



# École Pauline Haarer

Directrice: Karina Younk    Secrétaire: Jennifer Mile  
Téléphone: (250) 754-2722 Télécopieur: (250) 741- 0275  
Site web: [www.paulinehaarer.ca](http://www.paulinehaarer.ca)

February 1st – 1<sup>er</sup> février, 2017



## PRINCIPAL'S MESSAGE – MESSAGE DE LA DIRECTRICE

This month has flown by and we have a lot to celebrate. We can be proud of the strong sportsmanship from our triple ball teams. In tomorrow's finals, the Bantam boys play for 3<sup>rd</sup> or 4<sup>th</sup> place and the Bantam girls play for 1<sup>st</sup> or 2<sup>nd</sup>. Good luck all! As triple ball ends, we welcome the coaches, sponsor teachers, and students for basketball. Practices begin next week. In other areas of sports, the grade 3s are in the middle of their swim-to-survive program and we are invited to participate in the annual Splash-and-Dash in April.

In the arts, *Twinderella*, the musical is well underway and students are excited about this big event. Thanks to support from PAC, K'Bam's string trio, *Infinitus* played here last Friday and we had a performance by the NDSS Grade 10 band. The grade 4s head to the Symphony February 17 after a classroom visit from violist Guyonne LeLouarn the day before.

As we move into February, along with *Twinderella* (March 13-16), we have our monitrice, Andréanne Bergeron with us for 2 hours per week in each class. This would be a good time for students to begin preparing for Patati et Patata – oral French presentations (April 18), and the STEAM Fair (April 19). As always, thank you for all you do to make École Pauline Haarer a great place to work, learn and play together!  
Karina

## PAC NEWS – NOUVELLES DU COMITÉ DE PARENTS

The next meeting for the Parent Advisory Committee is Thursday, February 9<sup>th</sup> at 6:30 pm in the library. Child-minding is provided by grade 7 leaders.

## WELCOME TO OUR 2017 K-1 FAMILIES!

The lottery for new students is being held tonight at the board office. There are sixteen children that have siblings in our school. The remaining students will be notified by Friday.

## WELCOME NEW STAFF

Andréanne Bergeron is a French language *monitrice* working with all immersion schools. She begins her time with us Monday, February 6. Mme Nicole Lewis has been hired to teach the grade 7 class Fridays so Mme Nicole Cabral, is able to work full-time in the library in her roles as librarian and school support.

## PROGRESS REPORTING

February 10, students will be receiving a mid-year progress report. You have already been in contact with your child's teacher at the parent-teacher conferences in October and through weekly memos, back-and-forth books, and many other conversations. Your child has also brought work home to share with you and you have played an important role in supporting your child with reading and with homework. The report you will receive is teachers' attempt to present a brief snapshot of those multiple interactions around your child's progress from September to February. As you can well imagine, it is not possible to capture the richness of your child's individual progress in three or four pages.

In addition to the challenge of representing so much in so few words, the report format is new for teachers, students, and families. We would like to remind you that we are ALL exploring new ways of reporting progress and we look forward to hearing your feedback as well.

The redesigned curriculum attempts to focus on the interwoven competencies of critical and creative thinking, individual and social identity, and communication across all subject areas. Competencies go beyond a focus on acquisition of knowledge and skills. With competencies, we are looking to see how each child is demonstrating competency by applying the knowledge, skills, strategies, and attitudes taught and practiced in the classroom in a variety of contexts. We have discussed the competencies continuum at length during our professional learning meetings. We recognize that when you receive the reports, you may also have questions.

To give an example of the competency continuum you will see on the new reports, we would ask you to think about your experiences in a new learning environment. Perhaps you remember learning to swim, to drive a car or to manage multiple complicated tasks in your work. When you were at the **beginning** stage, everything might have seemed overwhelming. Without support, you might have walked away from your new challenge. With increasing practice, you probably realized you were **developing** more confidence, even though you still relied on others or on models and examples for support. At some point, you realized you were **applying** your knowledge, skills, and abilities without relying as much on previous supports. With more time, you were

possibly able to look for alternate approaches, streamline your approach and are now **extending** your understanding beyond the original learning intentions into other areas of your work or your personal life. Our learning continuum is fluid and depends on the difficulty and expectations of the grade or the task. Our assessments attempt to capture where we estimate students to be on their own learning continuum within the context of each subject area in their grade.

In today's world (and throughout time), knowledge and skills are changing and interwoven with contexts and experience. We expect students to learn what to do, how to do it, when to apply certain strategies, and to be able to explain and demonstrate their understanding of why their choices of knowledge, skills and strategies from the options available to them are the best ones. So how do we report student progress in so many areas on one piece of paper? We cannot; but we try. Our request of you is to join us in this learning conversation so we can all learn together to build on our supportive and enriching learning community.

### RANDOM ACTS OF KINDNESS

A student holds open the front door for a grandparent coming into our school. A grade 6 student kneels down to comfort a kindergarten student who has tripped on the playground. A student offers to share lunch with a peer whose lunch is home on the kitchen counter. A teacher stays in for recess to help a student figure out how to solve math problems dealing with time. A man walks into the office with a backpack left in the playground. We witness random acts of kindness every day at our school and thank each of you for the modeling you do at home to pass this philosophy on to our children. Occasionally we find ourselves in the uncomfortable position of needing to take a stand to confront inappropriate behaviours, comments or actions. *Please remember that, together, we are the community of this school.* Each time you show your courage by politely and firmly confronting inappropriate language, gestures, comments or behaviours, the person receiving the unwelcome behaviour will be quietly thanking you for intervening and your child will be learning from your modeling of our school expectations.



### LATES

We have put out several pleas to parents over the past weeks to have children arrive before the bell. Today, we had 40 students come through the front door after the bell. Instead of completing attendance within a few minutes to ensure any student not accounted for is safe at home, we are dealing with students who could have been on time had left home just five or ten minutes sooner. Jennifer is not able to begin making check-in calls until 9:15 or later. This would be a long time to be missing a student and not be aware of it. We are modeling responsible, safe, respectful citizenship for the future. One day, students will have their own employment, activities, and events where they need to be on time. How are we supporting students' future work ethic if we accept a culture of tardiness now?

### TRAFFIC SAFETY – LA CIRCULATION SÉCURITAIRE

As we move into longer days and sunny weather, we see more bikes and scooters, too. We encourage all students and families to walk or ride to school if distances allow. Please remember to dismount once you arrive at school and move into pedestrian mode by walking your bike or scooter to the bike racks. It is great to see everyone using the sidewalks, walkways and crosswalks. Thank you as well to drivers for the keeping area directly in the front of the school clear!

### CALENDAR – CALENDRIER @ [www.paulinehaarer.ca](http://www.paulinehaarer.ca)

Here are a few details to update your 2017 calendars:

#### February – février 2017

1	French Immersion Lottery
1, 8, 15, 22	Science Club – Winter Session
2, 3	Div. 9 and 10, Tim Hortons Lunch
6	Andréanne Bergeron with us to Mar. 17
6-10	Basketball practices begin
7	Swim-to-Survive, Grade 3s
9	PAC Meeting, 6:30 pm in the library
10	Mid-year progress reports go home
<b>13</b>	<b>Family Day</b>
14	Valentine's Dance (Gr. 5-7 at EQ)
	Vision Screening, Grades 4 and 7
14, 28, Mar.14	Skating Lessons, Div. 2-3
17	Grade 4s to the Port Theatre – Symphony
17	Twin Day
20-21	<b>Professional Development Days</b>
24	Pink Shirt Day & Assembly

#### March – mars 2017

2, 3	Div. 9 and 10, Tim Hortons Lunch
9	PAC Meeting, 6:30 pm in the library
9-10	Twinderella Tech Rehearsals
13-16	Twinderella performances
	- Matinees, Mar. 13 and 15, 1:00-2:00
	- Evening shows, Mar.14 and 16, 6:30-7:30

#### March 18-April 2 Spring Break



Are you ready for a great show? Have you already volunteered to help with costumes, staging, lighting, props and choreography? Then thank you, thank you, thank you! Would you like to help but are not sure how? Here are a few more jobs and possibilities:

- Would you like to help design our program pamphlet for the show? Would you like to sponsor the show by including your business card or logo in the program? Would you like to help with areas we have not even had time to consider yet? Mme Withers, Mme Nadia and Mme Suzanne are the magicians orchestrating this feat. Mike Hessler is helping us with the technical aspects. Let us know where your 'competencies' surpass ours and we would love to include you!