



# Salmo SEY2K Project

Strengthening Partnerships, Connection and Learning in the Community

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# Where we started...



Play in the K  
Pop up Play



Salmo  
Elementary

# Self Assessment

<i>Please check the response that is best describes your SEY2KT team at the start of your 20 20-21 work:</i>	This is not like us YET	This is a bit like us	This is quite like use	This is a lot like use
1. We are a well-functioning and committed <b>TEAM</b> .			X	
2. We have an explicit common <b>PURPOSE</b> that focuses all our work.				X
3. We focus on supporting each other's <b>SOCIAL AND EMOTIONAL WELL-BEING</b>				X
4. We have informed and supportive <b>DISTRICT LEADERSHIP</b> .				X
5. We are building <b>RELATIONSHIPS</b> with individual families.				X
6. We are <b>CONNECTING WITH OUR COMMUNITY</b> .				X
7. We bring a sense of <b>JOY</b> to this work!				X
<i>Please choose <b>one</b> of the criteria in the list above that your team will focus on strengthening over this year and record the number.</i>				
We would like to expand our well-functioning and committed team Finding more creative ways to connect young families with the school				

What is one thing you are **curious** about?

- *Creating sustainable programming*

What is one thing you are **confident** about?

- *Relationships in the community*

What is one thing you are **committed** to?

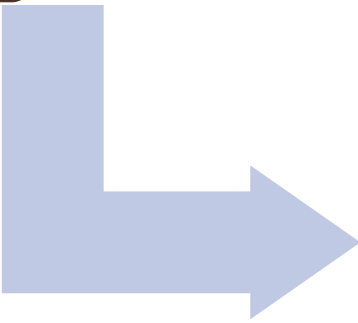
- *Social-emotional, academic success and overall well being of the children and families in our community*

What is one thing that is **special** about your team?

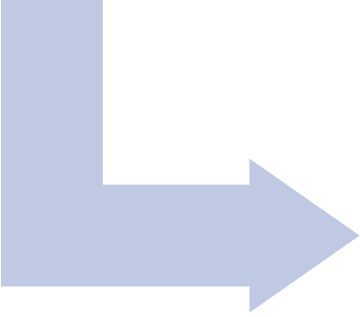
- *Powerful community partners*



Y1: SEY2K - develop team, engage virtual initiatives, initiate projects, partnerships with SVECAC



Y2: SEY2K projects continue; parent education; family events; early years programming



Y3: SEY2K projects continue; expanding partnerships; multi-age school programming to include younger years (ie - programming partnership with Children's Centre); family events; participation in community events

# Goals



# Building Team...

Salmo Valley Early  
Childhood Advisory  
Committee (SVECAC)

Salmo Community  
Resources (SCR)

Columbia Basin Alliance for  
Literacy (CBAL)

Salmo Children's Centre

West Kootenay Children's  
Resource and Referral  
(WKCRR)


Salmo Elementary School



# Purpose

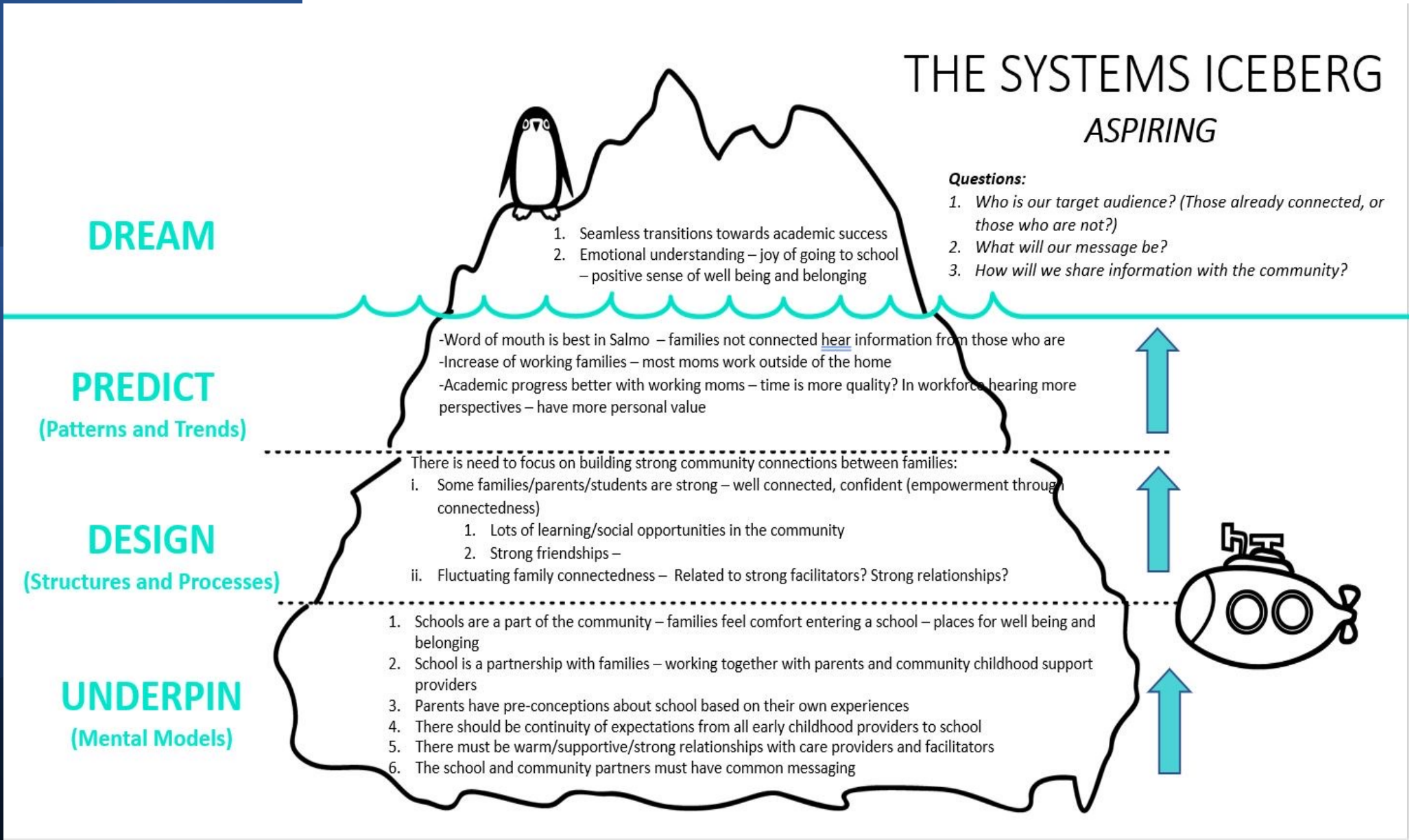
Strengthen relationships between school and home,  
making it comfortable to come to school.

To consider:

- Early identification
  - How to make learning through play visible in our community
  - Early learning Framework to form basis of project
  - How to support development of literacy literacy development and academic readiness at home?
- 

# Iceberg

## THE SYSTEMS ICEBERG ASPIRING





# Questions...

## How do we intentionally set a goal to reach families not connected?

- How to reach those without internet – no connection to the school?
- Use all the services in the community – Public Health nurse, SCRC, village office, library, Salmo Valley Youth and community center, CBAL

## What will our message be?

- Please share with your friends and share widely
- We are here to help, to be welcoming, support, answer questions
  - We want you to feel comfortable as partners in your child's educational journey
- Reach out and let us know what the needs are
- Provide information re: services available

## How will we share our message in the community?

- Importance for print: pharmacy, library, village office, grocery store, community centre
- Community social media pages: Salmo and area communicator, SES PAC FB, Children's center, member pages
- Videos – showcasing each of our services and how we are involved
- Monthly notices in Salmo Newsletter



- Seamless transition towards academic success, Emotional well being (joy of going to school and sense of belonging)
1. Parents and children will feel comfortable transitioning to elementary school – they know what to expect (classroom expectations), what the environment is like (have visited the classroom), know the teachers (have met them, know their names, parents know how to contact) (have visited at least 2-3 times, talked with teacher at least once...) – scheduling those times – families sign up
  2. School reaching out personally to families with invitations – alternative ways to connect with the school according to need.
  3. Community of professionals working together – collaboration with and for families.

Plan for Play in the K Sept. 2021 (with Covid adaptations as necessary)

Focus our communication on families who are hard to reach by inviting personally through networks

Visits to the school – Events after hours, scheduled visits

Continued JK/K graduation transition (include partnerships)

Data collection – surveys (parents, Kindergarten students, existing demographics, etc.)

### The Current Reality:

#### *Are there some strengths, things we want to keep?*

Overall – parents/children are comfortable.

JK/Kinder graduation transition was positive

#### *Are there particular barriers to your work?*

Some families need direct support – will not come out to a general invitation – need personal

No visitors allowed in the building ---unable to host events or meetings

# Creative Tensions Chart

# Welcome to Kindergarten

Partnership with SCC, CBAL, WKCRR

- Play in the K (June)
- JK outreach and graduation
- Story walk
- All about me booklets
- Welcome bags
- Social story and video shared through SVECAC/WKCRR

## Next steps...



2021-22

- **Play in the K**

- Covid Friendly

- a. Fridays at the end of every months
- b. Story walk
- c. CCRR activities and/or staff members on site
- d. Partner with SCC Junior Kindergarten programming

- a. Y1: SEY2K - develop team, engage virtual initiatives, initiate projects, partnerships with SVECAC –
- b. Y2: SEY2K projects continue; parent education; family events; early years programming
- c. Y3: SEY2K projects continue; expanding partnerships; multi-age school programming to include younger years (ie - programming partnership with Children's Centre); family events; participation in community events