

McCulley Messenger

Empowering Inspiring Making a difference

FEBRUARY 2012 NEWSLETTER



16 Berkley Dr., St. Catharines, L2M 6B8
905-934-7344 (FAX) 905-934-3723
www.dsbni.org/Schools/EIMcCulley

Principal: R. De Luca-Gates
Secretary: T. Hampson

Superintendent: S. Mark
Trustee: A. Bradnam

FROM THE PRINCIPAL'S DESK...

We were pleased to welcome the newest members of the McCulley family at our Kindergarten Open House last night. You are reminded that we will have full-day JK and SK for September, 2012. Please let family and friends know that it is not too late to register!


Your child will be bringing home his/her term 1 report card next week. The report card is just one way we communicate with parents, but it is an important one. Please take the time to talk to your child about his/her strengths and needs. Page four of today's newsletter outlines how to read the report card. Please take the time to meet with your child's teacher to discuss any concerns and to ask any questions that you may have.

At the last meeting of the School Advisory Council, a new constitution was proposed. This constitution will be voted on at the next meeting which is February 29th. Both the old and the new constitution can be found on our website under the School Council tab.

Plans are in place for our Family Literacy Night that will occur on Thursday, February 23rd. The theme this year is "A Week in the Life of Literacy". Workshops are designed to demonstrate to students and their parents the many ways in which we engage in literacy in our lives. The registration form is included in today's newsletter. We hope you will be able to join us!

You are reminded that Monday, February 20th is Family Day and there is no school for students. We hope that you will take time on that weekend to enjoy some quality time with your children.

Mrs. De Luca-Gates



Remember to save labels from eligible **Campbell's products** and send them to the school. Thanks!

Dec./Jan. Student Stars



- ★ JK/SK - A.M. - Scarlett, Pruthvi
- ★ JK/SK - P.M. - Kallan, Winny
- ★ SKF - Sarah, Xavier
- ★ GR. 1 - Torrance, Dallis
- ★ Gr. 1/2 - Daisy, Kiersen
- ★ Gr. 2 - Dustin, Jalen
- ★ Gr. 3 - Owen, Rachael, Zana
- ★ Gr. 3/4 - Ayden R., Kariz
- ★ Gr. 4/5 - Britny, Caillou
- ★ Gr. 5/6 - Vicki, Ayden
- ★ Gr. 6 - Jonny, Chelsea, Mohamed

CHARACTER THEME for FEBRUARY IS RESPECT

Respect is an attitude of caring about people and treating them with dignity. Respect is valuing ourselves and others. You are practising respect when you....

- ✓ treat everyone the way you would like to be treated
- ✓ treat your property and the property of others with special care
- ✓ honour other people's need for time and space to themselves
- ✓ speak courteously to everyone
- ✓ honour the rules of your family, school and country
- ✓ expect that others will respect your body and your rights

I am respectful. I treat others and myself as we deserve to be treated. I show courtesy to everyone.

KINDERGARTEN COUNTDOWN

Children who will be four years of age or older by December 31, 2012 are eligible to enroll in Kindergarten starting September 2012.

Going to school for the first time is a big step for children and their parents. At the DSBN, families start that journey together at the 'Kindergarten Countdown' open houses. Families can visit our school, meet the kindergarten teacher, and receive a gift bag filled with fun learning resources and information that will help children develop school readiness skills.

Although our Open House has already occurred, it is not too late to register. Please visit the school office for a registration package.

SCHOOL ADVISORY COUNCIL

The next meeting of our Council is Wed., Feb. 29th from 6 to 7:30 p.m. in the school library. Babysitting is provided. All parents and guardians are welcome to attend.

Meeting dates for the remainder of the year are:
Mar. 28, Apr. 25, and May 30.

THIS MONTH'S CELEBRATION ASSEMBLY IS ON WEDNESDAY, FEBRUARY 8th AT 1:45 p.m. AND OUR NEXT MONTH'S IS ON WEDNESDAY, MARCH 7th AT 9 a.m. STUDENTS ARE ENCOURAGED TO WEAR THEIR GROUP'S COLOUR.

SOMETHING NEW AT McCULLY

We are excited to bring you a new product – Flavoured Popcorn. This popcorn is grown and packaged in Ontario; is pesticide free and GMO free (genetically modified organism); and it complies with the Ministry's new Food & Beverage Policy.



Beginning Monday, February 6th, we will be selling popcorn for \$1.00 a bag at the beginning of the second Nutrition Break only. We will have the following flavours:

- Dill Pickle
- Kettle Corn
- White Cheddar
- Butter & Salt

Family Literacy Night

We are having a Family Literacy Night on Thursday, February 23rd in the evening. Please see the registration form in today's newsletter.

JUMP ROPE FOR HEART

Students had a fun-filled morning learning some skipping rope tricks, as well as ways to keep their heart healthy. Congratulations to our students who raised an impressive \$2700.00 for the Heart and Stroke Foundation. Well done!



The **DSBN ACADEMY** is now accepting applications from **STUDENTS WHO WILL BE ENTERING GRADE 6, 7 OR 8 FOR SEPTEMBER, 2012.** **ADDITIONAL INFORMATION**, as well as **APPLICATIONS** are available at: <http://academy.dsb.org> Applications are also available at our school office. Application deadline is March 2nd.

FRENCH IMMERSION OPEN HOUSES

Queen Mary School for Grade 7 entry
Tuesday, February 7th @ 6:30 p.m.

Information re the application process is on the DSBN website www.dsb.org. Click on the Parent Tab, under Programs, click on French and International Languages, click on French Immersion Registration. Application packages will also be available at the office. The deadline for applications is February 29th.

FEBRUARY NEWSLETTER DRAW

My child(ren) _____
Class(es) _____
and I have read the newsletter.

Question: *What is a cuisenaire rod?*

Answer:

Signature:

Please answer the question and return this ballot to the office for a chance to win a prize!

Congratulations to Brianna and Kaitlyn H. who won January's Newsletter Draw

SCHOOL IMPROVEMENT PLAN UPDATE—Math Manipulatives

Manipulatives provide a concrete way to help students understand mathematical concepts. They help them relate abstract ideas about numbers and shapes to something they can see and touch. We have recently purchased a number of math manipulatives to ensure that each classroom has a sampling of useful manipulatives and that we have a class set in our resource room that teachers can use for math instruction. Ask your children how they have used manipulatives in math at school.

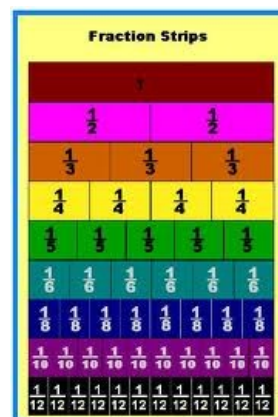
Cuisenaire Rods

These are a collection of rectangular rods of 10 lengths and 10 colours, each color corresponding to a different length; the smallest being a white rod that is 1 cm long and the longest being an orange rod that is 10 cm long. They help students to explore whole numbers, fractions, measurement ratio, area, perimeter, symmetry, congruence, 3-D geometry, and patterns.



Fraction Strips

These are a collection of strips that students can use to explore the relationship between fractions and a whole (e.g., $1/3 + 1/3 + 1/3$ is 1 whole), as well as relationships between fractions (e.g., $1/4 + 1/4$ is the same as $1/2$).



TOP 10 TIPS TO HELP YOUR CHILD WITH MATH

1. **Connect math to daily life** – Let them know the importance of math! Talk about how you use math in your day-to-day life (at the store, in your job, around the house).
2. **Counting can be fun and entertaining** – Show them math can be fun! Sing songs (One, Two, Buckle my Shoe) and play games (card games, hopscotch, board games, Dominoes, chess).
3. **Start Easy and Work up!** – For example, after they've got counting by 1s, talk about skip counting and count by 2s, then 5s and 10s. Don't jump ahead too fast.
4. **Use household items for practice** – Practise adding and subtracting with objects from the house like spoons or pots and pans.
5. **Tap into your child's curiosity** – Go on a number hunt in your house.
6. **Talk about time** – Talk about seconds, minutes and hours, then count days and weeks. Ask them questions: How long until bedtime? How many "sleeps" until the weekend?
7. **Practice mental math using coins** – Count money or have them show you how much an item costs and practise making change for when they're at the store.
8. **Play the estimating game** – Estimate measurements, distances, time and grocery bills and then compare to the actual.
9. **Sports and math** – There is a lot of math in sports such as batting averages, points per game and save percentages (discuss these as you watch the games or read the newspaper).
10. **Computers + Math = Fun** (there are lots of great computer games available to explore math).

MAKE CHANGE FOR CHILDREN CAMPAIGN 2012 – February 20 – 24

The Education Foundation of Niagara is a charity of the DSBN and all funds raised go directly back to our students for program enhancements and poverty relief. The Poverty and Emergency Relief Fund supports the extraordinary, emergency, personal and school related needs of individual students brought about by financial hardship.

Since 2008 over 3000 DSBN students have been assisted with \$65,000 in support.

We all know at least one of these children....torn windbreaker that is worn as a jacket throughout winter, worn shoes, no lunch, absent from every field trip. And, all too often, a tragedy touches one of our students by the way of fire, illness, or death in the family.

To continue to do our best at helping children in need we are engaging in this year's campaign and invite you to participate in a small way. During the week's campaign, please send a **Toonie** with your child or just **make some change** and do what you can to help us help the kids. Email efn@dsbn.edu.on.ca or visit www.efnonline.ca for more information on how they support our youth. We look forward to working with you to raise the funds needed to support students in need!

HOW TO READ YOUR CHILD'S REPORT CARD

As educators, we recognize the importance of your role, as parent/ guardian, as a partner in your child's education. Studies have found the greater the support that families provide for their children's learning and progress, the greater the likelihood that their children will succeed at school. With this in mind, teachers work diligently to provide report cards that will communicate clear, meaningful information about:

- what your child is learning,
- how well your child is learning
- what strengths your child is showing
- what next steps are needed for your child's continued success
- how you might help your child at home

The report card, sent home on February 9, is the first of two Report Cards on which teachers will provide feedback about the achievement of your child. The second will be sent at the end of June. As with the Progress Report sent home in the fall, your child's development of learning skills and work habits are emphasized on the first page. These skills are integral to the success of students throughout their school career and long after they leave our care. Teachers assign a letter grade to indicate the current level of achievement in each of six categories. The comment box provides space for teachers to reflect on areas of strength and plans for next steps to ensure your child's continued success. Teachers may indicate ideas to support your child in developing these skills at home.

Ontario Ministry of Education **Elementary Provincial Report Card**

Date: _____

Student: _____ OEN: _____ Days Absent: _____ Total Days Absent: _____
 Grade: _____ Teacher: _____ Times Late: _____ Total Times Late: _____

Board: _____ School: _____
 Address: _____ Address: _____
 Principal: _____ Telephone: _____

GRADE IN SEPTEMBER **E – Excellent** **G – Good** **S – Satisfactory** **N – Needs Improvement**

Learning Skills and Work Habits	
Responsibility <ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	Organization <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work <ul style="list-style-type: none"> Identifies own strengths, interests, and reviews plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	Collaboration <ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and mediated interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative <ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	Self-Regulation <ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Persists and makes an effort when responding to challenges.

Strengths/Next Steps for Improvement

Student: _____ OEN: _____ Grade: _____

Subject	Report	Strengths/Next Steps for Improvement
	1 2	
Language <ul style="list-style-type: none"> Reading <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Writing <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Oral Communication <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Media Literacy <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> 		
French <ul style="list-style-type: none"> Oral Communication <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Reading <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Writing <ul style="list-style-type: none"> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended <input type="checkbox"/> 		
Native Language <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> 		Oral Communication, Reading, Writing
Mathematics <ul style="list-style-type: none"> French <input type="checkbox"/> Number Sense and Numeration <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Measurement <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Geometry and Spatial Sense <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Patterning and Algebra <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> Data Management and Probability <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input type="checkbox"/> 		
Science and Technology <ul style="list-style-type: none"> ES/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> 		Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems

© Queen's Printer for Ontario, 2010 Grades 1-8 Page 2 of 4

Pages two and three of the report card provide feedback about specific subjects. Letter grades are used for grades 1-6, and percentage marks in grades 7 and 8. The marks provided reflect the work your child has done since September, 2011. Teachers have used their professional judgment in selecting a variety of opportunities for their students to best demonstrate their achievement. In the comment boxes, teachers strive to write, in language that is clear, about what your child knows and can do. They use this space to communicate your child's strengths regarding the learning goals of the term, as well as to identify next steps that your child will be able to act on. Look for ideas for how you might support your child at home.

The bottom of pages three and four of the report card provide a detachable form on which you and your child can reflect on accomplishments and set some goals for the upcoming term. It is important to return this slip to your child's school. The thoughts you share can provide a starting point for discussions in a parent teacher conference. Remember, the purpose of all evaluation and reporting is to improve student learning. Your child's success, now and in the future is our main priority. We appreciate your continued partnership in this vital job!