



CENTRAL COMMUNITY SCHOOL

School District 43 (Coquitlam)
2260 Central Avenue, Port Coquitlam, BC V3C 1V8

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Mission Statement:

Working together at Central Community School, our mission is to foster lifelong thinking, learning and caring while promoting responsibility in a safe, nurturing environment.

Summertime

Summer is almost upon us and it is an exciting time for everyone. For two months students engage in the delights of warm weather, be it water parks, ice cream or camping. Some of the best memories people generate are during the summer months. What can also happen during the summer months is a disconnection with school and learning. In an article attached, this is called "The Summertime Slide". The article describes various ways parents can help their child's mind stay active and learning. Thanks to the parent in our Central Community for bringing this article to me. I always appreciate good resources.

During the summer please take the time to check the *Principal's Blog* on Central's homepage <http://www.sd43.bc.ca/elementary/central/Pages/default.aspx>. There will be an occasional update and info for the upcoming year.

On a personal note, thank you to the Central Community for being so welcoming. For those families leaving our community, it has been a pleasure getting to know you. I wish you the best of luck in your new school. Have a great summer!

Staff Changes for Next Year

The end of the year is bitter sweet for staff and students. Although it is time to celebrate an excellent year, many successes and the coming of summer, it is also a time to say good bye. We say good bye to the grade 5 students which is always a wonderful moment. Teachers think back and remember students as Kindergarten students and marvel at how far they have come in six years. Inevitably, this brings smiles to teachers' faces and possibly a joyful tear or two.

However, there are other goodbyes that occur. This year these goodbyes are not happy ones. These goodbyes are due to budgetary issues. Lay-offs and bumping have begun and Central has its fair share. Listed below are the 6 staff members who will not be back next year. We wish them well and appreciate their dedication to the school and students. Thank you!

Ms. Carmen Cahill – Teacher
Mrs. Rosalynn Colombo – Noon Hour Assistant
Ms. Georgia Cox – Teacher
Mr. Wilfred Lim – Teacher
Ms. Maria Mathison – Special Educational Assistant
Ms. Alexia Spencer – Counselor

Leaving Ceremony- June 27th

We will hold our annual Grade 5 leaving Ceremony on Thursday, June 27th at **9:30a.m.** This wonderful assembly celebrates our students, staff and school community. Thanks to the grade 5 teachers for organizing this event. We invite you to join us for this occasion.

June 27th is also the last day of school.
Students will be dismissed at 12 noon with their final report cards

Lions' Park Picnic- June 14th:

Date: Friday, June 14th is the Lion's Park Picnic (no alternate; cancelled if inclement)

Time: 11:00am to 2:15pm

Students will walk to and from Lion's Park with teachers and accompanying parents as arranged by classroom teachers. At the end of the day, if parents wish to take their children directly home-please make sure to check in with homeroom teachers.

The Lunch Lady will be delivering student pre-ordered lunches. Families of students **NOT** receiving Lunch Lady lunches or District Meals lunches are reminded that they need to send a snack and lunch on this day with their child(ren). Also, students will need to come prepared for the weather whether a little bit of rain or shine. That means sunscreen/hats/ appropriate shorts and tops and jackets if it gets a bit cooler.

Yearbooks

Yearbooks will be distributed on Friday, June 21st at the end of the day. The yearbook is a great keepsake for parents and students alike. If you have not already purchased one, come to the office with \$20 cash (cheques are not accepted at this time) and place your order.

LIBRARY PREPARES TO SHUT DOWN:

It was a delight having your children visit and use the library this year. We are in the process of returning books and materials back on the shelves for the end of the school year.

Please help your child locate books they have borrowed in order to be returned to the library as soon as possible. If the book was lost, the cost of the book is indicated on the overdue notice. We can however, accept a replacement copy (used or new) in good condition.

If you find the book after paying for it, we would be delighted to promptly reimburse you. We thank you for helping us keep the library going by returning books and replacing lost books, which costs our school money to replace.

Have a wonderful Summer and have fun reading! Mrs. J. Pilling

First week of school September 3th to 6th, 2013:

We felt it important that you become aware of our plans for the first week of school in September.

Tuesday, September 3th: 8:45am-9:30am

All students report for attendance to last year's classroom. New students report to the GYM. Attending on this day is very important as our confirmed enrolment determines our school's organization. If your child is unable to attend on that day, but will be attending for the 2013-14 school year, please phone the office during the week of August 26th to 30th between the hours of 9 a.m. to 3 p.m.

Wednesday, September 4th to Friday, September 6th:

Former Class Grouping (grades 1-5) activities from 8:40am. – 2:45p.m. Students are reminded to bring their lunches. New Kindergarten students will not participate in these events.

Monday, September 9th:

Students in grades 4 and 5 will attend the classes they were in the prior week and will get sorted from there. All students in grades 1 to 3 will go to the gym where teachers will be announcing students into their new class groupings. Students should have their supplies on this day and all supplies should be labelled with students names.

Planners will be given out at the cost of \$15 per student on September 9th.



PLEASE HELP LOOK AFTER OUR SCHOOL THIS SUMMER

Our school is an important place in our neighbourhood. We all want to do everything we can to eliminate vandalism on school grounds this summer. Schools are most at risk during:

- Friday and Saturday evenings during the month of June
- Summer evenings in July and August especially when the weather is hot
- The week before school opens
- Friday and Saturday evenings during the month of September

What You Can Do

Keep your eyes and ears open for suspicious activities on the school grounds. Signs of trouble include late night trespassers and the gathering of unorganized groups of people. Everything you see and hear helps. Note the physical characteristics and clothing of individuals. If you see automobiles, jot down license plate numbers. Report All Suspicious Activities to the **Vandal Watch Tip Line 604-927-7600.**

Call immediately when something raises your suspicions,

Do not wait for the damage to be done. Your Call is Anonymous and Confidential. No one will ask for your name or phone number. The Tip Line is available 24 hours a day. Security personnel will investigate and will take action or involve the police. Do not get involved in a confrontation yourself.

SOCIAL EMOTIONAL LEARNING

I recently attended a workshop of Social Emotional Learning (SEL). Social and Emotional Learning focuses on practices and programs that help children and adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. (www.CASEL.org)

Below are the core competencies followed by a brief description. Next year, Central Community School will do a needs assessment to determine what we do well and where we need to focus to best benefit our students.

For more information regarding Social Emotional Learning please go to www.CASEL.org. This site is the source for all the information included in this article.

Social & Emotional Learning Core Competencies



Self-awareness—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence

Self-management—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately

Social awareness—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources

Relationship skills—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed

Responsible decision-making—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

With regard to self-awareness, children in the elementary grades should be able to recognize and accurately label simple emotions such as sadness, anger, and happiness. In middle school, students should be able to analyze factors that trigger their stress reactions. Students in high school are expected to analyze how various expressions of emotion affect other people.

With regard to self-management, elementary school children are expected to describe the steps of setting and working toward goals. In middle school they should be able to set and make a plan to achieve a short-term personal or academic goal. High school students should be able to identify strategies to make use of available school and community resources and overcome obstacles in achieving a long-term goal.

In the area of social awareness, elementary school students should be able to identify verbal, physical, and situational cues indicating how others feel. Those in middle school should be able to predict others’ feelings and perspectives in various situations. High school students should be able to evaluate their ability to empathize with others.

In the area of relationship skills, in elementary school, students should have an ability to describe approaches to making and keeping friends. Middle school students are expected to demonstrate cooperation and teamwork to promote group goals. In high school students are expected to evaluate uses of communication skills with peers, teachers, and family members.

Finally, with regard to responsible decision-making, elementary school students should be able to identify a range of decisions they make at school. Middle school students should be able to evaluate strategies for resisting peer pressure to engage in unsafe or unethical activities. High-school students should be able to analyze how their current decision-making affects their college and career prospects. (www.CASEL.org)

Central Community School Parent Advisory Council Meeting

Date: Monday, June 17, 2013

Time: 7:00 PM

Location: Library (2nd floor – past reading row)

All parents, guardians, teachers and staff are welcome and encouraged to attend. Refreshments and goodies will be served as well.

7:00 PM – The meeting commences.

1. Chair's welcome and approval of the May 2013 Minutes.
2. Principal's Report
3. Treasurer's Update
4. Fundraiser's Update
5. DPAC Update
6. Old/New Business

Next Meeting – September (TBA)

The ABCs of preventing the summertime slide

Two senior B.C. teachers, Bev DeMonyé and Gloria Gustafson, offer the following advice for parents and teachers on how to prevent kids from falling back during the summer holidays:

A is for alphabet. Children love to create a personal alphabet book using photographs and magazine pictures. Words or short sentences to go with the pictures can be added.

B is for bedtime. Establish bedtime routines to help the day end on a pleasant note. Consider letting your child keep their light on for an extra 10 minutes provided they are looking at books.

C is for connections. Encourage your child to make connections between what they are reading and their own lives by asking questions such as: What does this remind you of?

D is for decoding or figuring out words. Children recognize words from memory, sounding out or phonics, and using clues from pictures, diagrams and other words on the page.

E is for eating healthy foods. Talk to your child about healthy food. Children learn about nutrition



**Bev DeMonyé and
Gloria Gustafson**

OPINION

when they are involved in the planning and preparing of meals and snacks.

F is for feelings. Children can learn about being sad, tired, excited, angry, content, happy, surprised, irritated and afraid through the characters in books who experience these same feelings.

G is for games and puzzles. What better way to promote oral language skills of listening and speaking and the learning skills of perseverance and dealing with a task that is a bit difficult. Children also learn the social skills of taking turns and being able to cope with not always winning.

H is for helping. Use the I Do, We Do, You Do learning formula. Show

children how to do something, do it with them and then provide lots of practice opportunities for them to do it on their own.

I is for interactive reading. Conversations before, during and after reading help young children interact and make sense of what they are reading or hearing. This works for screen time as well.

J is for juggling time. Include children in decisions about daily routines so they learn how to prioritize time and create a balance between work and play.

K is for knowledge. Help children connect new knowledge to what they already know or have experienced.

L is for labelling. When children are drawing they can be encouraged to tell you words to add as labels for their pictures. Parents or children can do the printing.

M is for measuring. Have fun with measuring tapes, calendars, clocks, timers, scales, thermometers, odometers, pedometers and coins so children learn through real-life experiences how to measure. Cooking and baking provide wonderful opportunities to learn about measuring!

N is for numeracy. Real-life mate-

rials and situations help children understand numeracy words: more, less, some, longer, heavier, lighter, taller, shorter, same, equal, add, subtract, take away.

O is for oral language. We learn and share information through speaking and listening throughout our lives. Helping children become respectful speakers and listeners are important lifelong skills.

P is for practice. To become confident and competent with any skill requires lots of practice.

Q is for a questioning mind. Prompts such as: I wonder why? How does that work? encourage children to develop a sense of curiosity about the world around them.

R is for reading. Read to children, read with children and encourage them to read on their own.

S is for spelling. Nothing improves spelling more than reading because each time children see words spelled correctly it reinforces correct spelling.

T is for talking. Speaking skills can be encouraged by using prompts such as: Tell me more about that. Can you explain that? What else can you tell me about that?

U is for unique. Each child's

learning journey is unique. Children learn at different rates and in different ways.

V is for visiting. Explore what is available in your community for optional learning experiences.

W is for writing. Postcards, emails, journals, travel notes, shopping lists, party planning, family messages, thank-you notes, schedules of chores, photo albums with labels or anecdotes are fun ways to demonstrate that writing has a purpose and is enjoyable.

X is for exercise. Exercise is vital for good brain and body functioning.

Y is for you and helping out. Contributing to the chores of family life helps children develop self-worth, self-confidence and self-esteem.

Z is for z-z-z-z. Children require different amounts of sleep. Make sure your child gets enough. No one functions well when tired!

Bev DeMonyé has wide experience as an elementary school teacher and has taught education at the University of B.C. Gloria Gustafson is a district consultant and has taught education at Simon Fraser University. For more information visit their website: readwritewithkids.com.

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