

Dr. A.T. LEATHERBARROW PRI-

November 3, 2020

Newsletter #3



Our Vision: Be Your Best You!!!

Doing Achieving Teaching Learning



Be Kind

Be Safe

Be Responsible

Be Respectful



@DATL

D.A.T.L. has its own twitter account! We will be tweeting about upcoming events, and good news stories about the incredible students and events at our school!

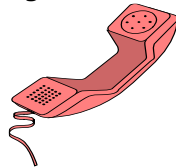
Please follow us: @LeatherbarrowPS

Safe Arrival

If your child is going to be absent from school, please report your child's absence by using any of the following methods:

- Call 1-833-219-9065
- Website: <https://go.schoolmessenger.com>
- Mobile app: SchoolMessenger

For more information please visit www.asd-s.nbed.nb.ca



This can be done ahead of time if you know of upcoming absences.

Remembrance Day

Because of Covid-19 restrictions, we will not be able to have a school Remembrance Day Ceremony in the gym. Instead, we will be putting together a small recorded ceremony that the students will watch in their own class.



No School

Wednesday, November 11th for Remembrance Day

Friday November 20 for students as it is a PL day for staff.



Kickoff to Kindergarten

For those of you with children starting kindergarten in the 2021-2022 school year, there will be a Virtual Kickoff to Kindergarten information session offered by the District in November. Further details will follow.

Hot Lunch Orders

Hot Lunch Order forms will be sent home on Monday November 23rd and are due back to the school no later than Thursday, November 26th. For your convenience, you may order online. Unfortunately, orders cannot be accepted after **2:30** the day they are due. You may also call your order into the office if your child is out on the due date.



Guidance Corner



Hello DATL families,

In hopes of reinforcing the Be Kind component of DATL's code of conduct, October's guidance lessons focused on the importance of kindness. As part of my lesson, I read to the students the book *Have You Filled A Bucket Today* by Carol McCloud. This heart-warming story encourages positive behaviour in children by demonstrating how rewarding it is to express daily kindness, appreciation, and love. By using the metaphor of bucket filling and dipping, this story helps children understand the effects of their actions and words on the well being of others and of themselves. I encourage you as parents and caregivers to continue to remind your child of the importance of daily acts of kindness.

The Zones of Regulation will be taught to students in the month of November as a way to help them better understand and manage their big feelings. The Zones of Regulation is a curriculum geared toward helping students gain skills in regulating their actions, which in turn leads to increased problem solving abilities and control. Together, we will explore calming techniques, cognitive strategies, and sensory supports in hopes of building a toolbox of methods that students can use to move between zones.

Report Cards/Parent-Teacher Conferences

The first report cards for all children will be sent home on **Monday, December 1st**, **Virtual** Parent-Teacher Conferences will be held on Thursday, December 3rd and Friday, November 22. Please make every effort to conference with your child's teacher.

Report Card

On our report cards, teachers will identify on a four-point scale the level that best describes each student's evidence of learning. The following rubrics describe the different levels of academic progress and learning habits:

Scale	Provincial Academic Achievement Expectations
4+ 4 Excelling	<p>Student learning and work show: Strong and/or Excellent Achievement</p> <p>4+ indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations.</p> <p>The student has a <i>thorough</i> understanding of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the "Meeting" category but is within the expectations specified for the grade/course.</p>
3+ 3 Meeting	<p>Student learning and work show: Appropriate and/or Proficient Achievement</p> <p>3+ indicates the student demonstrates <i>consistent</i> proficiency with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations.</p> <p>The student has a <i>solid</i> understanding of the outcomes addressed to date and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade/course.</p>
2 Approaching	<p>Student learning and work show: A Combination of Appropriate and Below Appropriate Achievement</p> <p>The student has some understanding of the outcomes addressed to date and with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.</p>
1 Working below	<p>Student learning and work show: Below Appropriate Achievement</p> <p>The student has a limited understanding of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade/course.</p>

N/A (Not Applicable) indicates there is insufficient evidence to comment* at this time.

CU Catching up on essential learnings. The focus for the learner is to develop readiness for grade-level outcomes.

A blank box indicates the strand has not been taught in this reporting period.

PLP-ADJ (former Personalized Learning Plan – Modified) (Personalized Learning Plan – Adjusted Curriculum) indicates adjustments to learning goals.

IND (Personalized Learning Plan – Individualized) indicates individualization of learning goals. The student's achievement levels are not based on prescribed grade-level curriculum but on functional individualized goals and outcomes.

Learning Habits and Observable Indicators K-8

Learning Habits	Observable Indicators
Independence	<ul style="list-style-type: none"> • Sets goals and reflects on these goals. • Asks for assistance when needed. • Does not give up easily on challenging tasks.
Initiative	<ul style="list-style-type: none"> • Has the desire to learn. • Works hard and makes an effort. • Takes risks.
Interactions	<ul style="list-style-type: none"> • Resolves conflict appropriately. • Works well with others. • Is respectful.
Organization	<ul style="list-style-type: none"> • Creates and follows a plan. • Manages time well to complete tasks. • Manages personal belongings and learning materials.
Responsibility	<ul style="list-style-type: none"> • Takes care of belongings and school property. • Completes work on time. • Accepts responsibility for actions and manages own behaviour.

Learning Habits Scale		
C	Consistently	Almost all or all of the time
U	Usually	More than half of the time
S	Sometimes	Less than half of the time
R	Rarely	Almost never or never

