



We are proud to acknowledge that we live, work, and learn on the traditional and unceded territories of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.

September 10, 2019

Tennyson Admin Team Message

We are now a week into the new school year, and it is exciting to see all of our students and families back at Tennyson. A warm welcome to our new Kindergarten students who are beginning their school journey, and to students and families who are new to the Tennyson Community. Students have now transitioned to their new classes and there is a positive and exciting energy in the halls. Thank you to parents and guardians for working with your children to promote an exciting and positive tone as the school year starts; we know from both experience and research that parent/guardian support of your child's learning and of the school and teachers yields good outcomes for student development. Evening conversations about what was exciting at school, what "went well" at school, and setting goals is beneficial for your children. At the end of this newsletter, you will find our RALE matrix with behaviour expectations, a BC curriculum information pamphlet, and the VSB Fair Notice protocol.



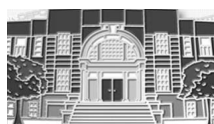
Thank you to all of our staff members for their dedication to our students, and to our parents for your collaboration. You will also notice the the VSB Grounds Department is working hard to finish the maintenance work on our playground. We hope that you come to our Meet the Teacher & School Barbecue that is organized by the school and by our PAC, and that you take part in the life of the school throughout the year. Happy September!

Staff updates

We are pleased to welcome back our amazing and talented teachers and support staff. Please join us in welcoming the following new staff members to Tennyson:

- Mme Devon McHugh (Prep Teacher)
- M Ahmed Ben Said (Division 6 Teacher)
- Mme Sarah Clarke (Div 9 Teacher, Mme Jenna's mat leave)
- M Pierre Romano (Prep/Resource Teacher)
- Mme Thea Beretta (Education Assistant)

Principal: Douglas Roch
Vice Principal: Kateryna McNicol
Admin Assistant: Veronica D'Angelo



Director of Instruction: Magdalena Kassis
Liaison Trustee: Fraser Ballantyne
PAC Chair: Jo Gromadzki

- Mme Ida Ma (Office Support, Wednesdays)
- Mme Kateryna McNicol (Vice Principal)

We say farewell to M Thomas, Mme Lauren Zaremba, Mme Nancy, and Mme Shima.

You can find a list of Tennyson Staff members on our school website. Here is the link:
<https://www.vsb.bc.ca/schools/lord-tennyson/About-Us/Our-Staff/Pages/default.aspx>

Forms, Fees, and Parent/Guardian Contact Info

We have been preparing an envelope for each student containing important forms for you to sign and to return to school. It is important that the Student Verification Information sheet is reviewed and updated. These envelopes will go out to families early this week, with a requested return by the following week. Thanks!



***Important * Safe Arrival – Student Attendance**

We will be using the district Safe Arrival line to report student absences. This is effective immediately. Instead of calling the main school number, please call (604) 713-5159, and press 84 to select Tennyson. You will then leave a message for the office. **It is vital that all absences are called into the school prior to 9am.** Similar to with many other VSB schools, we will be having parent volunteers to assist with the call out for students whose families have not reported their absence on the line. If you wish to opt out of having your contact information shared confidentially with the Safe Arrival volunteer solely for the purpose of checking to ensure the student is accounted for, please contact the office. It is also important that students leaving the school prior to 3pm on a given day are signed out. There is a sign out log in the main office that parents will sign. If students are being picked up by a group such as Martial Arts, it is vital that parents/guardians inform the office that the program has permission to pick up your child.



Safe Arrival Volunteers Needed

We are looking for parent volunteers who would like to be a part of our Safe Arrival Program. The main role would be to receive a list of students who are absent that day, and to call parents who have not called in the absence to the school, to verify that the child is indeed at home. Many

VSB schools have parent volunteers who help with this process. We would be looking to have coverage each day of the week, from about 9:15ish to about 10am. If you are interested in volunteering a day a week for this purpose, please contact the school. Thank you!

School Cash Online – Please Sign Up!

Tennyson is going live with School Cash Online (an electronic payment system) for September, 2019. This means that families will need to create an account this year to be part of the program. We have sent a hard copy letter to all families regarding current implementation of our School Cash Online program, which will allow you to pay for school fees, field trips, and some other school expenses online (as opposed to sending in cash or cheques). **As of today, 62% of Tennyson families have signed up. Our goal is to have 100% signed up.** Here is an electronic link as well:



<https://www.vsb.bc.ca/schools/lord-tennyson/About-Us/Publications/Documents/School%20Cash%20Implementation%20-%20Tennyson.pdf>

Meet the Teacher & School Night/Welcome Back Barbecue

The school staff and our PAC is hosting a Meet the Teacher & School Night/Welcome Back Barbecue on September 26th from 5pm to 7pm. This will be a great opportunity to see your child's classroom, meet some of the school staff, as well as members of our PAC Executive and other families. More information to come!



Communications from the School

At Tennyson, we use our website and email to share our newsletter, communicate upcoming events, and for other important information. Please check the school website on a regular basis. When a newsletter or flyer is posted, we will email a link to all families. Please ensure your email is up to date, and that you know if our communications are going into a folder that is not your main inbox.

The school website is: <http://tennyson.vsb.bc.ca>

Our Parent Advisory Council (PAC) also sends messages to families via email, and posts to their website. The **PAC website** is: www.lordtennyson.ca

Dressing for the Weather

At Tennyson, students are outside for recesses. It is important that students dress for the weather. This includes having jackets, water-proof gear and boots when it rains, and sun protection for sunny days. Some teachers will ask students to have two pairs of shoes at school.



Allergy Awareness – Peanuts and Tree Nuts

Please note that we are an *allergy aware* school. We have a number of students with severe allergies to peanuts, tree nuts, and nut products (peanut butter, Nutella, etc). **We ask that everyone avoid bringing lunches and snacks with these ingredients as such ingredients can be dangerous to others.** We have noticed that students sometimes bring Nutella sandwiches to school. Please note that this spread contains nuts and can be potentially dangerous to others. Please try to avoid such spreads. We also ask students to wash hands before and after eating. We appreciate our families working together in this regard.



Medical Conditions

1. Please ensure that the school is informed of any medical condition that may require emergency care at school, ie: anaphylaxis, diabetes, seizures, severe asthma and serious heart conditions.
2. A “Medical Administration” form, completed by a physician, is required for any medication being dispensed by a school staff member. Copies of these forms are available in the office.
3. Parents choosing to keep medication such as an epi-pen or inhaler in the First Aid area at school are responsible for checking expiry dates and providing new supplies as needed.

Volunteering at Tennyson?

We love our parent/guardian/family volunteers! All adults who are non-VSB staff who are working with or around students (assisting on field trips, working on events in common spaces, etc.)

are required to read and sign a VSB Volunteer Conduct Agreement that outlines some VSB policies. Classroom teachers have been given copies for field trips, and we have copies at the office. Thank you for volunteering with us!



Tennyson Cross Country Team

Tennyson's cross-country running team is getting ready to start up! It is open to all students from grades K to 7 who are interested in running. All children Grade K-2 must be accompanied by their parents. The cross-country team will practice on Mondays, Wednesdays and Fridays @ 8:10 a.m. at the school. Practices will start on Monday, Sept. 16 in front of the school. The season involves three after school mini-meets and the Vancouver cross country district meet held on Thursday, Oct. 17 at Trout Lake Park. Permission slips are on their way!

New School Building

One year ago we informed families that our new school building plans had been finalized and the project had successfully gone to tender, with the contractor named. It is incredible to look at the concrete structure in place, and to know that it will not be too long until it is complete. The anticipated completion time of the new building



is June, 2020. Once we have moved out of the current building, the contractor will then work on the demolition of the current building and the creation of the field and grounds. Take a look at the Tennyson 2020 section on our school website to see the layout and artists renderings of the new building and grounds. Here is the link: <https://www.vsb.bc.ca/schools/lord-tennyson/About-Us/New%20Building%20-%20Tennyson%202020/Pages/default.aspx>



This is a photo of the south-west side of the school, showing the gym on the left, the main entrance in the middle, and classrooms and library on the right.

Parking Around the School

Please be aware of parking restrictions around the school. We have been hearing of families getting tickets in these zones, as the neighbourhood is patrolled regularly by City parking enforcement. Please be cognizant of the restricted areas and avoid parking in the prohibited zones, as you are highly likely to receive a ticket.



Looking for Donations

We are always looking for donations of new or gently used balls, sand toys, and Tonka-type trucks or other toys appropriate for the sandboxes. Thank you to those parents who have donated items to the school!



Community Schools Team After School Programs

The **Kitsilano VSB Community Schools Team** is pleased to offer the following after school programs for Fall 2019:

Sport and Art Together, Grades 2-4, Mondays, Sept 30 - Dec 16, 3:05 - 5pm, Gym and Room 005, \$100

(Registration for this program is **in-person only** on **Monday, Sept 23 at 8:30 am and 3pm**. Please look for Dianne outside the school office. Registration forms will go home with students the week before.)

Sportball, Grades K-2, Oct 1 - Nov 19, 3:05 - 4:05pm, Gym, \$106

(Registration for this program is **online only** beginning at **9am on Tuesday, Sept 10**. Please go to <http://bit.ly/TennysonF19>)

Minecraft Afterschool Adventures at Tennyson/Python Computer Programming, Grades 3-7, Oct 9 - Dec 11, Library, \$100 plus GST for each class.

(Registration for this program is **online only** beginning at **9am on Tuesday, Sept 17**. Please go to www.xmodus.com/register)



Competency-Based Curriculum



Did you know that schools across the province are working to implement a redesigned curriculum, in which content areas are addressed around the building of core competencies in students? This curriculum embeds First People's principles of learning into all subject areas, as well. Here is a description of core competencies (from the Ministry of Education website):

The core competencies along with literacy and numeracy foundations and essential content and concepts are at the centre of the redesign of curriculum and assessment. Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.

Thinking: The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students

take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

Communication: The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

Personal and Social: Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world



Tennyson PAC News

The first Parent Advisory Council meeting will be on Sept 16th at 7pm in the library. All Tennyson parents/guardians are welcome!

Here is the Tennyson PAC website: www.lordtennyson.ca

Hot Lunches

Hot lunches start at the beginning of October! Details will be sent in a separate email on the 17th. The following will be offered this year: **Sushi** Monday, **C'est Mon Cafe** Tuesday and **Pizza** Wednesday. Sushi Mondays and Pizza Wednesdays will be ordered through Munchalunch. C'est Mon Café Tuesday will be ordered through the company's website. Ordering is not yet open but will open on September 17th. Make sure you're on the PAC email list!

Noon Hour Program

The Noon Hour Program will start up again second week of October. Stay tuned! You will be the first to know when registration opens.



IMPORTANT DATES

Please check the school and PAC websites for the ongoing addition of items and events



Sept 16th: PAC General Meeting @ 7pm in the Library

Sept 26th: Terry Fox Run (all grades)

Sept 26th: Welcome Back/Meet the School & Teacher Night; 5-7pm

Sept 27th: Professional Development Day (students do not attend school)

Sept 30th: Orange Shirt Day for First People's Reconciliation Awareness

Oct 18th: Photo Day for Student

Oct 22nd & 23rd: Early Dismissal Days (school ends at 2pm for all students)

Oct 25th: Professional Development Day (students do not attend school)



CURRICULUM ORIENTATION GUIDE

What to look for in the curriculum

The screenshot shows the BC Curriculum website for Social Studies. At the top, there are navigation tabs: ABOUT, CURRICULUM, CURRICULUM DRAFTS (10-12), CORE COMPETENCIES, and TOOLS. Below this, there are options to 'Download Curriculum' and language selectors for 'English' and 'Français'. The main content area is titled 'Social Studies' and includes a grade level selector (K-9) and a magnifying glass icon. Below the title, there are sections for 'Introduction', 'Goals and Rationale', 'What's New', and 'Curriculum Overview'. The 'Core Competencies' section features three icons: 'C' for Communication, 'T' for Thinking, and 'PS' for Personal & Social. The 'Big Ideas' section contains three circular icons with text: 'Our communities are diverse and made of individuals who have a lot in common.', 'Stories and traditions about ourselves and our families reflect who we are and where we are from.', and 'Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.'. The 'Learning Standards' section is divided into 'Curricular Competencies' and 'Content'. The 'Curricular Competencies' section lists several bullet points: 'Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions', 'Explain the significance of personal or local events, objects, people, and places', 'Ask questions, make inferences, and draw conclusions about the content and features of different types of sources', 'Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same', 'Recognize the causes and consequences of events, decisions, and developments in their lives', 'Acknowledge different perspectives on people, places, issues, and events in their lives', and 'Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment)'. The 'Content' section lists: 'ways in which individuals and families differ and are the same', 'personal and family history and traditions', 'needs and wants of individuals and families', and 'people, places, and events in the local community, and in local First Peoples communities'. At the bottom, there are four tabs: 'Flexible Learning Environments', 'Instructional Examples', 'Student Supports', and 'Aboriginal Education'.

Introductory Materials

Core Competencies

Big Ideas

Content

Curricular Competencies

Supporting Materials

Highlights of BC's Redesigned Curriculum

• Personalized Learning

The redesign of BC's curriculum provides flexibility to inspire the personalization of learning and addresses the diverse needs and interests of BC students.

• Ecology and the Environment

Revisions to the Science curriculum were made to ensure better representation of ecology and environmental learning.

• Historical Wrongs

The curriculum includes the history of the Asian and South Asian communities and their contributions to the development of our province—as well as the injustices they experienced.

• Aboriginal Perspectives and Knowledge

Aboriginal culture and perspectives have been integrated throughout all areas of learning. For example, place-based learning and emphasis on indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.

• Flexible Learning Environments

BC's redesigned curriculum provides teachers with great flexibility in creating learning environments that are relevant, engaging, and novel. Flexible learning environments give consideration to local contexts and place-based learning.

BC's Redesigned Curriculum

An Orientation Guide



BRITISH COLUMBIA

Ministry of Education

www.curriculum.gov.bc.ca



BC'S REDESIGNED CURRICULUM

At the heart of British Columbia's redesigned curriculum are the literacy and numeracy foundations, essential learning, and Core Competencies.

Literacy and Numeracy Foundations

The redesign of curriculum reinforces the current views in BC on the need for strong foundations in literacy and numeracy.



Literacy and numeracy foundations—text literacy (reading and writing), number and financial literacy, visual literacy, and digital literacy—are fundamental requirements for full social and economic participation in today's world.

Literacy and numeracy skills are developed through applications in all curricular areas. Literacy and numeracy performance expectations are described in the BC performance standards.

Essential Learning

The redesigned curricula are described as concept-based and competency-driven. They place more emphasis on the deeper understanding of concepts and the application of processes than on the memorization of isolated facts and information.

The learning standards and big ideas for each area of learning identify what is essential—what students are expected to know, be able to do, and understand at each grade.

Core Competencies

Core Competencies are at the centre of the curriculum redesign in BC.

Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. The Core Competencies include thinking, communication, and social and personal competencies.



Thinking

- Creative Thinking
- Critical Thinking



Communication



Personal and Social

- Positive Personal/Cultural Identity
- Personal Awareness and Responsibility
- Social Awareness and Responsibility

Competencies are embedded and evident within the learning standards. They come into play when students are engaged in “doing” in any area of learning. Together, the literacy and numeracy foundations, essential learning, and Core Competencies contribute to the development of educated citizens.



Curriculum Model

The curriculum model is made up of three elements: Content, Curricular Competencies, and Big Ideas. Teachers combine the three elements in ways they see fit to personalize learning in their classrooms.

Content

What students are expected to know

Curricular Competencies

What students are expected to do

Big Ideas

What students are expected to understand



The model pulls together the best from modern learning theories and BC teachers' advice. At the outset, BC educators said, curriculum needs to:

- be flexible to better enable teachers to innovate
- focus on higher-order learning
- address Core Competencies
- integrate Aboriginal world views and knowledge
- respect the unique nature of disciplines while supporting cross-curricular learning



August 30, 2019

Back to School 2019

Dear parents and guardians of B.C. students:

Welcome to the new school year – I hope you enjoyed a safe and restful summer. Whether your child is entering Kindergarten or nearing graduation, it's a great time to be a student in B.C.'s education system.

New this year, all students in the province will be learning from B.C.'s new curriculum and working towards completing the new Graduation Program and assessments, with the K-12 curriculum redesign process now complete. Students now have more opportunities to explore their passions and engage in inquiries and hands-on activities as they develop their foundational skills and knowledge. In the graduation years, students will have a range of new course options in areas such as environmental science, web development, digital media, engineering and robotics, giving them the chance to develop the skills they need to pursue their individual goals.

We are committed to true and lasting reconciliation with Indigenous Peoples, and education is a key part of that. Indigenous students deserve culturally relevant services and programs, and all students have something to gain from an education that includes Indigenous cultures and perspectives. First Nations partners have helped us ensure the new curriculum accurately and fairly reflects the rich history of Indigenous Peoples in B.C., across all grades and subjects.

Parents know better than anyone that kids today are facing challenges we never imagined when it comes to social media, mental health and other challenges. All students deserve the best educational experience possible in healthy, positive and safe schools. We've expanded the ERASE (Expect Respect and a Safe Education) strategy to focus on mental health and wellness, substance use, social media safety, gang prevention and supporting students of all sexual orientations and gender identities.

All students in B.C. will have access to free menstrual products in school washrooms this year – ensuring stigma free access so that students don't miss school, extracurricular, sports or social activities because they can't afford menstrual products.

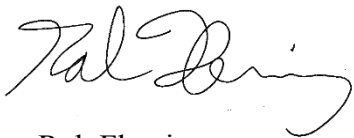
Students are returning to an education system that has more resources than ever before. Our government is investing \$1 billion more in education than just three years ago. They will attend some of the smallest classes in a generation, with more educators and others supports in the classroom. And we've invested over \$1.5 billion in new schools, expansions and seismic upgrades to ensure our kids are learning in safe, modern and comfortable schools.

.../2

Students in B.C. public schools are achieving world-class student outcomes, consistently ranking among the top in international assessments, and outcomes for Indigenous students and students with special needs are continuing to improve. Earlier this year, delegates from 40 countries visited B.C. to find out more about what we're doing right. These great results come from the hard work being done by students, teachers and our entire education system. We know there is always room to improve, and we are working hard every day to better support student success.

I wish every B.C. student and their family the best for the year ahead. The success of students is at the centre of all we do, and I look forward to another year of working hard to make improvements in our education system to support all students as they strive to reach their goals.

Regards,

A handwritten signature in black ink, appearing to read "Rob Fleming". The signature is fluid and cursive, with a large initial "R" and "F".

Rob Fleming
Minister of Education



STUDENT THREAT RISK ASSESSMENT PROTOCOL: *Notice to our students and parents/guardians/ caregivers*

The Vancouver School District and our community partners are committed to having safe, caring and inclusive schools. In the event that a student makes a threat of violence or harm to other students, staff or the school community the school will initiate the VSB student risk threat assessment process.

THE VSB STUDENT THREAT RISK ASSESSMENT PROCESS

What behaviours initiate a student threat risk assessment?

A Student Violence Threat Risk Assessment will be initiated for behaviours including:

- Serious violence or violence with intent to harm or kill;
- Verbal/ written/ drawn threats to harm or kill others;
- Online threats to harm or kills others;
- Possession of weapons (including replicas);
- Bomb threats;
- Fire setting;
- Sexual intimidation or assault; sextortion
- Gang related intimidation and violence

What is a threat?

- An expression of intent to do harm or act out violently against someone or something.
- Threats may be verbal, written, drawn, made through gestures or posted on the Internet.

Duty to report threat making behaviour

Maintaining a safe, caring and inclusive school community is the responsibility of everyone in the school community. Students, staff, parents/ guardians/ caregivers and community members **must report** all threat related behaviours to their school administrator.

Duty to Respond

All threats must be taken seriously and require a response that includes investigation and intervention. Our goal is to respond to threats quickly and in a professional manner, so that we can maintain a safe and caring learning environment.

The school administrator will initiate the threat risk assessment process, according to district protocol. Each school has a multi-disciplinary School Threat Risk Assessment Team which includes the School Administrator(s), Area or School-based Counsellor(s), and School Liaison Police Officer. A school may also involve district resource staff and community partners such as Child and Youth Mental Health in the threat assessment process.

What is the purpose of a Student Threat Risk Assessment?

The VSB student threat assessment process is used to:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the threat makers' behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

What happens in a Student Threat Risk Assessment?

- Information is gathered from multiple sources including open source digital publically available data. This may include interviews with the threat-maker, student(s), staff and parents/ guardians/ caregivers to assess the level of risk.
- The School Threat Assessment Team examines the information collected and in consultation with community partners, determines the level of risk.
- Appropriate intervention plans are developed, implemented and shared with parents/guardians, staff and students, as required. Information shared throughout the risk/threat assessment process will respect the individual's right to privacy and the safety of all.

Can I refuse to participate in the threat assessment process?

It is important for all parties to engage in the Threat Risk Assessment process. However, if for some reason there is a reluctance to participate in the process, by the threat maker or parent/guardian, the threat assessment process will continue in order to ensure a safe and caring environment for all.