



CMES NEWS

January 2016

PRINCIPAL'S MESSAGE:

Welcome back to everyone! Hopefully, you had a chance to rest and visit with family and friends over the holidays. We are looking forward to a fantastic 2016 school year!

December was a whirlwind of activity at Credit Meadows. A big thank you goes out to our wonderful School Council for a great "Christmas in the Meadows" event. In addition to the performances by our Kindergarten choirs, we had a family sing-along, a Christmas store, craft rooms, pictures with Santa, and hot chocolate and cookies. Thank you to everyone who made this evening event a success.

We also had great musical performances from a number of Primary and Junior classes during the last three days before the holidays. Thank you to the many families who came to watch the performances and our staff who worked hard to organize and prepare students.

Many more special events took place during our last week of school before the break. Mrs. Horan's gr. 8 students took time to share picture books, that they had written/created, with some of our younger students. This was a successful day that coincided nicely with "pyjama day". All of our Junior and Intermediate students had an opportunity to attend the Theatre Orangeville Christmas production. Several classes participated in a variety of special "Pot Luck" lunches and we were able to end 2015 with some fun spirit days (i.e., Red/Green Day, PJ Day, Elf Day, Reindeer Day, Santa Hat Day) and assemblies.

Thank you to our CMES Community for your donations to our mitten/hat tree and your generous donations of food to the Orangeville Food Bank. CMES donated 594 pounds of food to families in need.

Looking ahead, staff will be focusing on assessment and evaluation in the coming weeks and preparing Term 1 report cards.

As always, a reminder for Parents/Guardians to please check the Upper Grand District School Board website and our Credit Meadows website for the latest information and news happening in our Board and school .

We look forward to January being a productive and busy month, as well as, a wonderful beginning to a New Year!

Sincerely,
Ms. Lagundzija-deFreitas
Principal

CALENDAR OF EVENTS:

- January 4 Welcome Back!
- January 6 Pizza Day
- January 6 Grade 8 Trip Meeting 7 PM
- January 8 Popcorn Day
- January 11 Dufferin Parent Council Meeting at 7PM, Spencer Avenue E.S.
- January 11 School Council Meeting, 7PM, All Welcomed!
- January 13 Cross-country Skiing, 7/8 VanMaren, 4 Hoekstra, 4's from Roberts, PM
- January 13 Pasta Day
- January 13 Dental Screening, Grades JK/SK, 2
- January 14 Cross-country Skiing, 5 Cleary, 6/7 Bonter/Neal, AM, 5/6 Langman, 8 Horan, PM
- January 14 Grade 8 Parent & Student Information Night In the ODSS Cafeteria, staff will present information on the Grade 9 program, 7—9 PM
- January 15 Cookie Day
- January 20 Pita Pit Day
- January 21 Smoothie Day
- January 22 PD Day**
- January 27 Hot Dog Day
- January 29 Cookie Day



REMEMBER:

Important DATE!

FRIDAY, JANUARY 22, 2016 IS A PROFESSIONAL DEVELOPMENT DAY.

Teachers will be focusing on Assessment and Evaluation practices.

THERE WILL BE NO CLASSES FOR STUDENTS.

Parking Lot Concerns:

Similar to many other schools, our Credit Meadows' parking lots can become congested during drop-off and pick-up times. This can be a safety concern for our students, as well as a concern for staff and school buses that need to access parking and bus lanes.

In order to improve this situation and encourage healthy active living for our students, we would like to suggest that parents support their children in walking to and from school each day; or at the very least, consider parking on a side street or other nearby parking lots that would still allow for a short walk to the school. By doing this our students will benefit from the physical activity, and our parking lots will be less congested.

During extreme/inclement weather, please be patient and considerate as the safety of our children is our highest priority. Thank you.

GRADE 8 PARENTS' NIGHT at **Orangeville District Secondary School:**

Thursday, January 14th @ 7PM
in the ODSS Cafeteria.

Administration and staff will present information on the
Grade 9 program.

They look forward to
seeing you then.

Inclement Weather Days **(no bus days and school closures)**



Remember that should the buses be cancelled in Dufferin County, or the school closed, the transportation icon on the UGDSB website will have notices posted.

CMES students are within walking distance to school and do not ride a school bus, however if you decide not to send your child due to the weather conditions, it is very important that you call and report the absence. This cuts down on the number of calls that have to be made to parents regarding the safety of their children, and in turn allows us to get through other safety calls more quickly.

KINDERGARTEN REGISTRATION **February 1st to 5th**



If you, or someone you know, has a child who is age appropriate for Junior Kindergarten in September, please drop into the school office during the week of February 1—5 to receive a registration package.

Eligible students for the Junior Kindergarten program must be four years of age on or before December 31, 2015. Any new students for the Senior Kindergarten program must be five years of age on or before December 31, 2015. Senior Kindergarten registration is only needed for students not currently enrolled in our K program.

Please note that Princess Elizabeth Public School will be hosting an information evening on the French Immersion program and for students New-To-Kindergarten at 6PM on January 28th. The presentation will take place in the Gym at PEPS. Babysitting is not provided.



Cold Weather and Seasonal Safety

Winter can be a wonderful time to play. Many children enjoy the crisp air, the freshly fallen snow and participating in a whole host of exciting winter sports and activities. Although we feel it is important for students to spend some time outside each day exercising and socializing with their peers, there are times when bitterly cold temperatures and other inclement weather conditions require that we keep children inside.

The decision whether or not to hold recess outdoors is made by the individual school principal. When making this decision, the principal will check the temperature outside, along with the wind chill factor, as well as, consulting with neighbouring schools. If the decision to send children outside is made, we will equip yard duty staff with walkie-talkies so that they can communicate with the office to sound the bells to bring students in earlier if needed.

The health and well-being of our students is our top priority at Credit Meadows Elementary School and if it is determined that the weather conditions pose a risk to their safety, students will be kept indoors. Extreme cold weather alerts are often good indicators that students will stay inside.

Even when temperatures are not low enough to necessitate an indoor recess, it still may be quite cold outside. Here are a few tips to help ensure that your child stays warm during the cold winter months.

- Send children to school with plenty of layers, such as long underwear, snow pants, sweatshirts, sweaters and pullovers. Layering their clothing will allow them to add or remove items depending on the weather.
- Students should have a warm winter coat that repels the snow, sleet and rain, while blocking the wind.
- Warm socks and boots are a must to keep their feet warm and dry in the snow.
- Hats are one of the most important parts of dressing warmly in the winter. A thick winter hat will keep students from losing too much of that essential body heat.
- Put on a good pair of gloves or mittens that are water-resistant as well. Gloves will keep kids' hands toasty warm and protect their skin from becoming damaged by the wind and chill.

Children are reminded when walking home to be careful by trying to be visible if traffic is nearby, to stay away from snow banks close to driveways, roadways, banks around ponds, lakes, streams and rivers during any thaw.

Is Conflict the Same as Bullying?

People may sometimes confuse conflict with bullying, but they are different. Conflict occurs between two or more people who have a disagreement, a difference of opinion or different views. Conflict between students does not always mean it's bullying.

Children learn at a young age to understand that others can have a different perspective than their own, but developing the ability to gain perspective takes time and the process continues into early adulthood. In conflict, each person feels comfortable expressing his or her views, and there is no power imbalance. Each person feels able to state his or her view point. How people deal with conflict can make it positive or negative.

Conflict becomes negative when an individual behaves aggressively by saying or doing hurtful things. Then the conflict is an aggressive interaction. Conflict only becomes bullying when it is repeated over and over again and there is a power imbalance. Over time, a pattern of behaviour may emerge where the person who behaves aggressively in the conflict may continue or even make it worse. The person who is the recipient of the aggressive conflict may feel less and less able to express his or her point of view and feel more and more powerless. That is when negative conflict may turn into bullying.

A school will respond to bullying and conflict differently. For example, in the case of a conflict, a school staff member may try to have the students come together to tell their side of the story and help them resolve the situation together. In the case of bullying, a principal will consider progressive discipline, which may include suspension or expulsion.

MATHEMATICS as a way of thinking

In the last few years, there has been some confusion around the “new” way of doing math. It is important to note that today’s math includes all the same mathematical concepts and facts as the “traditional” math, the only real difference is in the way students learn this information. Today’s math focuses on understanding math ideas by encouraging discovery and exploration through problem solving.

In our math curriculum, there are 7 mathematical processes: **problem solving, selecting tools and computational strategies, reasoning and proving, representing, communicating, reflecting and connecting**. The goal of these processes is to help students become more confident problem solvers.

Below you will find the processes broken down into questions. These questions are meant to be used as coaching tools to help students with their mathematical thinking. Try them at home. You may be surprised by the answers!

Solving the Problem:

- ◇ What is the question and what do you need to do?

Selecting tools and strategies:

- ◇ Will you need to add, subtract, divide or multiply?
- ◇ What tools or technology would help you?

Representing (Showing the work):

- ◇ How are you going to show your ideas? (graphs, numbers, words and symbols)

Reasoning (Making sense):

- ◇ Does your answer make sense? If not, do you need to fix or change something?

Communicating (Sharing it with others):

- ◇ How can you explain your answer in writing?

Reflecting (Making it personal):

- ◇ What worked and what did not? Why?

Connections (Seeing relationships):

- ◇ Does this problem remind you of anything?

CMES Library Learning Commons

Happy New Year from the CMES Library Learning Commons. I hope everyone had a chance to read some good books over the holidays.

First I'd like to thank the CMES community for supporting our December book fair, it was a huge success. We are looking forward to hosting a winter bookfair to make us eligible to host our famous 2 for 1 sale in June. Stay tuned for details.

The Ontario Library Association's Forest of Reading program has once again returned to the CMES Library. Over the next 10 weeks students from K to grade 8 will have the opportunity to read nominated titles in 6 different categories/grade levels. At the end of April, if they have read at least 5 of the 10 books in a category, they will be eligible to vote for their favourite book. Thousands of students from across Ontario participate in the literary event. Please visit the OLA's web site for more information and a list of nominated titles. www.accessola.ca. Students will receive details of this popular reading program during their regular library period. Thank you to our school council for providing the funds to purchase multiple copies of the books.

Mark January 27th on your calendar, it's Family Literacy Day. Stay tuned for a list of special activities that your family may be interested in participating in.

Family Literacy Day is January 27th

Barbara Reid, award winning Canadian author and illustrator, is named Honourary Chair of Family Literacy Day 2016!

ABC Life Literacy Canada is encouraging Canadian families to have "15 Minutes of Fun" learning together. Learning can happen at any time. Practicing literacy together every day has tremendous benefits for both children and parents.

Here are some great ways to get started:

- Read a "wake up" story in the morning (after reading your bedtime story the night before).
- Search online for fun places to go in your community. Pick out a spot for your next family day trip.
- Make up a new recipe together and post it online.
- Tell knock-knock jokes together while doing the dishes.
- Create a story with your family: take turns writing one sentence at a time, then read the whole story aloud when you're done.
- Write a review of a book you read together as a family. Send it to the author through email or snail mail.
- Organize a book swap at your school or with your friends.
- Track your trip to school, the park, and the grocery store on a map. Find a different route to take to each place.
- Learn to play a musical instrument. What about the ukulele?
- Write a note to include in a grown-up's lunch – ask them to write back!
- Make a popsicle stick model with your family.
- Write your names graffiti-style using chalk on your sidewalk – you may need to shovel first!
- Play a board game together.
- Look up the words to your favourite song online. Have a sing-off with your friends!
- Count how many steps it takes to get from your bedroom to your kitchen. Find out who in your family has the most steps to a snack!

From: <http://abclifeliteracy.ca/flid/15-minutes-of-fun>

Talking About Mental Health January 2016- Apps for Mental Health

Today it seems like there's an app for almost everything! Apps can be useful for helping us to learn and practice new skills. Interactive apps can help children and youth learn about how to identify feelings, how to relax, and even about navigating social situations. Check out some of the apps below and learn together with your child.

Apps are not a substitute for talking with a professional, so be sure to contact your local mental health agency if you or your child needs support.

Touch and Learn – Emotions (Free)

Encourages children to look at body language and facial expressions to help them identify feelings

<https://itunes.apple.com/ca/app/touch-and-learn-emotions/id451685022?mt=8>

Mind Shift (Free)

An app designed to help youth cope with anxiety

<http://www.anxietybc.com/resources/mindshift-app>

Smiling Mind (Free)

An app that guides children and youth through simple, calming meditations

<http://smilingmind.com.au/>

Relaxing Sounds of Nature (Free)

Listen to the calming sounds of nature

<https://itunes.apple.com/ca/app/free-relaxing-sounds-nature/id345747251?mt=8>

Zen Space (Free)

Relax by raking sand and creating a tranquil space

<https://itunes.apple.com/ca/app/zen-space/id371463710?mt=8>

Zen View(Free)

Relax by listening to rain and watching water swirl

<https://itunes.apple.com/ca/app/zenview/id499881701?mt=8>

3 Minute Mindfulness (One strategy is free. Full app is \$4.59)

Learn simple deep breathing strategies

<https://itunes.apple.com/ca/app/3-minute-mindfulness-breathing/id982502810?mt=8>

I Know How You Feel (“Lite” version is free. Full version is \$11.99)

Children learn how to identify feelings in specific situations

Children learn about appropriate empathic responses

<https://itunes.apple.com/us/app/i-know-how-you-feel/id960352272?mt=8>

Kailey Thompson, MSW, Specialized Mental Health Interventionist, compiled and tested out the Apps.

Dr. Lynn Woodford, Psychologist, is the Mental Health and Addiction Lead for Upper Grand District School Board

Follow me on twitter: @drlynnwoodford

Noisy Toys

Parents may think that noise is a problem they need not worry about until their child reaches the teenage years. Not so. Some toys are so loud that they can cause hearing damage in children. Some toy sirens and squeaky rubber toys can emit sounds of 90 dB, as loud as a lawn mower. Workers would have to wear ear protection for similarly noisy sounds on the job.

The danger with noisy toys is greater than the 90-dB level implies. When held directly to the ear, as children often do, a noisy toy actually exposes the ear to as much as 120 dB of sound, the equivalent of a jet plane taking off. Noise at this level is painful and can result in permanent hearing loss.

Toys that pose a noise danger include cap guns, talking dolls, vehicles with horns and sirens, walkie-talkies, musical instruments, and toys with cranks. Parents who have normal hearing need to inspect toys for noise danger.

Before purchasing a new toy, listen to it. If the toy sounds loud, don't buy it.

Examine toys you already have at home. Remove the batteries or discard the toys if they are too noisy and pose a potential danger to hearing. Some parents place heavy duct tape over the speakers on noisy toys.

[The Sight and Hearing Association](#) publishes a list of the noisiest toys each November for your information.

January's Environmental Theme: WASTE MINIMIZATION



In Canada, we create a lot of garbage. We throw away too much paper, plastic bags, food, old toys, electronics and much, much more! The good news is that at our school we have made a really good start to reducing some of our waste. We recycle paper, cardboard and containers made of metal, glass and plastic. We try to photocopy double-sided and use GOOS bins (bins that hold paper that is Good On One Side and can still be used). We do waste audits to see what we are throwing away and it seems we need to try to reduce our food waste as well as our packaging. Start thinking about bringing uneaten food from lunch back home to eat as a snack after school because we find perfectly good apples and other fruit, or even uneaten sandwiches, in the school garbage cans.

The best way to solve the problem of too much waste is to not create it in the first place. We have been talking about reducing the number of things we buy and buying items that can be reused instead of immediately being thrown away and taking up more landfill space. For example: use cloth towels instead of paper towels, borrow most books from the library instead of buying them new, use cloth bags instead of plastic bags, use litterless lunch containers and a metal water bottle that you can refill, and use reusable gift bags instead of wrapping paper. The list goes on and on - there are so many ways you can help to reduce waste!

We also need to let our government know that we don't want all that extra packaging when we buy things. Other countries have already banned all that unnecessary plastic, cardboard and Styrofoam that toys and cosmetics and games and food come covered with. So make a difference - write a persuasive letter to both the Ontario and Canadian Governments to ask them to be tougher on packaging laws. Our garbage dumps are filling up. They need to hear from you to stop all this waste!

Slogan of the month: Let's reduce our waste - our planet is worth it!

Special Education and Special Olympics



This is an exciting year for Special Olympics!! It is our 15th annual Special Olympics Track and Field Day! This year our track meet will be Wednesday May 18th, raindate Thursday May 19th.

As well, Guelph is hosting the Provincial Special Olympics Spring Games with over 1000 Special Olympic athletes will be attending.

In collaboration with Special Olympics Ontario, there will be a PepRally to celebrate the 15th year and build momentum for the Spring Games. Please save Tuesday April 12th for the PepRally at the University of Guelph Fieldhouse! We are inviting all the students who participate in the track and field day and their peer coaches to come to the interactive PepRally! There will be a 'paint the town RED' campaign by Special Olympics Ontario.

Each School in the UGDSB and the WCDSB will be given the chance to 'adopt an athlete' from the Provincial Spring games and add to the 'RED' campaign.

Packages will be sent to each school with RED wrist bands for every student with the OPTIONAL suggestion to donate a toonie.

Here is our Special Olympics Timeline

JANUARY: Adopt an athlete and paint the town RED packages will be sent to each school.

APRIL 12th: The interactive PepRally to promote our Track meet and build momentum for the Provincial Spring games will be held at the U of G Fieldhouse.

(all track meet athletes and their peer coaches are invited)

MAY 18th (Raindate May 19th): Our annual Special Olympics Track and Field Day

MAY 26 to 28: Provincial Spring games in Guelph

"New Neighbours"

Ms. Langman is involved with an organization who is sponsoring a family from Syria. They will be arriving from Jordan by late February. The family has three children—a boy age 10, a girl age 8, and a toddler who is 1 year old.

For the children, they are looking for good used toys and picture books or very easy books to read (gr.1-2). Clothing is welcomed, gift cards to grocery stores, drug stores, and clothing stores, as well as, donations can be made at RBC downtown (cheques to "New Neighbours"). We hope to support this family's needs for their first year here in Canada (items such as food, rent, transportation, access to English classes, etc.).

We have a generous community and I am sure people would love to help. Any support you can offer will be greatly appreciated.

If you have any questions, please contact Ms. Langman at 519-941-7487, ext 407.

INQUIRY

HOW TO SUPPORT INQUIRY AT HOME

Now-a-days "knowing stuff" is no longer enough. Any resourceful student with an iPad could sit in front of the TV and Google all the questions to Alex Trebek's responses on Jeopardy, and get them correct. We are moving away from simply "knowing content," to being able to apply knowledge in interesting, creative, and critical ways. To accomplish this, students and teachers need to ask the right questions. Asking the right questions is what inquiry is all about.

Children are great at asking questions. They are naturally curious, and are constantly asking questions to make sense of their world.



Instead of just telling your child the answer, try one of these strategies. First, you can get them to look up the answer. This will help them develop the ability to solve their own problems. Or, you can ask them "What do you think?" This will give you insight into what they already know, and then you can ask them more questions to guide them to an answer.

An inquiry-based approach is seen throughout the Ontario Curriculum. Students learn best when they are formulating their own questions and working towards solutions through discussion with their peers.

A closed-question:

These are questions with a specific answer. Here are two examples:

Why do some stars twinkle?

What colours mix to make purple?

Closed-questions are great questions for your child to look-up in a book, or google.

An open-question:

These are questions that could be answered in many ways. Here is an example:

How can we best support the Syrian refugees?

Open-questions are great questions for you to explore with your child. Discuss with them what they already know, and help them form their own answer.

TIPS FOR INQUIRY AT HOME



- Resist providing the answer
- Resist giving a procedure (math)
- Ask questions to clarify their thinking
- Ask your child to explain the reasons behind their answer

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