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COINS FOR CHLOE



In case you hadn't heard, our Spul'ukwuks Eagles came together like we knew you could and helped to raise \$5257.15 for BC Children's Hospital on behalf of Chloe!!! The school and family are so grateful to our community for your generosity. Your contributions are helping all of us! Did you know that nearly 1 in 2 Canadians will be diagnosed with cancer during their lifetime? We hope that a cure for cancer will be found so that kids like Chloe do not have to face similar challenges. Way to go, Spul'ukwuks Eagles!

SKATEBOARDS, SCOOTERS AND BIKES

We have given our students reminders this week about not riding their skateboards, scooters, and bikes on the concrete areas right outside the classroom doors. We have had a few incidents where riders have run into students being dismissed from their classes. As a guide, we are telling students not to ride close to the school from 8:30-8:45 and from 2:45 to 3:00. Before 8:30 and after 3:00 are less busy times, so the likelihood of an accident is reduced. Don't forget that riders need to wear helmets!



THANK YOU!

We have noticed how careful our parent drivers have been when approaching the crosswalk that runs through the drop off lane. We appreciate your efforts to let students cross safely! Thank you very much, and keep it up!

CODE OF CONDUCT

Attached to this newsletter is our School District Code of Conduct. This document outlines the expectations for staff, parents, students and guests when present on our school grounds and how we are expected to behave in relation to others, both in person and electronically. After consultation with our PAC, we are providing this information to parents as we have witnessed incidents of parents yelling at other parents and children and speaking about others disrespectfully. This isn't an appropriate way to express frustration or to solve problems. The majority of our parents are respectful and kind, and we need all members of our community to model positive behaviour. All of us must act in accordance with the Code of Conduct. We ask everyone to keep this in mind, as we all have the responsibility to create a positive climate and a safe, healthy environment. We thank you for this commitment to our children!

HOMESTAY FAMILIES – RICHMOND INTERNATIONAL EDUCATION

The Richmond School District is looking for Homestay Families for new international students who will be arriving in August and studying in Richmond schools. Students in our homestay program are from all over the world, and are between the ages of 13 and 18. If you are interested in the possibility of hosting a student for a short- or long-term stay, please see the attached flyer for more information.



NATIONAL INDIGENOUS PEOPLES DAY and SUPPORTING INDIGENOUS COMMUNITIES

*We are encouraging our staff, students and parents to wear orange on Monday to recognize **National Indigenous Peoples Day***



You may not know this, but our school is named from the Musqueam language meaning, "place of bubbling water," where the land and water meet. Our school is located near a former permanent Musqueam fishing settlement going back thousands of years.

Students and staff have been busy talking and thinking of ways to show support for Indigenous communities in light of the discovery of remains at the Kamloops Residential School. We would like to draw your attention to some of our actions:



The trees around our school have been tied with orange bows and are being “adopted” and decorated by different divisions.



Look for the s̓pələkʷəqs (Spul’u’kwuks) Remembering Garden at the entrance to the school parking lot. This garden serves to remind us of the land on which we walk each day.



The s̓pələkʷəqs (Spul’u’kwuks) Remembering Garden also serves as a place to learn more about the Musqueam people. You will find QR codes that provide links to the Musqueam Educational Website.

You will see this board outside at the front of the school in the mornings. All students have had the opportunity to contribute a feather to the eagle. We acknowledge the impact of the residential school system and racism on Indigenous people.



How do our actions relate to our Social Studies curriculum?

Each curricular area has **Big Ideas**. Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The Big Ideas represent what students will understand at the completion of the curriculum for their grade.

There are several Big Ideas per grade, and below is an example of one Big Idea for each grade, K - 7:

Kindergarten: Stories and traditions about ourselves and our families reflect who we are and where we are from.

Grade 1: Our rights, roles, and responsibilities are important for building strong communities.

Grade 2: Canada is made up of many diverse regions and communities.

Grade 3: Learning about Indigenous peoples nurtures multicultural awareness and respect for diversity.

Grade 4: Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.

Grade 5: Canada’s policies and treatment of minority peoples have negative and positive legacies.

Grade 6: Systems of government vary in their respect for human rights and freedoms.

Grade 7: Religious and cultural practices have endured and continue to influence people.

CLASS PLACEMENTS

Each year, the school makes organization plans based on the number of returning students and new registrations. Your child's classroom teacher, resource staff, educational assistants and administrators work together to place students for the upcoming school year. These plans are tentative until the end of the first week when final student numbers are known. During the first week, all staff meet to confirm teaching assignments and to review student placements.

In organizational meetings, many factors are considered when placing students. These considerations include:

- * Learning styles and strengths
- * Social/personal characteristics
- * Special needs
- * ELL levels
- * Contractual obligations
- * Work habits
- * Male/female balance
- * Friendship groups
- * Age and physical maturity

As you can see, this is a complicated process, and this list is by no means exclusive, as there are many factors unique to a situation that must be taken into account.



CLASS PLACEMENT FORMS

Parents are welcome to provide information that may assist the staff in planning for next year, as you may have additional information about your child that you want us to know. **Please contact the office to obtain a form, and return it no later than Friday, July 2nd.** Please note that information about how your child learns provides the most valuable information. The information you provide **should not** include a request for a specific teacher, but rather some important personal or educational information that will assist us in our decision. Teacher requests are not the basis for class placements.

All information you provide about your child(ren) at the end of the year will be shared with the teachers and taken into consideration. It should be noted that classes are created to be as balanced as possible so that the learning environment can be maximized.

Please be aware the final decision regarding placement needs to be a school-based decision.

UNDERSTANDING COMBINED CLASSES

We are beginning our initial planning for next year in the coming weeks and often find that the philosophy behind combined classes is unfamiliar to parents. Children who are placed in the upper grade of a combined class are not placed there because they struggle in school. For example, in a combined Gr. 4/5 class, we do our very best to ensure that for each grade, we have students who encompass a range of learning styles and abilities. We do not place all of our strongest Gr. 5 learners in a Gr. 5/6 when a Grade 4/5 classroom is also available.

Teachers are trained to provide instruction to diverse classes of students, looking at children as individuals, and providing for individual education plans, where warranted, for students who are faster or slower to develop. In this student-centered approach to teaching and learning, we recognize that not all students learn at the same rate and at the same time. Common topics explored in classrooms allow for a diverse range of students to learn at their own pace, while working toward learning outcomes specific for their grade.

Combined classes offer enhanced opportunities for all students to demonstrate confidence, positive self-concept, and a strong sense of belonging. Combined classes can help students form broader and more varied friendships, as older students provide role models for younger students. Sometimes the teacher/student relationship can be enhanced if the same teacher teaches a student for more than one year, leading to increased feelings of security for returning students and a smoother transition in September because the teacher already knows their learning styles and needs. Teachers in combined classes, like those in straight grades, follow the curriculum requirements defined by the Ministry of Education.

You will find that over the course of your child's schooling, there are years that he/she will be in the lower grade of a combined class and other years when he/she will be in the higher grade of a combined class. These are both valuable learning experiences and will benefit your child's development academically, emotionally and socially.