

Woodland Park Elementary Newsletter

April 2015

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Message from the Principal

Helping Children Build Empathy

Building children's social skills helps them to become kind, caring people. As adults we may reward a child's good behaviour, correct a child when he/she behaves poorly, read stories that contain moral lessons, model good behaviour or introduce a child to religious or other kinds of moral teachings that encourage positive attitudes and behaviour.

May Important Dates	
Friday May 1	Pro D Day – no school
Friday May 8	PAC Hot Lunch
Thursday May 14	Spring Carnival 4:30 – 7:30 pm
May 20 – 22	Grade 7 Camp
Friday May 22	PAC Hot Lunch
Monday May 25	Pro D Day – no school
Tuesday May 26	Welcome to Kindergarten

Regardless of what skills they have learned they will not be able to use them when they are feeling anxious, upset or angry. Helping children to be calm, alert and content will make it easier for them to be respectful, show empathy and learn the lessons we try to teach.

Parent self-regulation is VERY important!

If we are not self-regulated, it is difficult for us to guide our children. We need to pay attention to our own behaviours/actions. Like children, we too need a healthy diet, rest and exercise! We need to manage our own energy level and emotions using self-regulation skills. We need to ask for support from others (family and friends).

Keep in Mind:

There are two important things to remember about children who find self-regulation difficult. First, they are not having these difficulties on purpose and second, you can't just make them become like other kids! These children need more guidance and supervision. They need more help staying calm, focused and content. A few things to keep in mind:

- Don't give up
- Try not to blame your child
- Try not to blame yourself
- Try to be patient (but forgive yourself when you are not)
- Ask for help
- In tough situations, ask "What can I do to help change this child's energy, tension or mood?"

Lastly, due to their challenging behaviour, difficult kids usually receive more disapproval and less praise. Remember that all children need positive interactions.

Eithne Harrison Principal

Ready, Set, Learn

Who: 3 & 4 year old children and their parents/caregivers When: Apr 28, 2015 @ 9 - 10 am Where: Woodland Park Elementary School

Ready, Set, Learn is a program designed to provide children and families with an opportunity to participate in a series of play-based learning activities within the school setting. This early learning program is part of an initiative sponsored by the Ministry of Education.

Please visit the BC Ministry of Education website for the booklet Helping your preschooler get ready for school. http://www.bced.gov.bc.ca/early_learning/rsl/

Please call the school to confirm your attendance



Communicating Student Learning (formerly known as the Report Card)

As you know, Woodland Park is one of numerous elementary schools in Surrey that has 'piloted' a new report card structure which is called Communicating Student Learning (CSL). The most visible change is that letter grades are no longer used.

We asked for parent and teacher feedback in order to develop a template that would provide valuable information for parents and students about their learning. The new template allows for teacher, student and parent input. For our last term of the year, three changes will be made:

- 1. During the Interim Report period, teachers will <u>either</u> issue a report or arrange an opportunity for parents to come in to the school for a student led conference. Each teacher may run the event slightly differently (for example, some providing guiding questions for you to ask or other teachers may prefer a more informal approach).
- 2. To help you better understand the terminology on the year end documents in the area of achievement, the following explanation will provide clarity:
 - <u>Excels</u> Excellent at this grade level. Evidence of original thinking, a deeper understanding of subject content; goes beyond what is expected
 - <u>Grade Level</u> a competent "practitioner". Student works independently and successfully at grade level assignments. Completes work fully.
 - <u>Emerging</u> An "apprentice". Student is developing skills but still rquires teacher support to fully understand concepts. Does not yet complete assignments independently.
 - <u>Experiencing Difficulty</u> 'Novice". Student does not yet understand content and assignment. Work may be adapted/modified and considerable support is required.
- 3. A section titled "Effort" will be filled out by the student. It will be a four point scale:

4 - I worked the entire time on tasks until they were completed. I made connections between what I learned and my world to deepen my understanding.

3 - I worked on tasks until they were complete.

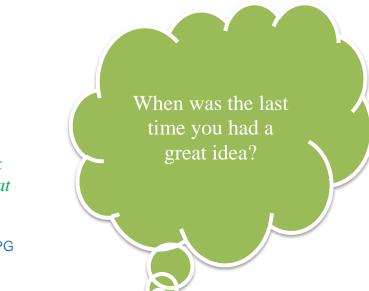
2 - I put some effort into tasks but stopped when I didn't understand or when it became difficult.

1 - I put in very little effort into completing tasks.

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Click on the link Below for a great Article....

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