potential
- Families have the most important role in contributing to children’s well-being and learning
- Educators are researchers and collaborators
- Early years are inclusive of all abilities and learning styles
- People build connection and reconnection to land, culture, community, and places
- Environments are integral to well-being and learning
- Play is integral to well-being and learning
- Relationships are the context for well-being and learning
- Learning is holistic



Play is Children’s Work

Children learn through play. As they build with blocks, play house, and drive trucks, they learn to make sense of their world. It is a time to imagine, explore, build and try out ideas. It may be a time to share, cooperate and negotiate with others. Play is an essential part of each child’s learning.

A Typical Kindergarten Day

Kindergarten in BC is a full-day program. Schedules and routines will vary from school to school, but there is one prescribed curriculum. A typical day will likely include the following:

Calendar Time

Children sit together to begin the day. A calendar is used to practice counting skills, talk about the weather, and develop concepts of weeks, months, and years. Children exchange news and the teacher gives an overview of the day.

Story Time and Book Time

At some time in the day, the teacher will usually share a story with children. Children will also have time to “read” and explore books themselves.

Centres Time

Children choose from a variety of activities which may include:

- math games
- letter games
- painting
- listening centre
- reading books
- woodworking
- computers
- modelling with plasticine
- dress-up
- writing/drawing
- puzzles

Literacy Time

This is a time which children learn names, letter sounds, rhyming, and following print through big books and charts. They may practice some printing and do art activities that promote the recognition of the alphabet.

Structured Learning Time

This is a time in which there is a teaching of kindergarten concepts related to math, science, social studies, reading, writing, art, music, and drama.

Home Time

Please make sure that your child knows the plans for after school. If someone new is picking up your child, or if they are walking somewhere other than usual, please send a note or call the school.

Snack & Lunch Time

Please send a nutritious snack and lunch (if applicable) that is easy to handle. Teachers find that “finger foods” work well (fruits, vegetables, sandwiches). Products that are difficult to open (puddings with pull-tabs) or require spoons/forks are often difficult to manage at snack and lunch time.

Other Activities

At specific points in the week, children will have time in the school gym, visit the school library for a book exchange, and have time in the computer lab. Your child’s teacher may provide you with a schedule of the kindergarten program at your school.



PARENT ADVISORY COUNCIL (PAC)

Connecting with other parents

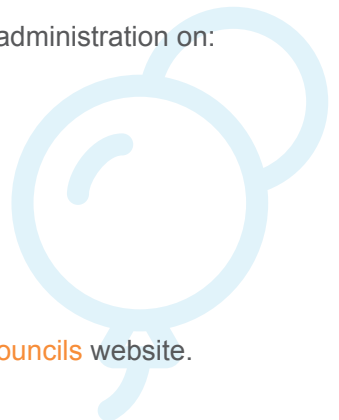
Parents play a vital role in the education of their children. We encourage parents to take an active role in the education of their children and this includes involvement in Parent Advisory Councils.

Every school has the opportunity to form a Parent Advisory Council (PAC). There is also a District Parent Advisory Council (DPAC) acting as a liaison between school PACs and District administration.

PACs review and make recommendations to support school staff and administration on:

- school policy and procedures
- programs and services
- facilities and equipment
- parent/community education
- learning resources

For more information, visit the [BC Confederation of Parent Advisory Councils](#) website.





Most Common Questions Parents Ask?

What if I have concerns about my child?

Please feel free to talk to your child's teacher, outside of class time, about any aspect of your child's school experience.

Who do I go to if there is a problem?

For concerns that cannot be dealt with by your child's teacher, please contact your school principal.



What is the difference between Catchment School and Schools of Choice?

Catchment Schools

Families register in their catchment school. Every catchment school in SD73 has a catchment boundary. A catchment boundary determines which students in a geographical area are eligible to attend a specific school. Each residential address in the district is linked to a school catchment.

Use the School Locator Tool at sd73.bc.ca/catchment to determine your catchment school.

Elementary Schools of Choice

FRENCH IMMERSION:

SD73 has a well established kindergarten through grade 12 French Immersion program (catchment applies).

- Lloyd George Elementary
- South Sa-Hali Elementary

LEARNING THROUGH THE ARTS:

Dance, drama, music, singing, and visual arts are integrated into academic instruction to allow students to learn through the arts. This program is offered in kindergarten to grade 12.

- Kamloops School of the Arts

MONTESSORI:

This kindergarten to grade 6 Montessori program offers a prepared environment allowing children to become increasingly independent, choose their own work and learn at their own pace. Montessori offers a research style of learning in curriculum areas.

- Aberdeen Elementary

SCIENCE AND TECHNOLOGY:

Students from kindergarten to grade 7 work on large, meaningful questions with teachers and other mentors, including practicing scientists. Students are encouraged to become involved in complex issues through an integrated curriculum.

- Bert Edwards Science & Technology School



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