



GLENDALE REVIEW

February 2012

Glendale Public School

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February is here and we are half way through the school year. On February 9, 2012 all **Grades 1-8** students will bring home the elementary report card, in the form revised by the Province last year. The Progress Report in November provided you with information about how your child was learning in the classroom and gave an indication of progress towards achieving the curriculum expectations for all subjects.

Learning Skills and Work Habits are an important focus of the report card. These are critical life skills that students will work on from Grades 1 to Grade 12. Teachers evaluate how well students are achieving these skills for their grade level and include a comment about each student's strengths and some next steps for continued growth.

For each subject being taught this term, your child will receive either a letter grade (Grades 1-6) or a percentage grade (Grades 7 & 8). If a subject is only being taught in Term 2, then the teacher will check "NA" (not applicable) for that subject on the report card. For each subject, there will be a comment that describes your child's strengths and some next steps that will support learning in Term 2.

On February 9, 2012, all **kindergarten** students will be bringing home the antidotal report card in the form prescribed by the District School Board of Niagara. Parents will be informed of all aspects of your child's progress to date regarding the six areas of overall expectations noted on the back of the report card.

Communication between teachers and parents/guardians is an important support for student success. We encourage all parents/guardians to discuss the report card with your child. All parents/guardians are invited to contact the school if you would like an opportunity to discuss your child's achievement and next steps for learning with his/her teacher.

We have been working diligently as a team to create report cards that tell you how your children are doing and what you can do to help your children succeed in school.

We know that when parents are involved in education, when they support and promote the importance of school and learning, our students/your children do well in school. We thank you for checking agendas nightly, reading with your children, checking homework, reviewing work from school and working with your children's teachers to help them learn. We are very proud of the dedicated work of our students. All classes are working on creating work that meets high levels of success criteria. We are teaching our students to reflect on their own work and learning and improve their work to meet the standards set in class. We are seeing great learning here at Glendale!

Yours in education,

Mrs. Patrice Johnson
Principal

"Proudly Soaring toward success with Spirit, Strength & Responsibility"



WE ARE COUNTING DOWN TO KINDERGARTEN!

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 tour 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. You can even register your child at the Open House.

Mark your calendar for Thursday, February 2, 2012 from 4-6 p.m. for our Kindergarten Countdown open house. Visit www.dsbn.org and click on "Kindergarten" for all the details!

Can't make the open house? No problem! Call the school at 905-735-5213 and we would be happy to set up an appointment to register your child.

Remember to listen to the local radio stations or television or check the DSBN website (dsbn.org) for information on weather-related school closures and bus cancellations. Please refrain from calling the school.

EDUCATION FOUNDATION OF NIAGARA

Simply put, we need your help...to continue the work of relieving the effects of poverty and helping our DSBN students during emergency situations.

Our Fifth Annual **Make Change for Children Campaign** is happening February 21st – 24th, 2012, and with our school's support, they can help continue the mission of equalizing educational opportunities regardless of financial constraints by supporting students during times of adversity. Please consider saving your coinage for that special week.



MAD SCIENCE

Our Mad Science club started last Wednesday. They will continue to meet at the first break until February 29, if you have previously signed up.

MID-TERM ASSESSMENT

Over the last few weeks, our grade three and grade six students have completed a mid-term assessment in reading and writing. The purpose is to prepare for the Provincial Assessment in May. Mathematics mid-term assessments will occur

after Term 1 report cards. Our staff be examining the mid-term assessment in order to make adjustments to our instruction so that our grade 3 and grade 6 students will be well prepared for the May assessment.

LITERACY

Literacy is much more than being able to read and write. Literacy allows people to read the world rather than just the word. It involves using the different forms of communication, which gives us further opportunities in our society — for our families, our communities and ourselves. Literacy helps us understand the world we live in. It also helps us understand ourselves and express our identity, our ideas and our cultures.



There are many different literacy practices used by families. Some are reading and writing activities, while others help build literacy in other ways. Here are a few examples:

Learning: a father and child walk upstairs counting each step together, then share a library book about numbers.

Doing everyday tasks: a mother involves a child in writing a grocery list, then finding the items together at the store.

Helping children develop literacy: on a bus ride, a teenager plays word games with his younger sister and points out signs.

Maintaining relationships: a family reads together and talks about how what they read has meaning and relevance in their everyday life.

Interacting with institutions: a parent and child discuss the child's report card with the teacher.

Every family uses literacy to do different things every day. This includes families with an oral tradition as well as families that use print often.

Quoted from www.aflo.on.literacy.ca

G.R.E.A.T. PROGRAM

From November to January, the Grade 7 class has had the opportunity to learn the effects of drugs and gangs through a program called "G.R.E.A.T." G.R.E.A.T stands for "Gang Resistance Education and Training". The G.R.E.A.T program was lead by Officer Wayne Orcutt of the Niagara Regional Police. This program talks about how to make better decisions and how to say "No" to peer pressure. This program also helped us understand what is right and wrong. Have you seen some posters popping up around the school? They are from the G.R.E.A.T program. We decided to put up posters with positive messages and slogans to help students at Glendale make good decisions every day. In order to carry on and make good choices we will be doing things around the school in the upcoming months to make our school an even better place.

By Keaton W, Beverlyanna D., Courtney D.

THE "WE CARE" CHALLENGE

The kindergarten classes were in charge of the character trait of **Caring** for January. We discussed what caring looked like and what caring sounded like. In our classroom, we encouraged positive and caring acts through our "caring and sharing puffs." The kindergarten students wanted to do something similar throughout the entire school. We came up with the "WE CARE CHALLENGE." When a student did a caring or kind act, he/she received a "caring and sharing puff". Each classroom was trying to fill their caring and sharing puffs jar by the end of the month. If the jar is filled by February 1, then the class would receive a small treat.



PAUSE TO PLAY

During the next couple of months our school is encouraging all families to participate in the Pause to Play Family Challenge. The goal of this campaign is to challenge children and their families to spend less time in front of their screens

and more time being physically active. It is difficult for youth to limit media use without family support; therefore we encourage the whole family to participate and get active together!

Health Canada recommends 60-90 minutes of exercise a day for children and youth. This might seem like a lot, but it can be divided up into 10-minute chunks of time and achieved throughout the day.



Support your child being active...

- ✓ Praise your child for their efforts in choosing an active lifestyle
- ✓ Promote non-competitive activities
- ✓ Be familiar with school activities and encourage your child to join
- ✓ Have each family member take turns choosing an activity that everyone will participate in
- ✓ Discover the pleasure of being active together
- ✓ Physical activity strengthens family relationships and fosters a sense of community so incorporate activities into family time.
- ✓ Keep your screen time to a minimum ~ the Canadian Paediatric Society recommends no more than one hour of screen time per day for preschoolers and two hours or less of screen time per day for school-aged children ~ this includes television, video games and the internet.



CANDY GRAM SALES

The Intermediate students will be taking pre-orders for Valentine Candy Grams from February 6th through 8th, during first break at a cost of \$1.00 each. Payment must be made at the time of ordering. The Candy Grams are special bags of candy and treats with your special note attached which will be delivered on Valentine Day. Treat yourself, treat a friend. All proceeds to the Grade 8 Graduation.



COMMUNICATION MATTERS

Smart Talk From Your Board Speech-Language Pathologists

Why is phonological awareness essential in learning to read and spell?

The letters in print correspond to the phonemes in words. Therefore, learning how the alphabet is used to represent the sounds in words is important to the growth of reading skills. An individual must learn the letter/sound correspondences to "sound out" new words. Also, in order to understand how the alphabet works, one must have a conscious awareness that words in oral language are composed of sound segments (phonemes) that can be represented by letters of the alphabet. When phonological awareness and decoding ability are low, reading comprehension can be virtually non-existent. Phonological awareness is a skill and can be improved with direct training and practice.

Drilling Letter Sounds Instead of Letter Names

In order to improve reading and spelling skills, drill the **sounds** that the consonants and the vowels make instead of their letter names (e.g. "t" instead of "tee"). Practice the consonant and vowels sounds to mastery and automaticity. Short

vowel sounds can be tricky to learn (e.g. the short “i” sound in “bit” versus the short “e” sound in “bet”). It is often difficult for the student to auditorily discriminate between the short vowel sounds (the ability to hear the difference between different sounds). Short vowels are critical to the reading and spelling process and should be targeted with drills and games!

Segmenting Sounds to Spell (Encoding) and Blending Sounds to Read (Decoding)

Segmenting- The ability to segment words into individual sounds is a critical step in the reading and spelling process (e.g. The word cat is comprised of 3 sounds "c", "a" and "t").

Blending- The ability to blend sounds to form words is also correlated with reading and spelling success (e.g. The sounds "m", "i", "l" and "k" are blended to form the word "milk").

For both segmenting and blending drills, it is vital to use the letter sounds rather than the letter names. Imagine the frustration of trying to sound out “cat” when using the letter names. It would be “see-ay-tee” compared to the easier method of using the letter sounds “c”, “a” and “t”.

What is the Remediation Plus Program?

Remediation Plus is a “hands-on” reading and spelling program that is based on the Orton-Gillingham approach. It uses phonological awareness and phonics. Remediation Plus is the only program of its kind recognized by the Canadian Government’s Scientific Research and Economic Development program as research-based, scientifically valid and effective. Every elementary school within the DSNB has a Remediation Plus program. Each Remediation Plus kit is licensed to one teacher who is trained to deliver this excellent reading and spelling program. For more information about Remediation Plus, please refer to the website www.remediationplus.com

NO SMOKING ON SCHOOL PROPERTY



Just a reminder that the law prohibits smoking on any school property at any time. This also includes smoking in your vehicles while waiting for your children. The "smoking police" do have the authority to hand out significant fines.

Did you Know?

- I. Smoking anywhere on school property including sitting inside a vehicle could cost you \$305.
- II. Selling, supplying or sharing cigarettes with anyone under 19 can result in a minimum fine of \$365.

This law applies to:

EVERYONE: Staff, students, parents, visitors

ANYTIME: 24/7

ANYWHERE: Including school parking lots, cars in the parking lot, sports fields, driveways and courtyards

The *Smoke-Free Ontario Act* is designed to reduce the number of youth who start smoking and to protect Ontarians from second-hand smoke. Know the law and protect yourself!

Questions?

Call the Tobacco Hotline, 905-688-8248, ext.7393, or 1-888-505-6074.

Thank you for *not* combining payments to the school. We enlist the services of several volunteers to organize either pizza, milk, raffle tickets, trip payments, etc. It is most difficult to balance these payments when we have one payment for multiple activities. However, it is a great idea to combine several students' payments of one category (example: two or more milk orders paid with one cheque). Separate payments should also be in different envelopes too – we had Lunch Lady forms show up in the Mad Science order, and vice versa. Someone almost missed their lunch! Your co-operation is very much appreciated!

WANTED! Counters, Games & Griffin Stuff

If you would like to cull some items from around your house or want to donate purchased items to our Glendale Griffin Games collection, we are enhancing our collection of activities to use for rainy days, math games, co-operative learning games and classroom manipulatives. Here are some ideas for your consideration:

buttons
poker/bingo chips
toothpicks
decks of cards
dice
straws
rock collections

beans
dominoes
small cars (hot wheels)
stickers
plasticine/"Playdoh"
shell collections

beads
marbles
paper plates
bingo dabbers
board games
cash register tapes
mini glue guns/sticks

MILK DRAW WINNERS

Congratulations to the following students who were our Milk Draw Winners for the month of January: Sera D, Jady S, Emily B, Tehgan P, Logan A, Kaylie W, Keon H, Kyle S, Kylar L, Tinashe M, Brianna B and Nolan R.



FEBRUARY NEWSLETTER DRAW

Fill in the answers to the following "skill-testing" questions, then hand into your teacher who will ensure it is placed in the draw box at the office for a prize. Winners of last month's draw were Mitchell & Matthew W, Ariella D, Griffin & Nalea L, and Nicholas & Leigha R.

Is smoking allowed in cars parked in the school parking lot? _____

When do Term 1 Report Cards go home? _____

Name(s): _____

Newsletter Questions and Answers

Do you have any questions about the school or curriculum that you would like to see answered in our newsletter? If so, send it in with the newsletter draw form and we will do our best to provide the answer in next month's edition.



SCHOOL SUPPORT SERVICES

School newsletter inserts for your consideration

ELEMENTARY

ARTS EDUCATION: WHY IT MATTERS

The arts are an integral part of our children's lives. They provide important ways of making our lives meaningful. From an early age, children naturally immerse themselves in drama, dance, music, the visual arts, literary arts and media: to play, learn, communicate, celebrate and find out who they are. The arts both express and engage the human spirit in profound and powerful ways. They give our children and youth a sense of the world outside themselves, uniquely touching the timelessness of history and the limitlessness of the universe while helping them celebrate community. The arts are an integral part of Canadian society.
National Symposium on Arts Education, 2004

The Arts prepare children for the future, claims the internationally recognized educator, Sir Ken Robinson. Although we cannot know the future, its challenges will best be met by thinkers who are critical, creative and cooperative. The Arts provide one way of nurturing this in our children, for the Arts encourage independence and collaboration, and are unique in their power to communicate across barriers of language and culture.

We all benefit from the work artists do, whether we're at a movie, flipping through magazines at the dentist's office, shopping for stylish clothes, or browsing for a birthday card for a friend. The Arts build our world. They illuminate the world as it is and inspire us to imagine the world as it could be. Arts education helps children bring beauty to life.

Simple Steps: Ideas for Bringing the Arts Home

In addition to supporting a strong arts program in your child's school, you can help your child enjoy the arts outside of school by participating together at home, checking out resources online, or taking advantage of your community's cultural resources.

- Enjoy the arts together. Sing, play music, read a book, act out a story, dance, or draw with your child at home. Talk about the sounds, colours, lights, and movement you observe around you.
- Books! Help your child feel the rhythm in poems. "Read" the illustrations in picture books, as well as the text and ask questions that draw out ideas and opinions. Read books about the arts: knowing what others have done in an art form can be a source of inspiration. Also check out books that tell stories about specific visual artists, dancers, actors, and musicians. This will help them feel like they "know" various artists.
- Practice photography. Try taking pictures from different angles, different distances, and with the important objects somewhere other than in the centre. Work together on creating a family photo album, scrapbook, collage, or digital montage from pictures of family events, holidays or about a theme.
- Make videos together. Try organizing the shots ahead of time to tell a story as in filmmaking.

- Have an accessible collection of materials to encourage creativity in the arts: a variety of art tools and materials, old clothes for drama activities, found objects for rhythm and percussion. Art supplies make great gifts, too!
- Create a family art gallery or schedule an evening for family performances.
 - Visit web sites for simple activities to do at home with children of all ages and teens. Here are a few sites worth investigating:
 - www.fun4artproject.com Explore museums from around the world, view hundreds of artworks at incredible zoom levels, and even create and share your own collection of masterpieces.
 - www.incredibox.fr Make your own beatbox band...Pump it up and chill!
 - <http://www.summeractivitiesforkids.co.uk/toddlers-creative-movement-home.html> Creative movement helps children learn about the space around them and encourages their innate creativity.
 - <http://www.artconnected.org/toolkit/index.html> Explore the tools that artists use to build works of art.
- Attend local arts events like museum exhibits, plays, or outdoor concerts. Most communities have arts festivals, craft fairs, and seasonal celebrations that feature music and dancing.
- Attend presentations in the arts at your local schools, colleges, and universities, as well as those at professional venues to help your child experience excellence in the arts.
- Learn and sing through choirs, often found at no cost through local churches, houses of worship, and community groups. Visit community art galleries and museums to see many different types of art. Or simply browse through an art store just so your child can see a variety of artistic expression.

Some information obtained from: www.ptotoday.com/sfn/arts.html;
www.artsusa.org/public_awareness/get_involved/004.asp
<http://www.americansforthearts.org>



Helping Others Parent Effectively

A Family Support Group for Parents/Caregivers of Children with ADHD

Share what's working well in your family and get suggestions for managing the challenges

2012 Spring Meeting Schedule

DATES	TENTATIVE TOPICS
Jan. 18	Healthy Eating Tips for the Whole Family- Sandy Maxwell RD Suggestions for weight, sleep and physical activity concerns
Feb. 15	School Success Strategies
Mar. 7	Medication - why it's needed, effective use and management {for ADHD and anxiety, depression, OCD, ODD} - Pharmacist
Apr. 4	Improving Home Life for Everyone (including siblings and ADHD parents)
Apr. 25	Organizational and Social Skills Building on their strengths and developing positive self-esteem
May 9	Practical Parenting Tips - Teach your child/teen to manage their ADHD
Jun. 6	Plans for an Enjoyable Summer Break Plus, NOW is the time to prepare for next school year

Everyone is welcome.
Wednesday evenings, 7 - 8:30 p.m.

St. Catharines Regional Child Care Centre
179 Carlton St., St. Catharines
{Next to St. Deris School}

For other support, resources and information:

- Visit www.niagararegion.ca and search ADHD
- Email: hope@niagararegion.ca
- Call the HOPE FAMILY SUPPORT LINE at 905-688-8248 ext. 7400 or 1-888-505-6074



FREE Group Triple P Parenting Sessions in Niagara For Families with Children 2 - 12 years of age

Spring 2012



Seminar Date	Location	Time	Facilitators
Thursdays March 8 - May 3 (no class during March Break week)	St. Catharines Quest Community Health Centre 145 Queenston Street, Suite 100	9:30 am - noon	905-688-8248 ext. 7555
Mondays March 19 - May 14 (no class Easter Monday)	St. Catharines Ontario Early Years Centre (OEYC) 25 YMCA Drive	6 pm - 8:30 pm	905-688-8248 ext. 7555
Tuesdays March 20 - May 8	Welland Ontario Early Years Centre (OEYC) 12 Young Street	9:15 am - 11:45 am	905-688-8248 ext. 7555 <i>Child care is available</i>
Saturdays March 24 - May 12	Thorold Niagara Region Headquarters 2201 St. David's Road Campbell West - Committee Room 4	9:30 am - noon	905-688-8248 ext. 7555
Tuesdays March 27 - May 15	St. Catharines St. Catharines Regional Child Care 179 Carlton Street	6 pm - 8:30 pm	905-688-8248 ext. 7555
Thursdays April 5 - May 24	Niagara Falls OEYC - Mary Ward School 2999 Dorchester Road	6 pm - 8:30 pm	905-688-8248 ext. 7555 <i>Child care is available</i>
Thursdays April 12 - May 31	Niagara Falls OEYC - McBain Community Centre 7150 Montrose Road	9:30 am - noon	905-688-8248 ext. 7555 <i>Child care is available</i>
Thursdays April 12 - May 31	Port Colborne Ontario Early Years Centre Port Cares - 92 Charlotte Street	6 pm - 8:30 pm	905-688-8248 ext. 7555

Triple P stands for Positive Parenting Program. It is a well researched program which creates excellent outcomes for parents and children. The eight-week program aims to build positive behaviours in children and teens and confidence in parents. For more information and to register call:
Parent Talk Information Line
905-688-8248 or 1-888-505-6074
Ext. 7555

Information about the Triple P program can also be found at: www.beagreatparent.ca (search: Triple P)



FREE Group Triple P Parenting Sessions in Niagara For Families with Teenagers (12-16 years old)

Winter/Spring 2012



Seminar Date	Location	Time	Registration Information
Mondays February 27 - April 23 (no class during March Break)	Niagara Falls St. Michael High School 8699 McLeod Road	6:30 pm - 9 pm	905-688-8248 ext. 7555
Wednesdays March 7 - May 2 (no class during March Break)	Welland Adolescents Family Support Services Of Niagara 285 East Main Street	6:30 pm - 9 pm	905-688-8248 ext. 7555
Wednesdays March 21 - May 9	Niagara Falls St. Paul High School 3834 Windermere Rd	6:30 pm - 9 pm	905-688-8248 ext. 7555
Tuesdays May 8 - June 26	Thorold Niagara Region Headquarters 2201 St. David's Road Campbell East - room 101	6:30 pm - 9 pm	905-688-8248 ext. 7555

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