



CMES NEWS

February 2016

PRINCIPAL'S MESSAGE:

Hello to our CMES School Community. We have reached the half way mark in our 2015/2016 school year.

Term one report cards will be sent home on Thursday, February 11, 2016. The academic and social growth in our students is wonderful to witness!

The information in the report card will highlight how well your child has done in reaching the expected level of achievement in academic areas in Term 1, as well as, learning skills and work habits. The comments should reflect how your child is achieving by speaking to their strengths, areas of need, and steps to improve.

Take some time for you and your child to review the report card together, celebrating successes and discussing next steps for improvement. Please communicate any feedback, questions or concerns you might have with your child's teacher.

At CMES, one of our academic goals/focus has been on developing math problem solving strategies and skills with our students. Our CMES teaching staff, throughout the year, has been taking part in professional development opportunities in the areas of math, literacy, and technology. We have been teaching our students problem solving strategies, working on improving student engagement, and developing test taking skills.

February is shaping up to be a busy month with many activities happening such as: badminton, speeches, cross country skiing, art activities, Scratch Club (computers), Environmental Club, Scientists In Schools, Zumba, Black History Month activities, Pink Day activities (Anti-Bullying), Character Education Assembly, Sweater Day, and Winter Walk To School Day.

Thank you to our CMES team for your time and commitment in offering our students many opportunities to get involved in school with extracurricular activities.

As always, please check the Upper Grand District School Board website and our Credit Meadows Elementary School website for the latest information and news happening in our Board and school.

Our CMES team, appreciates the partnership between home and school. Wishing you all a Happy Family Day on February 15, 2016.

Sincerely,
Ms. Lagundzija-deFreitas
Principal

CALENDAR OF EVENTS:



- Feb. 1—5 Kindergarten Registration
- Feb. 1 School Council Meeting @ 7PM
- Feb. 3 Winter Walk To School Day
- Feb. 3 Pizza Day
- Feb. 5 Popcorn Day
- Feb. 9 Safer Internet Day
- Feb. 10 Pasta Day
- Feb. 11 Report Cards go home
- Feb. 11 Speech Finals, Gym in the AM for Junior and Intermediates
- Feb. 11 Cookie Day
- Feb. 12 Character Education Assembly, AM
- Feb. 15 **FAMILY DAY HOLIDAY**
- Feb. 17 JK Eye Screening (SK new)
- Feb. 17 Pita Pit Day
- Feb. 19 Smoothie Day
- Feb. 22 Spring Food Orders Go Home
- Feb. 24 Hot Dog Day
- Feb. 24 **Wear Pink Day**
- Feb. 26 Cookie Day

SAFETY FIRST CMES Parking Lot

When you enter our CMES parking lots, please ensure that you are always watching closely for any pedestrians, especially our children who can be small and hard to see. Ensure that you are driving slowly and checking for children before entering or exiting the parking lot.

* A friendly reminder to parents/guests that the upper parking lot is a KISS AND RIDE ZONE. Please do not stay in this area after you drop off your child. Staff need to park in the staff parking areas, as well as, other parents dropping children off need access to the curb. If you need to stay longer with your child, please park in the lower parking lot.

School Council Meeting

Our next CMES School Council meeting will be on Monday, February 1, 2016 at 7:00 PM.

All CMES parents are welcomed!



Thank You to Our School Council!

Our School Council is comprised of a wonderful group of hard working parents who are always finding ways to best support our school community.

The staff and students would like to say a huge "THANK YOU" to our School Council for your ongoing support and to the many families who continue to support the fundraising initiatives that make these contributions possible.

Concussion (outside of school hours)

A concussion is a type of brain injury that changes the way the brain normally works. It can affect a student's performance in both school work and physical activities. Rest is very important after a concussion because it helps the brain heal. While a child has a suspected or diagnosed concussion, full participation in school academic and physical activities can worsen symptoms and make for a longer recovery period. In the best interest of your child, parents and guardians are requested to contact the principal when a suspected or diagnosed concussion occurs outside of school hours (i.e. during outdoor play, sports, or a car accident). The principal will work with you to develop a plan for an individualized, gradual return to full participation in school activities. For more information, visit www.ugdsb.on.ca/concussions.

WEAR PINK



STOP BULLYING

CMES Wear Pink!

"Kindness is one size fits all"

Wednesday, February 24, 2016

Please join us by wearing pink on this day to

Parents, If Your Kids Have Any of These 10 Dangerous Apps, It's Time to Hit "Delete"

Megan Maas

You may be thinking your kids are downloading apps because they are just a simple way for them to keep in contact with their friends. This is certainly true for most kids, but unfortunately, even innocent use of most of these apps can land a kid in a situation he/she never intended to be in.

The most important thing you can do as a parent to protect your children from dangers that are associated with the use of these apps is to talk with them frequently about their social lives. You can start by establishing yourself as an approachable parent and talking with them early and often about relationships. Without a strong bond and open communication, trying to regulate and monitor Internet use won't be very effective. However, setting technology boundaries (when and where they access the Internet) and monitoring their online behaviour can be effective if you have a strong foundation to build on.

You can access a list of monitoring software I recommend here. Just remember to keep on top of it, there is no software that can eliminate risk or the need to parent. Ultimately, your goal is to raise an individual who can manage his/her online and offline behaviour in a healthy way because he/she wants to. The process starts with you nurturing a strong emotional bond, leading by example and setting the boundaries.

Megan Maas has the scoop on 10 apps that can be very dangerous for your kids, and what you need to know about them.

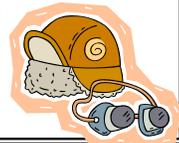
The link gives a quick reference as to what these apps are often used for.

Here's the link:

<http://www.foreverymom.com/parents-kids-10-dangerous-apps-time-hit-delete/>

LOST and FOUND

Please remind your child to check the lost and found bin regularly which is located in the main hall for missing items. We try to display lost items every few weeks. It is helpful to label your child's clothing, especially in the younger grades.



Health

What a good feeling!

February 2016

Stay Well Month

Reduce the risk of serious infections - proper hand-washing is one of the best ways to avoid getting sick. **Stay home when you are sick and limit contact with others** -Children should not be in school with a fever, undiagnosed rashes, vomiting, or diarrhea and should stay at home at least 24 hours following the end of symptoms.

Cover your mouth and nose - when you sneeze or cough; use a tissue or the bend of your elbow. You can prevent many serious illnesses by keeping immunizations up-to-date for you and your children. Call 1-800-265-7293 for more information.



THE LIBRARY LEARNING COMMONS

Our Forest of Reading programs are in full swing with lots of enthusiastic participants. For more information on what students are reading and what they are saying about the books, check out the Forest of Reading blog on the Upper Grand's ug2go page (www.ug2go.ca).

February is Black History month

Black History Month exists to remind us all of the rich contributions within our society from people of African and Caribbean decent, and of their ongoing struggle for equity and social justice. This is a time to celebrate the many achievements and contributions of black Canadians who, throughout history, have done so much to make Canada the culturally diverse, compassionate and prosperous nation we know today. It is also an opportunity for the majority of Canadians to learn about the experiences of black Canadians in our society, and the vital role this community has played throughout our shared history. Our library will be recognizing Black History month by offering and displaying many great books and resources.

Happy Reading everyone!
Kim Gammage

A STORY OF COURAGE

CELEBRATING THE
20TH ANNIVERSARY
OF BLACK HISTORY
MONTH



UNE HISTOIRE DE COURAGE

CÉLÉBRONS LE 20^E
ANNIVERSAIRE
DU MOIS DE L'HISTOIRE
DES NOIRS

Important Information from

Wellington-Dufferin-Guelph Public Health:

Your Child's Immunization During a Disease Outbreak

For school attendance, parents are required by law to provide proof of their child's immunization to Public Health. To find out what vaccines are required and if your child's immunizations records are up-to-date, please call 1-800-265-7293 ext. 4396. You can also book an appointment for your child's immunization at any Wellington-Dufferin-Guelph Public Health Location.

If you've chosen not to immunize your child, you must have a notarized statement of medical exemption or a statement of conscious or religious belief on file with Public Health. Please contact Public Health at 10800-265-7293 ext. 4396 to arrange for your child's exemption to be on file if you have not already done so.

If the Medical Officer of Health declares an outbreak of a disease in your child's school and his/her immunization record is not up-to-date with Public Health, or you have an exemption on file, your child will not be allowed to attend school for the entire duration of the outbreak.

Prevent pollution – and show RESPECT for the Earth

Pollution of our planet – air, water and land - is a big issue. It damages our environment, harms or kills plants and animals, and spoils our quality of life. The largest contributor to air pollution is human activity resulting from the burning of fuels such as used in industry and transportation using cars and trucks. Water pollution occurs when pollutants are discharged directly or indirectly into rivers and lakes without adequate treatment to remove harmful compounds. This is done on purpose by some unscrupulous industries or can happen by accident from toxic spills of chemicals or oil. Pollution of our land is often caused by littering or improper disposal of waste or by contamination of our soil by harmful chemicals. The Canadian Environmental Protection Act was put in place to monitor pollution and give guidelines for industries. We need to be aware of what causes pollution and its effects so that we can individually make a difference in protecting our planet.

You as an individual can have a great impact on reducing pollution. Don't litter, not even something as small as a gum wrapper. Where do you think it eventually goes? Even better, help pick up litter on your school yard and participate in annual cleanups in your local parks and rivers. Don't use disposable plastic products like bags or water bottles. Bring a cloth bag and use reusable water bottles. Tell your family to use "green" cleaning products like baking soda and vinegar instead of chemical cleaners. Take all batteries, leftover paints, and motor oil to the hazardous waste depot instead of putting them in the garbage. Take unused prescriptions back to the pharmacy for proper disposal. Encourage friends and family to help with the anti-pollution cause! As individuals we can put our voices together and make ourselves heard in our effort to stop pollution on planet Earth.

Green revolution is the best solution to stop pollution.

Let's go green, everyone!

Self-regulation

Does your child struggle to calm his/her body and mind in order to cope with challenges or solve problems? The ability to be calmly focused and alert can be difficult for many children, as well as adults. The ability to self-regulate may change in different situations and stages of life.

As parents, you can help your child use strategies to calm his/her body and mind by modelling what works for you. For example, when frustrated about being caught in traffic, you may use self-talk and listening to music to help calm the situation. You may say, "This traffic is terrible and I am feeling very frustrated. I know that I can't do anything about the traffic so I am just going to tell myself to relax, this will pass, I can turn on some of my favourite tunes!"

Strategies that may work for your child as calming or focusing strategies include: exercise (e.g. a short run), reading a book, listening to music, talking to someone, self-talk, counting to 20, getting a drink, taking a break, or deep breathing.

Generally speaking, calming the body and mind is necessary before challenges or conflict can be successfully handled.

Resources for Parents -

Book: Zones of Regulation by Leah M. Kuypers

Zones of Regulation <http://andersoncarla.blogspot.ca/2014/08/zones-of-regulation.html>

Relaxation Techniques http://visuals.autism.net/main.php?g2_itemId=138

Today's Parent: Easy Ways to Teach Your Child to Self-Regulate <http://www.todaysparent.com/kids/preschool/easy-ways-to-teach-your-child-to-self-regulate/>

Responsive Classroom: Teaching Self-Calming Skills <https://www.responsiveclassroom.org/blog/teaching-self-calming-skills>

Video: A story: Staying Calm When Angry <https://www.youtube.com/watch?v=DnmFfxWjsvs>

Self-Regulation <http://andersoncarla.blogspot.ca/2013/12/self-regulation.html>

Keeping Our Children and Youth Safe Online

Over the last few years, there has been a significant increase in the number of reported cases of young people involved in self/peer exploitation. This is generally defined as youth creating, sending or sharing sexual images and/or videos with peers via the Internet and/or electronic device. The Board purchased a resource for every elementary and secondary school called Self/Peer Exploitation, School and Family Approaches to Intervention and Prevention. The resource was created by the Canadian Centre for Child Protection, which is a non-profit charitable organization dedicated to promoting safety of all children. The following two links may assist youth and families who have been impacted by child sexual exploitation:

Cybertip.ca may be used to report child sexual exploitation
NeedHelpline.ca is a website that offers practical information on how to deal with this (for example, how to deal with peers, someone, etc.).



be used to report child sexual exploitation
pNow.ca is a website that offers information for youth with this (for example, get pictures re-internet, how to talk with

Talking about Art with Your Child

The gallery on your refrigerator:

The refrigerator is the mini art gallery in many homes where student art is the featured exhibit. How wonderful for students to have their work honoured in their home and for them to be supported by their family! Also, we know that when the family is involved in a student's learning, the student's confidence, positive attitude and achievement grow.

Show your child that you value their judgement as well as their art. Each week or so when the "exhibit" changes, let your child select the work to be displayed. Ask: "Which work are you most proud of - why?" or "Which work show your learning best - why?". Research shows that when students assess and reflect on their own work their critical thinking skills develop.

Before or after the art makes it to the fridge, reinforce creativity, risk-taking and the ability to communicate with some open questions ... think questions with no "right" answer. Ask these questions or turn them into prompts for your comments about artwork:

- What can you tell me about your art?
- Tell me the story of your art.
- How did you make this?
- How would you describe your art to someone who hasn't seen it?
- What I notice is (name what you see in their art). What I wonder is (ask a questions about it).
- What I like the most about your (name the type of art) is (name what you like in their art).
- How do you hope people will feel when they look at your art?
- If someone could walk into your art, where should they walk in? Would it be easy or hard for them to get in? Tell me more about that.
- What title would you give your art? Explain ...

The gallery in your community:

Taking your child to an art gallery to view and discuss art gives them a place to apply their thinking and learning. Using the same questions/prompts you use at home will help your child make connections between their work at school and the wider world.

Walk through a room in the gallery, survey the art then return to discuss and spend more time at the work(s) that capture your interest. Try some gallery games to build critical thinking and discussion. In any room play: National Gallery: Choose (or make up) a country. Select 5 works that will hang in the welcome room at the airport where you enter the country. Explain what each piece of art reveals about the country.

Ping Pong: Choose any piece of art and call it a Ping. Choose another and call it a Pong. Don't explain why or how you made your choices. Then, thinking about your choices, your family classifies other pieces in the room as Ping or Pong. They explain how they made their decisions while guessing what your criteria was.

Statue: Each person chooses a figure or object in a piece of art and creates a pose that represents it. The rest of the family tries to guess which piece of art.

To view contemporary and historical art, visit the MacDonald Stewart Art Center in Guelph (free), the Dufferin County Museum and Archives in Orangeville and the Wellington County Museum and Archive between Fergus and Elora (free).