



# CMES NEWS

220 Blind Line, Orangeville, ON L9W 4V2 Phone 519-941-7487

OCTOBER 2016

## VICE PRINCIPAL'S MESSAGE:

Dear Parents & Guardians,

CMES has had a solid start to the 2016/2017 school year! We had to reorganize some of our primary classes in order to meet Ministry requirements. Thank you to students and parents for your understanding and support. To our wonderful team of teachers, thank you for making this transition for our students as smooth as possible.

It was a pleasure to see so many families at our annual Meet the Teacher Night. During September, our CMES students were busy learning the routines in their classrooms and participating in a number of extracurricular activities. Both the junior and intermediate soccer teams represented CMES in a brilliant fashion! The weather was spectacular and our CMES Cobras played exceptionally well, demonstrating great teamwork and sportsmanship. Thank you to Mrs. Langman and Mr. Van Maren for coaching our teams. Thanks to Ms. Stevanov for taking the lead in organizing our annual Terry Fox Run as well.

Our first CASL message went out to parents and guardians via email this past month. This is one initiative to help protect our environment and to save paper. We do not want our families to miss out on any of the exciting news at CMES including our monthly newsletters and updates. If you know of a family who is not receiving our email messages, please direct them to visit: [www.ugdsb.on.ca/CASL](http://www.ugdsb.on.ca/CASL) . Please visit our school website for updates as well: [www.ugdsb.ca/creditmeadows/](http://www.ugdsb.ca/creditmeadows/).

Teachers are working hard on implementing a new diagnostic reading assessment with their students called, Fountas & Pinnell. Teachers are busy learning how to use this new tool and reading with individual children. This tool helps teachers determine what the reading needs of each student are. The reading assessment addresses the decoding, fluency, and comprehension of each reader.

Finally, I feel fortunate to now be a member of the CMES learning community. I have felt very welcomed by everyone that I have had the opportunity to meet. If I have not met you yet, please do not hesitate to stop by and introduce yourself.

Your partner in education,

Mrs. Papavasiliou, Vice Principal

## CALENDAR OF EVENTS:



- October 3      Grade 8 Outdoor Ed. Trip
- October 5      Cross Country Running Meet  
International Walk to School Day  
World Teacher Day
- October 10     Thanksgiving
- October 11     Parent Council Meeting 7pm  
Library, All welcome!
- October 12/13/14 Grade 3 CCAT Testing
- October 12/13/19/20/26 Grade 7 Swimming
- October 18     IEPs go home  
Respect Assembly 840am  
Grade 7/8 Immunizations
- October 24     Author Visit
- October 26     Picture Retake Day  
ECE/ CYC Appreciation Day
- October 28     PA Day - no classes for students**
- October 31     Halloween

### Student Safety

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### The Instructional Day

All visitors to CMES must report to the office. Please pick up or drop off your child(ren) outside at the appropriate grade entry/exit door.

Thank you for your support in keeping our children safe and for respecting our CMES learning environment. Staff will approach any visitors who have not signed in

Please look for information that will be coming home soon about School Cash Online- A convenient way to pay school fees online!



### REPORTING STUDENT ABSENCES/LATES:

A reminder to parents that you need to notify the school of your child's absence each day your child will be absent or late. Doing this prior to 8:30am is appreciated. Please select the "Absences and Lates" mailbox at ext. 100 to report if your child will be absent or late.  
Thank you.

## General Safety on the School Yard:



We would like to ask all parents/guardians to please review with your child(ren) that rough play is not allowed on our CMES yard. Too often students get hurt when engaged in this type of activity and while staff continue to remind and consequence students for this, we feel that reminders from home would also be beneficial.

We would also like to ask parents/guardians of younger children to please be mindful of the age restrictions on our climbing equipment. Our two larger structures are not designed for young children (under age 5) to use safely. Signs are posted indicating this.



## Parking Lot Reminders:



- This is a reminder that student drop off and pick up should take place in our north parking lot.
- The front parking lot is for our Kiss & Ride, busses, deliveries, and staff parking. The Kiss & Ride is meant for parents/guardians to give a quick kiss and goodbye to your child(ren) and student/s exit the vehicle yellow curb side. Parents/guardians are asked not to leave your vehicle .
- When parents/guardians are entering the north parking lot it is critical to remember to stay to the right as this is a one way lot . Do not park in non parking areas as you may be ticketed. Please always watch out for others— especially our children. Thank you!

## First Nation, Métis, Inuit Self-identification : If your child is a member of a First Nation, the Métis or the Inuit, then please consider having him or her self-identify.

Self-identification helps in several ways:

1. Students will have access to more culturally relevant programming and opportunities for unique cultural and academic experiences.
2. The school system will have an opportunity to focus efforts and resources, as well as an increased awareness of the diverse needs of indigenous families.
3. The school community will have an opportunity for building relationships to increase student success and well being.

Share your pride in your heritage! Please come to the office (or have your child do so) to get a card that can be filled in and submitted if you wish to self-identify.

*Data will be protected and governed by the Freedom of Information and Protection of Privacy Act.*

## OCTOBER IS INTERNATIONAL WALK TO SCHOOL (IWALK) MONTH!



IWALK is an international awareness event that celebrates active travel by encouraging students to walk or bike between home and school in the month of October. This year **IWALK Week is October 3-7, 2016**, and **IWALK Day is on Wednesday, October 5, 2016**.

The ParticipACTION Report Card on Physical Activity for Children and Youth (2015) found that school aged children (5 to 17 year olds) in Canada are not getting the recommended 60 minutes of moderate- to vigorous-intensity activity per day. Walking and riding are great ways to be active and it is well known that students who use active travel to school arrive alert and ready to learn. As a parent you can help your child learn about walking or riding to school safely:

- Be a good role model. Demonstrate road safety rules with your child (e.g. looking both ways when crossing the street).
- Plan a walking or riding route. Assess potential hazards with your child. Encourage your child to stick to the route.



Public Health

Wellington-Dufferin-Guelph Public Health · 1-800-265-7293  
[www.wdgpUBLICHEALTH.ca](http://www.wdgpUBLICHEALTH.ca) · [info@wdgpUBLICHEALTH.ca](mailto:info@wdgpUBLICHEALTH.ca)

## Asthma Friendly Schools Policy

Asthma is a very common chronic lung disease that can make it hard to breathe. The Upper Grand District School Board adopted a new policy in June 2016 to provide support for students with Asthma. If your child has asthma, the policy requires an Asthma Management Plan (AMP) to be completed by parents, a child's doctor and the principal of the school. A copy of this plan is available on the Board's website under Policy 516. Parents are requested to complete the AMP and return it to the school as soon as possible at the beginning of the school year. Authorization for the collection of this information is in the Education Act. The purpose is to collect and share medical information and to administer proper medical care in the event of an emergency or life-threatening situation. Users of this information may be principals, teachers, support staff, volunteers, bus operators and drivers. This form will be kept for a minimum period of one calendar year. Contact person concerning this collection is the school principal.



## Smoke-Free Environment

The Upper Grand DSB provides a smoke-free environment for its students, staff and others while on school Board property, in accordance with the Smoke-Free Ontario Act. This policy refers to all forms of tobacco, and any processed form of tobacco that may be smoked, inhaled or chewed, including e-cigarettes.



## Life-Threatening Allergies



We have children in our school with potential life-threatening allergies to various foods and other materials called anaphylaxis. This is a medical condition that causes a severe reaction to food or other materials, and can cause death within minutes. In recent years, anaphylaxis has increased dramatically among students.

Although this may not affect your child's class directly, we are letting you know so that you may refrain from sending foods to the school that contain peanuts and nuts. We aim to create an allergy safe environment at our school. If your child is in a classroom with an anaphylactic child, or your child has anaphylaxis, you will be contacted by the classroom teacher. Our school has procedures in place to help manage anaphylactic reactions. If your child has health concerns of any kind, please tell your child's teacher or the office and we will take the necessary health protection steps. Thank you for your understanding in ensuring an allergy-safe environment for all of our students.



## Dogs on the School Yard:

This is a friendly reminder to our school community that dogs are not to be on school property during school hours (including drop off and pick-up times), unless they are service or therapy dogs. We appreciate your understanding and support in this matter. Between allergies and anxieties, dogs can create great discomfort for some members of our school population. So please be understanding if you happen to be on school property with a dog and a staff member kindly reminds you of this policy.





## Individual Education Plans (IEPs)

Individual Education Plans, or IEPs, are developed by schools when assessments show that a student needs special education programming and/or services. The development of the IEP should be a collaborative process that includes parents and the student (if possible). During the development phase, schools are required to seek feedback through consultation with parents. This is your opportunity to discuss and share information with the classroom teacher and/or special education teacher regarding your child's education. If your child had an IEP last year, you will see a copy of this working document come home within the first 30 school days.

When the IEP is sent home, you will also receive a booklet titled, ***Parents' Guide to the Individual Education Plan***. This booklet is a resource to help parents understand how an IEP is developed, what is included in an IEP, and how an IEP supports your child. It also includes definitions and explanations to help parents understand some of the language that is part of an IEP, such as accommodations and modifications.

One more item that will accompany your child's IEP this year is a **Parent/Guardian IEP Questionnaire**. We want to know your ideas about your child's Individual Education Plan (IEP). Your ideas will be used to help us improve the IEP processes in our schools, and help us provide parents/guardians with the special education information they are looking for. Please take a few moments to share your ideas and return the questionnaire to the school office. If you need any help with completing this questionnaire, your child's classroom or special education teacher can assist you.



## **Talking About Mental Health October 2016 – Promoting Mental Health**

Helping kids grow up mentally healthy is an important part of parenting. Here are a few things that CHEO (<http://www.cheo.on.ca/en/Promoting-Mental-Health-parents>) suggests you can do to support good mental health in your children and youth.

- **Put your device down.**

When you are with your children and youth, show them that they are more important than your electronic device. Lead by example: **put your own devices aside and spend face-to-face time with your kids.**

- **Listen when they're upset.**

When children and youth are upset, they just want you to listen and understand how they're feeling. Try not to jump in with advice or reassurance. **Listen is spelled with the same letters as Silent.**

- **Focus on their strengths.**

Support your children and youth's self-esteem by helping them to see their own strengths.

- **Show that you see and appreciate kindness, empathy and trying hard**, and not just achievements like good grades. For example, "That was kind of you to think of your brother" or "You worked so hard on that and you didn't give up!"

Have a mentally healthy October!

*Dr. Lynn Woodford is the Mental Health Lead for the Upper Grand District School Board.  
Follow me on Twitter @drlynnwoodford.*

# Changing Our Beliefs and Attitudes About Math

## Myth of the Math Person

Most people believe that math is one of those subjects that you either “get” or you “don’t get.” This way of thinking cannot be further from the truth; there is no such thing as a math person. Everyone can achieve in any subject with hard work, perseverance, and someone to guide them. The key to shattering this myth is developing a growth mindset in our teachers and students, and a math classroom where students are challenged by engaging problems and supported in their learning.

## The Evolving Classroom

“The reason so many people think math is the most difficult is the inaccessible way it is often taught.” When we were math students our math teachers often taught us tips, tricks, and recipes for solving math problems. In the math classes of old there was only one correct solution. We could get the answer if we memorized and followed the teacher’s procedure, but if someone asked us the “why” behind our formula, most of us wouldn’t be able to answer.

Today, teachers are striving for students to have a solid grasp of the “why” behind each solution. This often means that students are encouraged to share a variety of methods and strategies to solve a single problem. By sharing different strategies, teachers can help students see the common thread that connects each solution, thus deepening their understanding of the concept being taught. The teacher’s role is no longer to teach procedures, but to help students make connections and understand the mathematical concepts behind the solutions.



Boaler, Jo. Mathematical Mindsets. Jossey-Bass: 2016, pg 96.

## **Growth Mindset Homework Help Tips**

Let your child struggle with math problems.

- See if they have the perseverance to work through their struggles. We need to break the math myth that we need fast answers to be good at math.

Never let your child hear you say: “I was never good at math.”

- Research studies have shown when parents tell their children they were not good at math, their child’s achievement is immediately affected.

Ask your child if they can solve a math problem in another way.

- This shows that your child has multiple strategies at their fingertips and they are flexible with their math thinking.

Ask your child to explain the reasoning behind their response.

- “Why did you (add/ subtract/ multiply/ divide)?”  
“What does your drawing represent?”

## **Online Resources**

**Parents’ Beliefs about Math Change Their Children’s Achievement - <https://goo.gl/psL33d>**

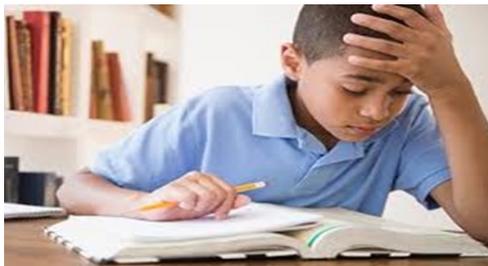
“We now know that the messages we give students can change their performance dramatically, and that students need to know that the adults in their lives believe in them.”

**TL Talk: The Gift of Failure – Interview with Jessica Lahey - <https://goo.gl/oo7xFc>**

“Jessica is the author of the New York Times bestselling book, *The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed.*”

**How to Learn Math: for Students - <https://goo.gl/OCywaf>**

“How to Learn Math is a free self-paced class for learners of all levels of mathematics. It combines really important information on the brain and learning with new evidence on the best ways to approach and learn math effectively.”



Boaler, J. (n.d.). Parents' Beliefs about Math Change Their Children's Achievement. Retrieved September 22, 2016, from <https://www.youcubed.org/think-it-up/parents-beliefs-math-change-childrens-achievement/>

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