



APPLEWOOD PUBLIC SCHOOL

Achieving Success Together

130 Woodrow Street St. Catharines, ON L2P 3T7 905-684-4359 app@dsbn.org

Month End Wrap Up - Oct. 2017

IMPORTANT DATES

- Nov. 3 pm —Photo Re-take Day (gr. 3,4 & 5/6 class photos)
- Nov. 9—Progress Reports Home
- Nov. 13-17th—Progress Report Parent Interviews (please see individual teacher letters for times)
- Nov. 17th—Professional Development Day



come up to the office and sign them out before they leave. We are unable to sign out children via a phone-call as we must see the adult who is taking over their care before they leave! Thanks for your help in keeping our young gators safe by ensuring that we all know where they are or who they are with!



STUDENT of the MONTH

This year, we are going to focus our student of the month around the LEARNING SKILLS from the Report Card. These are the characteristics and behaviours that help promote success for students. We will be reviewing what these look like in classrooms and help students develop these skills. This month's focus has been RESPONSIBILITY!

- K 1- Amelia D., Zayan M., Alana W.
- K 2—Sidney R., Stephen W., Arman S.
- Gr. 1—Kingston B., Hope D.
- Gr. 1/2—Lilley M., Bentley H.
- Gr. 2/3—Joseph C., Jacob Z.
- Gr. 3/4—Maryam B., Leanna
- Gr. 4—Matthew C., Meredyth L., Fatima B.
- Gr. 5/6—Madelyn L, Alyssah H., Autumn W.

FROM THE OFFICE—ATTENDANCE

Just a reminder that **ALL STUDENTS** should be at school by 8:40 am each day when our entry bell rings so they can begin their day on time. Every time a child is late, they not only miss out on their own learning, but disrupt the learning of others by interrupting their class!

If you have an appointment or will be late/absent, kindly call Mrs. Lyndon {905-684-4359} or leave a message indicating the reason for the absence. If arriving late, please bring your child upstairs and sign them in at the office. PLEASE NOTE—students are deemed late by the ringing of the bell, not when the actual attendance is taken by the teacher! Students who are late come to the office, receive their late slips and are sent off to class independently (except for ELP's, who are dropped back off outside, or escorted downstairs by a staff member if indoors).

If you must pick up your child early, we need you to physically

SCHOOL PHONES AND PHONES AT SCHOOL

A gentle reminder that school phones are used for attendance, safety and communication. PLEASE do not phone the school and ask your child to come to the phone for a personal call. We are unable to interrupt classes or tie up our phones for this purpose. If there is an emergency your message will be communicated promptly, or if less urgent, at break time! Agendas are also the primary communication tool to notify teachers of appointments or bus routine changes—please use these when possible! Our school answering machine is also available 24 hours a day 7 days a week for this purpose. We are trying to avoid interruptions to our classroom learning environments and would appreciate your support with this!

Personal phones at school are used only within the DSBN's permitted guidelines. Cell phones are turned off and stored in lockers or backpacks when students arrive to school. Cell phones are only to be used with permission and under supervision at the office due to Freedom of Information Concerns. If students need to phone home, with teacher permission, they are allowed to utilize the 'courtesy phone' at the office.

The ELEMENTARY PROGRESS REPORT - Grades 1 - 8 students

On November 9th, your child will bring home their Elementary Progress Report. The format was created after years of consultation with parents/guardians, teachers, principals and students across the province. Although it looks much like the Report Card, the Progress Report has a very different intent. The purpose is to share early and specific feedback on your child's development of work habits and the learning skills.

Reporting on the Progress Report is about looking forward and setting a course for the learning journey ahead. Based on the

evidence that teachers see, as well as what teachers know about learning at this grade level, the report communicates the path your child is on toward achieving the grade level expectations by the end of the year. The Progress Report does not include letter grades or percentage marks for academic subjects; it instead identifies whether your child is progressing very well, well or with difficulty. For subjects in which your child is Progressing with Difficulty, the teacher will discuss specific next step plans needed for success.

We look forward to partnering with you and your child for a year of great learning and growth. Please note that a letter regarding report card interviews was sent home with every child from JK-8 earlier this week!

DSBN PARENT INVOLVEMENT COMMITTEE (PIC) CONFERENCE

A gentle reminder that the DSBN PIC conference takes place on Wednesday, Nov. 1st at Eden Highschool from 4-8:15pm. Don't forget to register early so that you can get into your preferred workshops! FREE day care and dinner are provided for resistered families, so come and enjoy an informative night out! Register at www.dsbn.org/pic

HOLIDAY COMMUNITY NIGHT WITH BAKE AND HOT BEVERAGE SALE!

Please pencil Tuesday, December 13th from 5:30-7:00 pm into your calendars for our Applewood Holiday Community Night! This will also be the evening for our annual Bake Sale!

EQAO

We are very pleased with our EQAO results this year. These results are used to identify strengths and weaknesses within our school and also to note trends in achievement results at the school level, throughout the DSBN and provincially. The results are then used to plan for interventions to secure future academic improvements. Based on the EQAO results as well as information from other assessment materials, the staff are continuing to determine their learning/teaching priority for this school year.

The following chart demonstrates the percentage of grade 3 and 6 students that achieved at level 3 or 4 in the provincial testing during the spring of 2017. The 'All' score is the score shared by EQAO with the public and includes all student results in each grade including those who may have been exempted from the test and those who are working on alternate academic programs based on their IEP's. The 'All' score results from the spring of 2017 are shown in the table below;

3 Reading	3 Writing	3 Math	6 Reading	6 Writing	6 Math
85%	81%	69%	95%	100%	71%

CLOCKS FALL BACK

A reminder that Clocks fall back one hour Sunday morning, November 5th. Enjoy your extra hour of sleep!

CROSS COUNTRY SEASON 2017

Congratulations to our Applewood Cross Country team! All of the members of our team ran well during our Cross Country season. Our Gators raced against other Area 4 schools during our two meets at Burgoyne Woods. Thank you to our volunteer drivers who also accompanied our runners to the cross country meets. Two of our runners, Evie Heaton and Alexia Gillespie qualified to attend the DSBN district meet in Niagara on the Lake at Fireman's Park. We are very proud of all of our participants for all of their hard work each practise and determination to finish each race that they ran. Way to go Gators!!

Thank you for all of your support for our Cross Country team this year. We really enjoyed coaching you this year! Mrs. Scalzo, Mrs. Dumanski and Mrs. Whitfield, Applewood Cross Country Coaches

PIZZA PROGRAM

Our pizza program began in mid-September. As our healthy pizza provider is very busy, they need their orders early to prep their pizza for the many schools they serve. So please understand that orders **must** be received by WEDNESDAY MORNING! This pre-order process allows our staff time to tally our orders, order the pizza, ensuring a timely Pizza lunch during 2nd Nutrition break on Fridays!

Students may purchase a sheet of 20 pizza/treat tickets for \$20 dollars. **NEW**—half sheets or quarter sheets for pizza/treats are now available too! We are again accepting cash for

HALLOWE'EN SAFETY

Some pointers to keep the trick or treaters safe. Children under nine years of age should go out with an adult or responsible older child. Be sure your child stops at all curbs, looks left, right and left again to check for traffic. Remind children to cross at crosswalks, street corners or intersections. It is important they walk on the sidewalk, or walk facing the traffic if there is no sidewalk. Bright coloured costumes make your child easier to see. You can use reflective tape on a costume to make your child more visible. Face paint instead of a mask helps them to see well. Have your child carry a flashlight. When they get home, check all of their treats carefully. Throw out any treats that aren't wrapped, if the wrapping is torn or loose, or if the wrapper has a hole. Remember that small treats can cause your child to choke. You might want to offer an alternative to sugar based treats. Stickers or multicoloured pencils can be a nice surprise in place of, or in addition to, traditional treats.

pizza orders, based on feed back from families. Moving forward we will accept cash for Wednesday morning pizza orders, or Friday treat purchases!

NOTE: There may be pizza slices available for sale the day of a pizza lunch, but there are no guarantees that extras will be available, so ordering in advance is your safest option for your children not to end up without a lunch!

BREAKFAST PROGRAM

Please note that our breakfast program re-opened on Sept. 18th. Students in grades 1-6 may enter the school as of 8:25 through the junior doors. Students then wait by the staff room at the Breakfast Club tables to choose their breakfast options. Kindergarten students do not attend breakfast club, but merely ask for breakfast in their classrooms as they have open snack each morning! The program will serve breakfast each day unless a change is needed.

NEIGHBOURHOOD WATCH

A request to our friends and neighbours... Please help to look after our school! If you need to report incidents, please call the Niagara Regional Police. Should you observe unusual activity at the school call the following emergency number 905-682-8065. Your help in taking care of our school is greatly appreciated.

PROPER FOOTWEAR FOR SAFETY!

A gentle reminder to parents that students must have running shoes to participate in physical education classes. It is not considered safe for children to be running in the gym wearing any other footwear, so if students do not have running shoes on, they are unable to participate in their physical education class, or intramurals as their personal safety is at risk. As all students receive physical education & health instruction five times in a ten day cycle, it is important to have running shoes at school—ideally as a student's indoor shoes. Proper footwear is also required on the climbers, so when making shoe choices in the morning... Running shoes are a good idea!

NOTE FROM PUBLIC HEALTH!

Stop the spread of Infection!

- Stay home if you are sick and return when you are well
- Wash your hands with soap and water or use hand sanitizer
- Cover your cough or sneeze with a tissue or in your sleeve
- Keep your distance
- Get a flu shot

For more information, talk to your school nurse or go to www.niagararegion.ca/health

Please keep your child at home and away from others if they have any of these symptoms:

Fever *Diarrhea* *Sore throat*
Vomiting (24hrs) *Rash*
Frequent coughing or sneezing
Yellow or green discharge from the nose,
ears, or eyes



PARENT TIPS—GROWING READERS— Simple Yet Powerful Things to Do While Reading Aloud

Most parents recognize the value of reading to a child. Books are a terrific way to share the joys of reading: interesting words, beautiful illustrations, and the keys to unlocking the mysteries of letters, sounds, and words. Recently, several researchers published work that helps us understand that very simple, small actions during reading can have a big impact on what a child takes away from sharing a book with an adult.

It turns out that young children being read to almost always focus on the illustrations. And when they're not enjoying the pictures, they are looking up at the adult reader. The child's eyes almost never look at the print on the page, yet that's where children can learn the most about letters, sounds, and words. To get the most out of a shared reading, encourage your child to appreciate the pictures, and also guide their attention to printed words. Doing so may help your child's reading, spelling, and comprehension skills down the road.

To help direct your child's attention to the print in a book, parents can focus on specific parts of it, including:

- **The meaning of the print.** This includes pointing out specific words within a book and drawing the child's attention to the print. For example, "Here are the penguin's words. He says, thank you."
- **The organization of the book and print,** which includes understanding the way pages are read, the role of the author, and print direction. For example, "I am going to read this page first and then this page over here next." Or "This is the top of the page. This is where I begin reading."
- **The letters,** which includes helping your child know that letters come in uppercase and lowercase, and helping your child learn the names of each letter. For example, "This M in the red block is an uppercase letter. See how this uppercase letter is bigger than these lowercase letters?"
- **The words,** which includes helping your child recognize some written words, and the match between spoken words and written words. For example, "Let's point to each word as I read it. Ready?"

Parents play such an important role in growing a reader. Keeping up with information like this is a great way to make sure you are doing as much as you can to nurture all the right skills in your child.

The research and specific examples described here come from the original research, which can be found [here](#): Piasta, S. B., Justice, L. M., McGinty, A. S., & Kaderavek, J. N. (2012). Increasing young children's contact with print during shared reading: Longitudinal effects on literacy achievement. *Child Development*, 83(3), 810-820.

Put me
on your
fridge...

Student Reading Goals

A guide to help parents know the ideal reading level for their child for each grade.

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K		C+	D+	E+
		B	C	D
		A	B	C
				Below A
Grade 1	E+	G+	I+	K+
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J	K	L	M
	I	J	K	L
	Below H	Below I	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

READING LEVELS—what's the meaning?

What exactly is a reading level and what is it supposed to mean? As Elementary Progress Reports arrive home in November, we would like to help clear up the mystery of reading levels as they are addressed on many report cards throughout the year. A reading level takes into account a student's fluency, accuracy and comprehension! Many students are able to read clearly, quickly and with few errors, but **understand** very little of what they have read! A reading level reflects a child's ability to put everything together (reading words, reading accurately and understanding) while reading materials considered appropriate for their grade level. The chart above is a guideline to help determine where students should be reading throughout their school journey. If you are informed that your child is reading 'below grade level', this means that they are struggling to understand written material at their grade level. This impacts many subjects as they read for information in Science and Social Studies, or need to follow or understand written instructions in Math and many other areas of learning! How can you help? Read daily with your children! Talk to them about what they have read and help them learn the value of reading in their daily lives (reading signs, grocery store labels, menus and even tweets or texts!)