



November 2011

Park School Volume 3,
Issue 3



FORMAT FOR REPORT CARDS

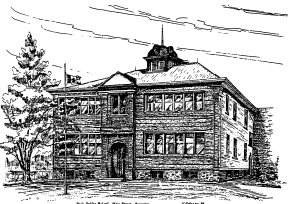
Progress Report (Nov.), Report 1 (Feb.), Report 2 (Jun.)

MISSION

STATEMENT

We at Park believe that all students can learn. It is our purpose to facilitate that learning.

Park—the small school with the big heart!



Park Public School
217 Main St. E.
Grimsby, ON
L3M 1P5
905-945-2445
www.dsbni.edu.on.ca/schools/park

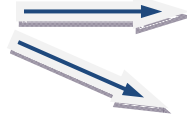
Progress Report Cards

When Progress Report cards are sent home with the students on **Tuesday, Nov. 15, 2011**, you are encouraged to reflect on the reports and write down your questions, or any concerns, that may be shared during the interview. Please return the Report Card envelope to the office or homeroom teacher.

The following is a visual combined with descriptive words to help you reflect on your child's progress report card. At the District and School level, staff members have had opportunities to discuss the meaning of the terms: Progressing Well, Progressing With Difficulty and Progressing Very Well. We hope that this visual helps as you read your son/daughter's progress report card.

Progressing Chart

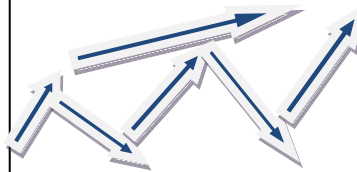
Progressing with Difficulty



(Stagnant, downward trend)

- * static* slow *intermittent
- * next steps are required
- * supports and interventions are needed to move along curriculum

Progressing Well



(Steady upward trend)

- * steady *consistent
- * learning to learn
- * next steps for students are focussed and specific

Progressing Very Well



(Steep upward trend)

- * self-monitoring
- * effectively uses feedback
- * independently setting goals for learning

Students are progressing toward achievement of the Curriculum expectations.

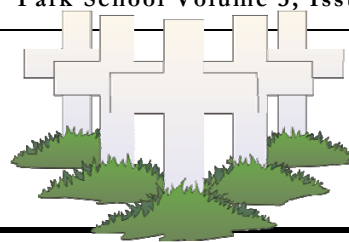
Interviews may be scheduled during the week of November 15-18, or, you may choose to have a telephone interview. Please indicate your preferred method for conferencing with your child's teacher on the form that was sent home last week. Please **return ONE FORM** per family no later than **Wednesday, Nov. 2** so that we may begin to schedule times for families.












If you have more than one child at Park, we will do our best to provide you with consecutive interview times. You will receive a confirmation notice regarding the time for an interview.

Please call or communicate in writing to the classroom teacher if you have questions about interview times. The teachers look forward to working with you to provide the best possible learning environment for your child(ren).



NOVEMBER 2011



SUN	MON	TUE	WED	THU	FRI	SAT
		1 Day 9	2 Day 10 Niagara Falls Art Gallery Workshops	3 Day 1 Picture Retake Orders Due	4 Day 2 Pizza Day  Random Acts of Kindness Day	5
6	7 Day 3 Scientists in School Grade 2/3 AM Grade 2 PM	8 Day 4	9 Day 5	10 Day 6 New Pizza/Milk/ Smoothie orders due to start tomorrow  &  & 	11 Day 7 Pizza Day  Remembrance Day Assembly 10:45 	12
13	14 Day 8	15 Day 9 Progress Reports sent home	16 Day 10	17 Day 1	18 Day 2 Pizza Day  3R to Deer Park PM	19
Book Fair						
20	21 Day 3	22 Day 4	23 Day 5	24 Day 6 M&M Meat Shops Fundraiser 9 am-8 pm	25 Day 7 Pizza Day  Sharing Assembly 2:30 PM Crazy Hair Day 	26
27	28 Day 8	29 Day 9	30 Day 10	1 Day 1	2 Day 2 Pizza Day 	3  Grimsby Santa Claus Parade 5:15 p.m.

SNOW BALL POLICY

In an effort to ensure the safety of students on our playground during the winter months, it is necessary for us to ban the throwing or kicking of snow. The students are constantly reminded of this rule during in-class discussions, at assemblies and over the morning announcements. Should a student be reported throwing or kicking snow by a yard supervisor, his/her name is recorded in the office and consequences are instituted.



CONGRATULATIONS TO OUR CROSS COUNTRY ATHLETES

Congratulations to Ethan C. and Megan M. for representing Park School at the DSBN Cross Country Meet. We are very proud of your accomplishments. Thanks also to Mrs. Baseggio, Mrs. Gatt, and Mrs. Herbert for coaching this year's team.



LEST WE FORGET



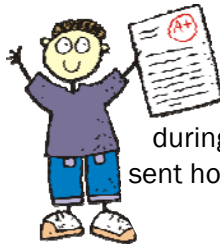
On Friday, November 11th, Park students will pay tribute to those who have served their country in the Armed Forces and Merchant Marine. Thanks in advance to the grade 5/6 class and Mrs. Herbert for organizing and leading the assembly. The assembly will start at 10:45 a.m. Parents are welcome to attend.

'CRAZY HAIR DAY'-SPIRIT DAY

On Friday, November 25th, 2011, Park students are encouraged to take part in our Crazy Hair Spirit Day! It promises to be a great day at Park School.



PROGRESS REPORT CARDS



Progress Report Cards will be going home on **Tuesday, November 15th**. Interviews with your child(ren)'s teacher(s) will be scheduled during the week of **November 15-18**. Information regarding interviews was sent home. A copy of this form is available in the office.

MAGAZINE FUNDRAISER

The students and staff of Park School would like to thank everyone who assisted in making our recent magazine subscription campaign a great success. Your support for this program helped us raise just over **\$2307.00** profit! Thank you again for helping us reach our goals. All of your subscriptions are guaranteed 100%! As a reminder, please allow 12-16 weeks before you receive the first copy of your subscription. You may address any service concerns to CCRP at 1-800-665-5133 or service@ccrp.ca. The CCRP Head Office is based in Kelowna, B.C., so you will have to allow for the 3 hour time difference when contacting them. **You may also continue to support the school year round by ordering directly online.** Fundraising has never been so easy! Simply visit www.ccrp.ca, enter our school code **ON1642** and place your order. Profits will be directed to the school automatically. Thanks again for your support!



GRIMSBY SANTA CLAUS PARADE SATURDAY, DECEMBER 3 @ 5:15 P.M.

THE ROUTE RUNS FROM TOWN HALL TO THE TOWN CLOCK

NIAGARA FALLS ART GALLERY LESSONS

This year the Niagara Falls Art Gallery will be once again coming to Park for 3 sessions at a cost of \$15 per student. Each workshop includes instruction and a product to take home. We are a Premier School. This has allowed us at the end of each year, to chose a student from each grade to receive a set of free lessons from the Niagara Art Gallery. Currently, 24 of our students have received free lessons.



	Wed. Nov. 2	Tues. Jan. 17	Tues. Apr. 3
Kindergarten	KinderPaint	Clay	Self Portraits -Pastels
Grade One	Pots of Paint	Drawing	Mud to Art
Grade Two	From Mud to Art (advanced)	Pots of Paint	Oil/Pastel
Grade Three	Print Making	Appreciating Art: Group of 7	Animal Totems-Clay
Grade Four	Clay Knight	Oil/Pastel	Ourselves & Cartoons
Grade Five/Six	Paints	Clay	Optical Artwork



**Scientists
in
School**

Scientists in School is an organization that brings fun and exciting hands-on science and technology workshops to elementary classrooms. The centre-based workshops provide unique learning opportunities and are directly related to the Science and Technology curriculum.

Park School is pleased to welcome Scientists in School to each of our classrooms throughout the school year. The cost for each student is \$10.00. Teachers have requested workshops to take place on the following dates but specific dates will be finalized between the teachers and scientists. Students will be participating in the following workshops:

GRADE	NAME OF WORKSHOP	DATE
JK/SK (Mrs. Fish)	Simply Marvellous Machines	March 7, 2012 (am and pm)
JK/SK (Mrs. Coles)	Simply Marvellous Machines	March 6, 2012 (am)
Grade 1	Energy Makes It Happen	May, 2012
Grade 2	Math: It Counts!	November 7, 2011 PM
Grade 2/3	Math: It Counts!	November 7, 2011 AM
Grade 3	Soil: It's Too Important To Be Treated Like Dirt	May, 2012
Grade 4	Don't Take Rocks for Granite	April, 2012
Grade 5/6	May The Force Be With You	May, 2012



PARK SCHOOL NEWSLETTER BALLOT



Please return to Park School before Monday, November 7, 2011.

Congratulations to last month's winner, Jacob & William K.

Skill Testing Question: **When do Progress Reports come home with students?** Answer _____

Students(s) Name(s): _____

Teacher(s): _____ Grade(s): _____

Parent/Guardian Signature: _____

**M&M MEAT SHOPS
&
Park Public School**
Invite you to a **Special Shop Day**

Where: **M&M MEAT SHOPS**
36 Main St. Grimsby
When: Thursday November 24/11
between
9:00am and 8pm

Why: **Park Public School**
will receive a **10% rebate** on
your purchases made during
this special day.

Special
Bonus Offer
Meatballs

(1lb. Size)
With this invitation &
a minimum \$40. purchase.

Both you & **Park Public School**
will be glad you decided to shop

M&M MEAT SHOPS

Thank you for your support.
* Share this special invitation with
family, friends & neighbours*

DRESSING FOR COOLER WEATHER



All students at Park School are expected to go outdoors for fresh air and activity during our recess and noon hour breaks. It is important that they be dressed according to the weather conditions and for safety and comfort. It is expected that if children are well enough to attend school, they are well enough to go outdoors, except in very exceptional circumstances. Please remember that it is also important that our students have dry shoes to wear inside to ensure their comfort and safety and allow participation in Phys. Ed.

THE BOOK FAIR IS COMING!

This year's **Scholastic Book Fair** will be held in the school library from Tuesday, November 15 to Friday November 18. This is a great time to add to your family's library or to purchase that special gift of reading for someone special. Proceeds from the Book Fair are used to add new materials to our school library. The Book Fair will be open Tuesday and Thursday from 8:30 am—5:15 pm; Wednesday from 8:30 am-4:00 pm; and Friday from 8:30 am—1:00 pm. Please support our library at this great event!



INCLEMENT WEATHER

There may be times during the school year where inclement weather or other situations could cause transportation cancellations or school closures. At times when student transportation has been cancelled and schools remain open, the decision of whether or not to have children in school on that day rests with the parent or guardian. **Should you decide not to send your child to school in the event that transportation is cancelled but schools remain open, or if your child is ill or late, please ensure that you call your child's school to inform them of your child's absence.**

A key resource in any emergency is the DSNB Emergency Information form that you filled out at the beginning of the school year. Please let the school know of any changes in contact information or procedures you wish to be followed throughout the school year. Information about transportation cancellations and school closures will be available as soon as it is available through the following channels:



<p>Websites: www.dsnb.org www.nsts.ca</p>	<p>Subscription Features: DSNB Facebook or Twitter NSTS Transportation Delay or Cancellation Alerts</p>	<p>Phone: Niagara Student Transportation Services 905-346-0290 Voice Auto Attendant</p>
<p>Radio Stations: CKTB (610 AM) St. Catharines WAVE (94.7 FM) Hamilton CKOC (1150 AM) Hamilton CHML (900 AM) Hamilton CHAM (820 AM) Hamilton Y-108(107.9) Hamilton</p>	<p>CHRE (105.7 FM) St. Catharines CHTZ-FM (97.7 FM) St. Catharines CKEY (105.1 FM) Niagara Falls/Fort Erie K-LITE-FM (102.9 FM) Hamilton GIANT FM (91.7 FM) Welland</p>	<p>Television Stations: CH – Hamilton CityTV Breakfast Television CTV Toronto Cogeco Channel 10</p>

POSITIVE ATTITUDE TOWARDS MATHEMATICS

TIPS FOR FOSTERING A POSITIVE ATTITUDE TOWARDS MATHEMATICS

“Whether you think you can or think you can’t, you are right.”

– *Henry Ford*

Be positive, and talk about the ways you use mathematics every day. Sharing negative experiences (by saying, for example, “I was never good at math”) will not encourage your child to engage in mathematics and be confident about taking risks as he or she solves problems. Instead, try statements like this: “We can solve this if we work it out together. What are you thinking?”

Let your child know that *you* think mathematics is important.

Point out the ways in which family members use mathematics in their jobs and at home.

Let your child know that *everyone* can learn mathematics.

Praise your child when he or she makes an effort and understands something for the first time, and share in the excitement when you and your child solve a problem together.

Encourage your child to be persistent when a problem seems difficult.

Students who view themselves as mathematicians (as well as readers and writers) are more likely to succeed and become confident learners.

*Information taken from the Ministry of Education Publication “Helping Your Child Do Mathematics”

THE MAGIC OF LANGUAGE

One of the keys in learning to read is exposure to literature. Most libraries have guides for recommended literature suitable for children of different ages and grades. These may help you choose books that will introduce your child to the magic of literary language.

You may also want to borrow books with audio tapes. This will help your child learn to track the words on the page as they are being read. You can teach this skill yourself by pointing to the words in a book as you are reading aloud.

New South Wales Government, Department of Education and Training

STUDENT LEARNING AT HOME

HOW PARENTS CAN SUPPORT STUDENTS’ LEARNING AT HOME

Here are some easy-to-understand suggestions about what parents can do at home to support their child’s learning. For example:

Set aside a specific time after school each day for your child to do homework. Be available to help your child without doing the work for him or her.

Demonstrate interest in your child’s learning by asking to see what he or she is working on. Talk to young children about their school experiences and discuss what they are learning. Let your child describe what is fun to learn and what is challenging or confusing.

Ask your child every day, “How was school today? Tell me the most interesting thing that happened.” Questions like this might elicit information about bullying situations or general emotional well-being.

Demonstrate literacy and numeracy in your daily routines, for example, by reading newspapers, writing grocery lists, measuring, or calculating the cost of something.

Provide hands-on activities for young children such as preparing food, doing arts and crafts, and playing letter and word games.

Keep a fridge calendar that shows important dates about school projects and school events.

Limit television and other “technology time,” especially if your child has difficulty completing school work.

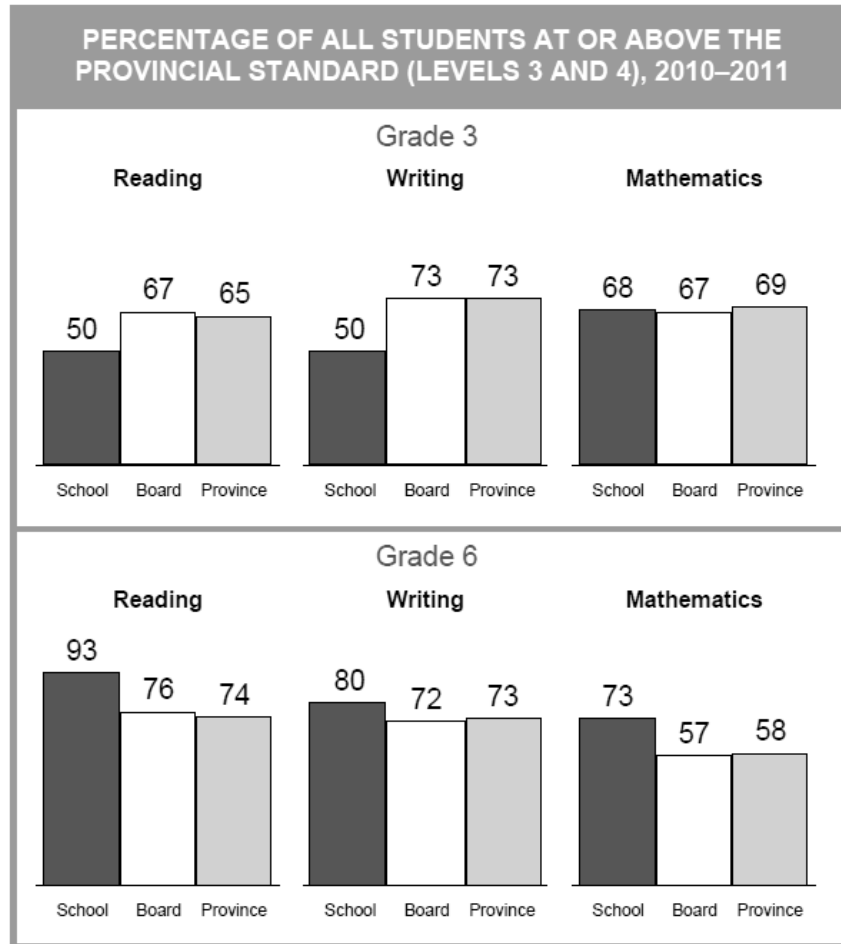
Talk About Assessment, Damian Cooper, p.277

Education Quality and
Accountability Office



Park School May 2011 Detailed Results

Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2010–2011



We will continue to set our standards high and work to find ways to help our students meet with success on this and other measures of achievement. Data from this assessment helps us to understand areas of strength and areas for focus for the coming school year. The information on the next page gives further information on the purpose of EQAO, how we use the data and how you, as a parent can help with the achievement of your child.

About this assessment... Purpose of EQAO Assessments

EQAO assessments are designed to do the following:

- provide high-quality information on the academic achievement of students;
- augment the information that teachers gather about individual students;
- provide additional information for the improvement of student learning and school improvement plans;
- assist in the adaptation of curriculum and instruction for students;
- develop awareness of the curriculum expectations;
- provide information for program improvement.

How does this assessment fit in the total picture?

Assessment is an important part of the teacher's daily instructional practice: observing students' work, marking their assignments, giving tests and projects, and having their students perform various tasks. The main purpose of the teacher's assessment of student learning is to make decisions about what the child needs next for continued growth. It is personalized, and tailored to the instruction taking place in that class.

The Provincial Assessment is designed to inform us about the quality of program across the province; it also provides, for individual students, a part of the total picture, which should be used in conjunction with other classroom assessments. For the individual student, it is the teacher's assessment, based on the year-long experience of that child, that is the most meaningful.

What Do These Results Mean to Our School?

This information comprises one small component of the overall assessment of our students' progress and achievement. Our staff have studied these results, along with other relevant assessment data, and have used them to develop our School Growth Plan for the year. Data for most students in the Province, including our students here at Park, indicate a need to focus on reading for deeper meaning and extended understanding. In writing, a focus is needed to further develop higher order critical and creative thinking skills. In Mathematics, the need is to focus on teaching through problem solving. The staff at Park will work collegially in staff meetings, professional development, and in "Professional Learning Communities" on instructional strategies to address these student needs.

How Can Parents Help?

You already have! Parents are their children's' first teachers. By providing experiences such as the ones below, you are supporting your children's learning:

In Reading

There is much research that indicates that the more children read, the more successful they will be at reading.

- Keep reading to your children, even after they can read to you, e.g., news items, directions for model building, stories.
- Choose a variety of books together e.g., information books, poetry, stories. Point out some selections that you think your children might enjoy.
- Talk about what you are reading and ask your children to talk about what they are reading.
- Visit your local library and bookstore.
- Make reading a pleasurable experience; your children will learn more if they have a positive attitude!

Remember that reading is everywhere! Many wonderful articles and engaging information is found on the internet. Even many electronic games incorporate reading skills. Anything that captures your children's interest is great!

In Writing

Let your children see you reading and writing for a variety of purposes. Research shows that adult models in the home play an important role in enhancing student learning.

- In order to build confidence and the desire to write, ask your children to orally explain their thinking prior to writing.
- Provide real-life reasons to write e.g., shopping lists, letters, invitations.
- Use the computer as a writing tool, if available.

In Mathematics

Many of us grew up with "math phobia". It is important that your children understand that Mathematics is an important part of every day life. Try to help them find math as fun and interesting.

- Help your children develop an understanding of the need and enthusiasm for solving mathematical problems by discussing/sharing how you work through and solve some of your own mathematical problems.
- Involve your children in everyday activities to do with mathematics e.g., pricing food items, measuring while cooking, estimating and telling time, measuring and cutting.
- Assist your children to solve problems that they come up with e.g., planning a birthday party.
- Play math games and puzzles e.g., dominoes, checkers, cards, dice, and board games computer simulations.

Assessment and Evaluation for Grades 1-8: A Summary for Students, Parents and Staff

The primary purpose of assessment and evaluation is to improve student learning. Teachers use **assessment** to gather information about students' strengths and needs as learners and to provide feedback to improve student learning. **Evaluation** is used to judge how well students are meeting the curriculum expectations. Marks are assigned during the evaluation process and these are included in a student's report card grade.

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conferences, and student products. Student products could include tests or exams and/or assignments for evaluation. Assignments for evaluation do not include ongoing homework that students complete in order to consolidate their knowledge and skills or to prepare for the next class.

Determining a Report Card Grade – Grades 1-8

Before making a decision about the grade to be entered on the report card, teachers will consider:

- all evidence collected through observations, conversations, and student products;
- equity for all students, by ensuring that test/exams and assignments for evaluation are completed whenever possible, under the supervision of a teacher;
- assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class;
- assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark;
- when appropriate, the impact that missing assignments will have on the student's grade when they fail to submit major assignments; and,
- that bonus marks may not be included when determining report card grades.

Late and Missed Assignments for Evaluation (Grades 7 and 8)

Students must understand that they are responsible not only for their behavior in the classroom and the school, but also for providing evidence of their achievement of the curriculum within a time frame specified by the teacher, and in a form approved by the teacher. There will be consequences for not completing assignments for evaluation or for submitting assignments late.

Each teacher will use his/her own professional judgment, including the consideration of specific individual circumstances, when determining if a late penalty will be applied. Before a late penalty is applied a teacher will use strategies to support students to meet their responsibilities including, for example:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- taking into consideration legitimate reasons for missed deadlines;
- providing alternative assignments or tests where, in the teacher's professional judgment, it is appropriate to do so;
- deducting marks for late assignments; or,
- the full value of the assignment may be deducted if the assignment is not submitted.

Deduction of Marks

For major assignments for evaluation, teachers may impose mark deductions for lateness, after considering individual student circumstances.

A 5% per day deduction **up to a maximum of 15%** of the assignment may be deducted.

For example, if a student earns 80% on a major assignment for evaluation, and it is handed in one day late, the mark on that assignment is 75%.

If the assignment is two days late, the mark becomes a 70%

If the assignment is three days late or more, the mark becomes a 65%.

Academic Dishonesty – Cheating and Plagiarism

In our schools, we strive to help students develop integrity, a strong work ethic, responsibility, learning skills and work habits needed for success beyond school. Academic dishonesty hinders students from developing these attributes and is not condoned within our schools.

Cheating is defined as “any effort to defraud, deceive, or elude someone else.” Examples may include: taking a test or an examination in a dishonest way through improper access to answers, or giving or obtaining assistance without acknowledgement.

Plagiarism is defined as “the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work”. Plagiarism often takes one of the following forms:

- using a quotation or sentence word for word without citing the source;
- using, without acknowledgement of the original source, diagrams, charts, graphics, etc.;
- submitting any work by another person and claiming it as your own.

Consequences

Consequences for academic dishonesty may escalate based on the following mitigating factors:

- the grade level of the student and/or course type;
- the maturity of the student;
- the number or frequency of incidents;
- the individual circumstances of the student.

Teachers consider the factors above as part of their professional judgment in cases of suspected academic dishonesty. Consequences for cheating and plagiarism are based on the factors outlined above and may include one or more of the following:

- redoing part or all of an assignment;
- completing an alternative assignment;
- a loss of marks;
- a mark of zero; and,
- suspension.