



St. John XXIII Catholic School

November 2017

Remembering

Act Justly
Love Tenderly
Walk Humbly
Learn Joyfully
With our God

In the Rising of the sun
and its going down,
We will remember them.

In the blueness of sky
and in the warmth of summer,
We will remember them.

In the blowing of the wind and
in the chill of winter,
We will remember them.

In the rushing of the leaves and
in the beauty of autumn,
We will remember them.

In the opening of the buds
and the rebirth of spring,
We will remember them.

So long as we live,
they too will live....
For we will remember them.

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November is about remembering. As we approach the end of the Church year, November begins with two great feasts of the Church. All Saints Day (November 1st) and All Souls Day (November 2nd). Both of these feasts reach back to the early days of the church.

All Saints Day was to recognize and honour all saints because, even then, the church had more saints than there were days of the year. All Souls Day follows directly after to remember those who have died and pray that they would quickly be taken into heaven to be with our Heavenly Father.

Then, November 11th we pause to remember in a special way those Canadians who have died in wars and conflicts.

Let us remember well.

We are on the web!
<http://schools.alcdsb.on.ca/>



Progress Reports Come Home

During the month of November, as in past years, you will be receiving formal communication from the school about how your child is progressing. In past years this was done with the first of three report cards. The process for reporting student achievement has changed. Students will be receiving two report cards (one in February and one in June) and a progress report which will be coming home this month.

The progress report is different than the report cards in what it is designed to do. The progress report was designed to give parents and students an early indication of what strengths are evident and what areas for improvement are required so that your child would best be able to demonstrate what they know and can do for the February Report card.

These strengths and areas for improvement are divided into areas; learning skills and the academic subject areas. In the last newsletter I reviewed the learning skills and the indicators for each. These learning skills are the behaviours that children need to have to be successful.

On page two of the progress there is a listing of the subject areas your child will be covering over the course of the school year. Teachers will indicate, for those subjects that have been addressed, if your child is Progressing with Difficulty, Progressing Well or Progressing Very Well. The chart to the right describes the what each of these terms means.

The comments that the teachers provide will be general. They will indicate the overall progress of your child as a learner as they make their way to the first report card in February with special emphasis given to the 4 categories of skills and knowledge:

Knowledge and Understanding which is the student mastery of the different subject-specific content required for the grade (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking which is the student mastery of the use of critical and creative thinking skills and/or processes

Communication which is the student mastery in conveying meaning through various forms and

Application which is student mastery of the use of knowledge and skills to make connections within and between various contexts. As with the learning skills these comments will indicate strengths and areas for improvement.

Ultimately, as previously said, the purpose of these progress reports is to help everyone have a common understanding of what the child is doing and also what needs to be done so that the February report card can be as strong as possible. Invitations to attend or request an interview with your child's teacher(s) will be coming home shortly.

Progressing Very Well

The student understands, meets and accurately communicates classroom learning goals up to this point. The student can gather and pinpoint evidence accurately to make connections between the learning goal and what success looks like.

Progressing Well

The student understands, meets and can describe most of the classroom learning goals and success criteria up to this point. The student is making connections between the learning goals and what success looks like

Progressing With Difficulty

The student understands, meets or describes few classroom learning goals and success criteria up to this point. The student has difficulty gathering assessment evidence and making connections between the learning goals and what success looks like.



The Poppy, Symbol of Remembrance

(http://www.warmuseum.ca/cwm/remember/flandersfields_e.html)

The adoption of the poppy as a symbol of remembrance has international origins. The first person to use it this way was Moina Michael, a member of the staff of the American Overseas YMCA in the last year of the war. Michael read McCrae's poem and was so moved that she composed one of her own in response. She recalled later: "In a high moment of white resolve, I pledged to **keep the faith** and always to wear a red poppy of Flanders Fields as a sign of remembrance and the emblem of 'keeping the faith with all who died.



Consequently, she led a successful campaign to have the American Legion recognize the poppy as the official symbol of remembrance in April 1920. At the same time, Madame Anne Guerin, of France, inspired both by McCrae's poem and by Moina Michael's example, also became a vigorous advocate of the poppy as the symbol of remembrance for war dead. Her own organization, the American and French Children's League, sold cloth copies of the flower to help raise money to re-establish war-devastated areas in Europe.

In 1921, Guerin travelled to Britain and Canada on behalf of the poppy and convinced both the recently formed British Legion and the Canadian Great War Veterans Association (a predecessor of the Canadian Legion) to adopt the poppy as their symbol of remembrance as well. The first 'Poppy Day' in both countries occurred on 11 November 1921. The Returned Soldiers League in Australia adopted the poppy as its symbol of remembrance the same year.

For the first year, these artificial poppies were bought from Guerin's organization in France. By 1922, however, the various countries had started manufacturing them at home. In Canada, they were made by Vetcraft shops, run by the Department of Soldiers Civil Re-establishment and staffed by disabled soldiers. After its formation in 1925, the Canadian Legion (known as the Royal Canadian Legion since 1959) has run the poppy campaign in Canada.

An early edition of the Legion's magazine, *The Legionary*, explained the significance of buying poppies made by Vetcraft, as opposed to commercially available copies, as follows: "The disabled veterans in Vetcraft and Red Cross workshops are creating true memorials, while a poppy replica produced under ordinary commercial competitive conditions is nothing more nor less than an artificial flower."



The artificial poppy continues to flourish as the symbol of remembrance in the week leading up to the official commemorations on November 11. Today, millions of Canadians wear the bright red emblem to remember and honour the many thousands of their fellow Canadians who have died in war.

**St. JOHN XXIII YEARBOOK COMMITTEE—
2017-2018**

Congratulations to the following students.

Devin Doucette
Olivia Andre
Anezka Javier
Abigail Fox

St. JOHN XXIII STUDENT COUNCIL

Thank you to Mlle. Prior for coordinating this project. I am proud to announce that our school has established a Student Council, again this year. This is a wonderful opportunity for students to have a voice in improving the spirit of the school. Congratulations to the following students, who are our Student Council members for 2017-2018

Prime Minister	April Przontka
Deputy Prime Minister	Hayden Gaudet
Social Justice Minister	-Avery Van Dyke
Environment Minister	-Peyton Wilson
Assistant Environment Minister	-Annika Swackhammer
Health and Wellness Minister	-Renee Daugherty
Class Representative(s) for Grade 6	-Destiny Vieira -Natalie Huizenga
Class Representative for Grade 5	-Molly Proulx
Class Representative for Grade 4	-Raquel Campbell



**Our next School
Mass will be
Wednesday,
November 15th**

**At St. Paul Apostle Catholic
Church—10:45 a.m.**



Measuring Up



Measurement is a math concept children learn about at home and school. Measurement includes understanding length, mass, volume, perimeter, area, temperature, time and speed.

You can help preschool and school age children understand measurement by helping them learn to use measurement vocabulary. Words such as short/long, heavy/light, full/empty, big/small, hot/cold, early/late, fast/slow help them compare things in their everyday world.



Create one-of-a-kind rulers by helping your children trace and cut out their handprint. Help them use their hand rulers to find other hands that are bigger, smaller, and the same size as their own.

Can your children use their hand rulers to count how many hands their pet or stuffed animal is high or long?

Provided by: *Ontario Early Years Literacy Specialists*

Progress Report Interviews

Wednesday, November 8, 4-6 p.m.

Thursday, November 9, 5-8 p.m.



**Photo Retake
Day**

**Tuesday, November
14th**