

Eye of the Cyclone

Cilaire Elementary School

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Principal: Mr. M. Ireland
Secretary: Mrs. D. Ludvigson

October 8, 2010

PRINCIPAL'S MESSAGE

The school year is off to a flying start. We have started with football (boys) and soccer (girls), as well the students have started training for cross-country. Thank you to the many parents who came out to the school Open House on September the 23rd. It was good to see such an excellent turn out. As well, the PAC put on a hugely successful "Welcome Back to Cilaire" mini-funfair on October 1st where students got to take part in a number of fun activities, including trying to dunk their favourite teacher into the dunk tank. A big thank you to all of those parents who donated their time and energy to make this event a success. Just a reminder that our formal parent/teacher interviews will take place the week of October 18 – 21.

Thank you to the many parents who have read and returned the newsletter response slip on the last page of the September newsletter. Be sure to return this month's tear-off sheet with your child. If you receive your newsletter electronically, be sure to either print this page off and return it or reply to the email and copy the tear-off sheet into the email. If you haven't already signed up to get your newsletter via email, please do so by indicating on the newsletter response slip at the end of this newsletter.

One new feature of this year's newsletters will be the "Time to Learn" strategy(s). These will provide parents and caregivers some practical tips on how they assist their child(ren) with their learning.

Have a great October!

Mr. Ireland

PRINCIPAL'S ENCOURAGEMENT



Principal's Encouragement is a time when students are more formally recognized for an accomplishment or service they have made in the school. Students from each class are selected and sent to the office to meet with the principal to be acknowledged for work they have done. Be sure to check out the bulletin board between Mr. Hird's room and Miss Scott's room which will display the students that are recognized each week. When you

come into the school stop and check out this board to see who is on it this month.

SCHOOL WIDE RUNS AND CILAIRE KILOMETER CLUB

Each Wednesday morning before lunch and each Friday afternoon all of our students head out for a school wide run. We all gather on the lower field (11:30 am on Wed., 12:50 pm on Fri.) for a short warm up, then head down the driveway to Cilaire Dr. where we head on a 1.5 km run/walk around Cilaire Drive. This has been a great way to promote fitness. Parents are welcome to join us for our run/walk on Friday afternoons if you are available – the best way to promote fitness is to model it ☺

We are also continuing with the Cilaire Kilometer Club at our school this year. Students can record the distances they have ran and add up the distances to earn a variety of ribbons. Students have the opportunity to run at recess, lunch, during some class time, and on our Wednesday and Friday runs. We look forward to seeing many students earn Kilometer Club ribbons and awards this year. Starting at the end of this month we will recognize those students who have been received their Kilometre Club ribbons for the month.

SPORTS REPORT

Soccer

The soccer season is well on its way. Cilaire has a bantam (grade 6 and 7) girls' soccer team entered in league play. Good luck to the girls.

Bantams –Emily Coutu, Shalayna Harrison, Natasha Jensen, Jordan Labas, Sharla Ludvigson, Carmen McCheyne, Hana Villeneuve, Kierra Anderson, Josie Laidlaw, Leanna Milligan, Megan Nelson, Jane Robinson, Sarah Howlett, Karli McGarry, Jessica King, Coach – Mr. Gillies & Mrs. Westmacott

Football

As well the boys' football is now in its third week. There is only one boys' team, a grade 7 bantam one.

Bantams – Jacob Alexander, Mitch Nelson, Tyler Brown, Luke Hales, Tyler Luoma, Max MacKay, Finn Martin, Henrik Oleson, Ethan Olynyk, Ryler Piazza, Shery

Saeed, Jared Sladde, Xristo Vassilopoulos. Coach – Mr. Drexhage.

TERRY FOX REPORT



On Friday, September 24th, Cilaire took part in the annual Terry Fox. Students ran their usual all-school run routes in memory of Terry Fox's Marathon of Hope. Students were asked to bring a donation and collectively we raised approximately \$290.00. Thank you for those that made a donation. If you still wish to make a donation, please have your child bring the donation to the office as soon as possible.

CODE OF CONDUCT

Please take the time to review your son/daughter's planner, in particular the opening pages. There is a great deal of information regarding policies within the school and the district, as well as general practices in the school.

One newer section in the student/parent handbook is the Cilaire Code of Conduct found on page 3. I have included the Code of Conduct at the end of this newsletter. Please be sure to take some time to read through this carefully and discuss it with your son/daughter. Thanks for your support in making Cilaire a safe, caring, and orderly place to be.

PAC SPONSORED MAGAZINE SALES



Just a reminder that the PAC will **NOT** be having their magazine sales fundraiser this year. However, if you wish to renew your subscription(s) from last year or order new ones you can

do so on-line and the PAC will receive funds from the company. To renew/ order on-line:

Go to www.ccrp.ca . Please use the campaign order code BC650.

OTHER PAC NEWS

Family Halloween Dance

Come join us for a fun evening of Ghoulish Games, Deadly Dancing and Frightful Fun Concession, Games & Prizes

Don't forget to wear your costume!



Date: Thursday October 28th

Time: 6-8 pm

Location: Cilaire School Gym

Tickets: \$3 (???) per person - available at the Office

This is an unchaperoned school fundraising event. All children MUST be accompanied by an adult.

STUDENT COMMITTEES

This year at Cilaire, as we have in the past, we will have a student committee structure in the hope that this will provide more intermediate students with leadership opportunities. Intermediate students wishing to serve on a variety of committees were required to apply for them by filling out an application form and returning it to the office by Friday, October 1st. Once accepted, a schedule for each committee will be drawn up and the students will then be given directions/instructions in the role of each committee. As in the past, parents were required to sign the application form.

PARENT-TEACHER CONFERENCES



Report cards for the first term of this school year will be issued throughout School District 68 on December 1st. In order to help parents understand how their students are doing in school during the first term, we are holding parent-teacher conferences on October 18th, 19th, 20th, and 21st.

All classes will be dismissed early at 1:45 for the first FOUR days of that week, Monday, October 18th through Thursday, October 21st to enable teachers to meet with parents. Your child will receive a letter later this week which will include a conference time for you to visit the school. If you are unable to attend at that time, please phone the school at 758-7941 to re-schedule your appointment.

TIME TO LEARN – Tips to assist parents

Tip #1 - Asking Good Questions

At a recent workshop that I attended, someone shared a question that they always asked their child when he got home from school. Rather than asking, "What did you do at school today?" which usually elicits the response, "Nothing!" ask instead, "**What good question(s) did you ask at school today?**" By asking good questions, students are more engaged in their own learning. Asking good questions is one of the strategies that teachers have been teaching students to be more engaged in their reading. Try asking this question tonight. If your child(ren)'s response is "None" then insist that s/he must ask at least one good question each day, and that you will be asking each night.

Tip #2 - Encouraging a Love for Reading

What do the following clues indicate?

- You catch your child in bed under the covers reading with a flashlight.
- Your child takes ten minutes to gather books to read in the car.

- You can't get your child to put down her book long enough to do her homework.

If you guessed that your child loves to read, you would be correct. It is clear, that the children described above have discovered the joys of reading. They're drawn into the captivating language, charming characters, and engaging plot. Books are personal to them.

How can you get your child to read more and truly love to read?

In most cases, this love of literature and books starts early. From the small chunky books that the child could barely hold to the historical fiction, realistic fiction, or nonfiction that children can't put down when they're older, the love of reading affects every aspect of a child's life.

Reading to children and supplying them with a rich collection of children's books are the keys to helping them develop a love of reading. Home libraries, classroom libraries, school libraries, and public libraries make the books available to children. Together-time reading, lively oral reading, puppetry, and storytelling by adults who love literature motivate children to seek out the the stories that excite and inspire. Further, adults who respect the questions that children ask and invite children into nonfiction stimulate a love of learning that can last a lifetime. Children develop their attitude toward reading and their reading preferences as they experience the delightful variety of literature that exists. The difference between voracious readers and reluctant readers can be defined with one simple word: books.

Literacy development and the love of reading begin at birth and have the potential to last a lifetime. Variety can turn young children into readers and writers. Variety can turn reluctant readers into readers. Variety can support growth throughout life. In fact, variety delights, excites, and inspires reading, writing, and learning!

(Adapted from www.kidbibs.com)

Tip #3 - The Parent-Teacher Interview

By Cara Miller (from Canadianparents.com)

Parent-teacher interviews are a valuable resource to help your child achieve academic success. It's the perfect time to ask questions and see how you can best support your child's learning. In most Canadian schools, parent-teacher interviews usually take place in October. By this time, teachers have a good understanding of their students' abilities and weaknesses. Going into the meeting prepared and with a positive attitude will help immensely. We've compiled some do's and don'ts from teachers across the country.

The Do's

1. Do show up

Come on time and try and stick to your allotted time slot. If you can't attend, be sure to notify your child's teacher

in advance. Once your child reaches high school, some parents feel that they can back off completely. "This is a huge mistake," says Katharine Adams a high-school teacher in Toronto. "The early high-school years are an important time in your child's development and they need to know that they have guidance and support from home."

If you miss the meeting, find out what your teacher's policy is on answering emails from parents, suggests Sonja Goold, a junior-high-school teacher in Halifax. "Telephone calls are difficult because we're in class all day, but if you send an email it will give us time to gather the appropriate information to answer you. Most teachers are more than happy to let you know what's going on in the classroom and address any concerns you might have."

2. Do have a list of questions

If you have any specific concerns, write them down before you go. If you don't have questions your child's teacher may only be able to give you a general idea of how your child is doing. This is especially true in the middle-school and high-school levels where teachers can have up to 250 students a year.

Examples of some questions to ask:

Do you feel that my child is working to the best of his ability?

"This doesn't mean asking how your child can get an A," says Nicole Smith, a fourth-grade teacher in Mississauga, Ont. "It's possible that your child is working very hard and may never achieve an A. Focus on the child's effort and not the grade."

What do you need from me to help my child succeed?

"Let your child's teacher know if there is an issue at home that could affect her performance at school," suggests Goold. "You don't have to give specifics, but knowing will help us be better teachers and more understanding when situations arise."

Do you feel that my child needs extra assistance?

"There may be things that can be done at home or outside the classroom to help the student. It may be a homework club or something similar that will provide help," explains Adams. Often teachers are more aware of available resources.

Does my child fit in socially with his classmates? Are there any concerns in this area?

Many parents forget to ask this question or think it's not as important as schoolwork. Teachers can be far enough removed to objectively see things you may not have noticed before.

Do you have an outline of what you are planning to cover in the next term?

"Most teachers will have a term-by-term outline that can give you the basics of what is going to be covered," says Smith.

3. Do share the details of your parent-teacher interview with your child

"If your child is old enough to understand, it's very important to share the details of your interview with her teachers. So many students think that when Mom and Dad talk to the teacher they are in trouble," says Elizabeth Johnson, an elementary teacher in British Columbia. After the meeting talk about her strengths and some of the things she may need to improve. Let her know you can help and work on these things at home. Make it a positive experience.

The Don'ts

1. Don't go over your allotted time

"It's always appreciated when parents remember the time constraints. If you have concerns that go above and beyond the regular parent-teacher interview, come in and arrange to meet at another time," suggests Goold. "I like being able to chat with the parents, but they need to remember that we only have a fifteen-minute interview slot. If another parent's interview is delayed, they may not be able to make it to a later interview," says Adams.

2. Don't bring other children with you

If possible, leave siblings at home advises Johnson. "This time is about the student in my class, not about chasing after your toddler who just ripped into my craft tub of googly eyes! A true story!" Other children in the room can be a distraction, but if it's unavoidable, bring something quiet to keep them occupied while you talk.

3. Don't discuss sensitive issues in front of your child

"In high school the student should attend the interview if possible, but parents should avoid berating the child in front of the teacher. I can't tell you the number of times that a parent has turned to the child and angrily demanded an explanation of why she didn't hand something in or attend class. At the very least, this wastes time, but more importantly, it embarrasses the child and the teacher. When I mention a late assignment, I'm not looking for the child to be punished. I want the parent to be aware so that the next assignment will be handed in on time," says Adams.

4. Don't bring up other school issues

Many school issues are beyond the teacher's control, says Johnson. Please don't use this time to complain about the principal, class placement or the way money is being spent.

NUDE FOOD

In an attempt to reduce the amount of litter on our school grounds, the students are being reminded to only take "nude food" out for a snack. For example, they will have peels and wrappers removed and in the garbage before

they leave the classroom. Would you please help us by reinforcing this idea with your child(ren).

THE BULLYING EQUATION

By Cathal Walsh

This information was first sent home last April. I thought that it would be useful to provide this information to parents and caregivers as we start the new school year.

A controversial topic for many years in schools has been the issue of bullying. Even though Cilaire is a predominantly safe school, we understand that bullying is still a serious societal problem that affects countless children and adults. Most bullying is non-physical and if not addressed can lead to life long emotional distress for the victim. Bullying is generally first experienced during our children's elementary years. Indeed some studies have evidenced patterns of bullying behaviour as early as pre-school! The greatest challenge for children, parents and educators is being able to accurately identify "bullying." The reality is that not every negative interaction between children (or adults) warrants being labeled as bullying. Don't get me wrong. I am not saying that name calling and teasing is acceptable, only that isolated behaviours do not necessarily constitute a bullying situation. Researchers in the field of bullying prevention recommend that parents and educators employ key filters to a given situation to help determine whether a child is the victim of bullying or instead subject to inappropriate behaviour (which still needs to be addressed).

The method is called **The Bullying Equation** and it works like this. If you suspect your child is being bullied, ask the following six key questions (there are more) regarding your child's situation. The more (and stronger) "yes" responses you get then the more likely you are dealing with a case of bullying.

1. Is there an apparent desire to hurt others on the part of the suspected bully? In other words is the aggressor's behaviour malicious or is the hurt being experienced a byproduct of their unruly conduct?

2. Is the suspected bully's desire to hurt followed with a deliberate hurtful action? This can include pranks, teasing, and name calling.

3. Is there a power imbalance? Is the aggressor older, bigger, or have assigned authority of some kind including positional rule within the social pecking order of the peer group.

4. Is the hurtful behaviour repetitive? Typically bullying is not a "once off" phenomenon. Usually, bullying develops over time with an escalating number of negative, repetitive behaviours.

5. Is their evidence of enjoyment on the part of the aggressor? This can include bragging and seeking social recognition from peers for the negative behaviour.

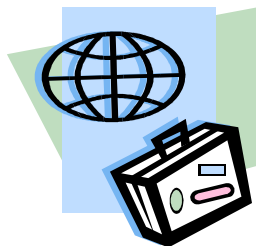
6. Is there a sense of being oppressed on the part of the victim? Loss of appetite and sleep, not wanting to go to school, a loss of interest in activities previously enjoyed are some of the warning signs. If a child “feels” they are being bullied they should be listened to and the situation thoroughly reviewed.

If after applying these filters you feel that your child may be the victim of bullying, the work begins to improve the situation. Open and ongoing communication with your child and your child’s school (both teachers and administration) is a necessary first step.

Ultimately, prevention is always a better plan than the cure. Confidence building is arguably the best defense for children being bullied and for those engaging in bullying behaviour (you know - other people’s kids!) Many schools in School District 68 have recognized this and now utilize character education programs such as the Virtues Project. These lessons serve to empower students with positive attitudes and reinforce positive behaviours via an awards system.

FAMILY VACATIONS

Each year we are approached by an increasing number of parents who wish to take their child out of school for extended periods of time. Usually this is for reasons associated with family plans or family business. We do not have a procedure for granting students a “leave of absence”. Rather it is



assumed that parents will make decisions in the best interests of their own child. We are respectful of the fact that many of our families have family members far away, and spending time with them is important. Difficulties arise, however, when parents wish to have some sort of reassurance that their child will not be “behind” in their work when they return. If your child misses school for extended periods of time, he or she will be “behind” in classroom work. Students may well have other cultural and travel experiences that contribute to their overall development, but the many varied daily classroom activities they will miss cannot be duplicated through worksheets or workbooks.

We are not in the position to provide assignments for children who have extended absences due to family plans. Rather we are providing a list of suggested activities that are designed to assist parents with planning for their child’s educational needs while traveling.

- Set aside a time each day for reading books.
- Have your child keep a reading response journal in which he or she records this reading activity and thoughts about what has been read that day.
- Keep a scrapbook of special places or sightseeing.
- Have your child keep a “math journal” or ledger, dealing with changes in time and currency, distances traveled, cost of fuel and meals, etc.
- You may wish to purchase a math workbook that will help your child keep in daily practice with basic math skills.

We will be happy to see what your child has accomplished upon his or her return, but will not be evaluating or marking these activities. It is your right to take your child out of school due to family circumstances, but once you have exercised that privilege, you must also accept the responsibility of your child’s education during that absence.

SCHOOL SUPPLIES THAT CAUSE DISTRACTIONS



Sometimes what you buy for your child(ren) for school supplies can be a distraction to them and their learning. For example, a mechanical pencil, while useful with the ability to replace the lead, can actually be a “toy” to a student who is easily distracted. Sometimes the cheaper regular pencil, pen, pencil sharpener, etc is the best choice. I know that you have now bought your child(ren)’s school supplies so I don’t expect you to go out and buy different supplies but perhaps when you are replacing you will consider this.

CELL PHONES & OTHER ELECTRONIC DEVICES



We recently had an incident where a student had their cell phone go missing. Luckily it was located. The school will not be responsible for loss or damage to these items so care needs to be taken with putting them away securely. If a student needs to use the phone during the day, the student phone is available in the office area. If a parent needs to contact a student in an emergency, please call the office. Thank you for your support.

If your child has any of these at school, please remind him/her that they are to be turned off and in his/her backpack throughout the school day.

Cilaire Elementary School's Code of Conduct

A. Statement of Purpose

- To establish and maintain safe, caring and orderly environments for purposeful learning
- To clarify and publish expectations for student behaviour while at school, while going to and from school, and while attending any school function or activity at any location.

The school promotes the values expressed in the BC Human Rights Code (see the SD 68 website for the complete wording of the Code) respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment.

B. Conduct Expectations

Acceptable Conduct

- Respect self, others and the school
- Help to make the school a safe, caring and orderly place
- Report to an adult, in a timely manner, incidents of bullying, harassment or intimidation
- Accept responsibility for your own learning
- Act in a manner that brings credit to the school

Unacceptable Conduct

The following points are examples only and are not an all-inclusive list: Behaviours that:

- interfere with the learning of others
- interfere with an orderly environment
- create unsafe conditions

Acts of:

- bullying, harassment or intimidation
- physical violence
- retribution against a person who has reported incidents

Illegal acts, such as:

- theft of or damage to property
- possession, use or distribution of illegal or restricted substances such as firecrackers
- possession or use of weapons

These expectations apply to behaviour at school, during school organized or sponsored activities, and behaviour beyond these times (including on-line behaviour) that negatively impacts the safe, caring, or orderly environment of the school, and/or student learning.

Bullying

Cilaire School believes that all students, staff and volunteers should be provided a safe, secure and welcoming learning and working environment. To that end, acts of bullying and harassment will not be tolerated.

Bullying is defined as an intentional action on the part of an individual, which causes emotional or physical distress of a victim. Bullying implies a power difference of one individual over another. It may involve a single incident or a series of incidents over time.

Barbara Coloroso, the author of, *The Bully, The Bullied and The Bystander*, says, “bystanders are the supporting cast who aid and abet the bully through acts of omission and commission. It is important that kids recognize that they are all responsible for helping to create a safe, caring, respectful and bully-free environment.” Bystanders will have consequences if they don’t accept the responsibility of reporting incidences to teachers or supervisors.

Bullying takes three main forms:

Physical bullying

- involves hitting the victim in some way or taking or damaging a victim’s property.

Verbal bullying

- using words to hurt or humiliate others.

Relational bullying

- trying to convince their peers to exclude or reject a certain person or people, and cut the victims off from their social connections.

C. Rising Expectations

Expectations will increase for students as they become older and more mature, and as they move through successive grades. Students are expected to exhibit increased personal responsibility and self-discipline and there will be increasing consequences for inappropriate behaviour.

D. Consequences

The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibited grounds set out in the BC Human Rights Code).

The severity and frequency of unacceptable conduct, as well as the age and maturity of the student will be considered in choosing appropriate consequences for unacceptable behaviour. Consequences are:

- Pre-planned, consistent and fair.
- Preventative and restorative rather than punitive wherever possible.
- Created with student involvement so they are purposeful and meaningful.
- Considerate of any special needs that may impact a student’s ability to comply with the expectations.

Step 1

Discussion between student and staff member. When students choose not to meet behavioural expectations, there will be natural, logical and consistent consequences. Minor indiscretions are handled by staff. Frequently the consequence will be in the form of a time-out. It may also involve completion of a “Think Sheet” where students can reflect upon their actions and consider better choices next time. Parents are often informed and are required to sign the “Think Sheet”.

Step 2

Conduct Forms are issued for major offences (i.e. rough play, bullying, fighting, physical abuse of others, throwing objects, defiance of authority, disrespectful/abusive language) and continual defiance of school rules. Students are referred to the Principal. Parents are informed.

Step 3

Parents are contacted for serious incidents of misbehaviour or if minor incidents persist beyond step two. Depending on the severity or frequency of the misbehaviour, students are given in-school or home suspensions for:

Persistent inappropriate behaviour, which disturbs, interrupts or disquiets the usual, orderly operation of the school inappropriate behaviour judged to have a harmful effect on the safety of other pupils

For the following, students can expect to be suspended immediately, from between one to five days: fighting, overt rudeness, alcohol and/or drug use, stealing, vandalism and any action that deliberately endangers the health and safety of others.

In addition to applying natural and logical consequences for misbehaviour, our discipline procedures include such methods as developing behaviour contracts and counseling for pupils.

E. Notification

In cases of serious breaches of the Code of Conduct, the school will advise other parties, including:

- Parents of student offender(s) – in every instance
- Parents of student victim(s) – in every instance
- School district officials – as required by school district policy
- Police and/or other agencies – as required by law
- All parents – when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

DATES TO REMEMBER

October 11	Thanksgiving – schools closed
October 13	PAC Hot lunch PAC Mtg. – 7:00 pm – Library
October 18 - 21	Parent /Teacher Conference Week –students dismiss at 1:45 pm all week
October 22	Pro-d Day – students <u>not</u> in attendance
October 27	Small Schools, North Zone Cross-Country Meet
October 28	PAC sponsored Family Hallowe'en Dance
October 31	Hallowe'en
November 4	District Cross-Country Meet
November 10	Remembrance Day Assembly
November 11	Remembrance Day – schools closed
November 17	PAC Mtg. – 3:00 pm – Library
December 1	First Term Reports go home
December 8	PAC Mtg. – 7:00 pm – Library
December 16	Christmas Concert
December 17	Movie Day???
December 17	Last day of classes

NEWSLETTER CONTEST

Winners for the Sept. 3rd newsletter draw were: Ronnie and Jane Robinson; Megan and Joshua Duifhuis; and, Gabriella Dunn.



NEWSLETTER RESPONSE SLIP

The newspaper response slip will be used to draw 3 names for prizes each month. Once you have read the newsletter, return the slip below with your son/daughter to put it in the draw box, three names will be drawn at the month end assembly. If you have any questions or comments regarding the information in this newsletter, you may also include them below. Thank you ☺

Student's Name: _____

Division: _____

Date: _____

_____ **Yes, I would like to receive the Cilaire newsletter, etc via email. My email address is:**

_____ @ _____

Comments:
