



CHILDS ELEMENTARY SCHOOL

August 2017
<http://www.mccsc.edu/childs>

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Childs Elementary Families,

Welcome to the 2017-18 school year, and for those who are new to our community, welcome to Childs Elementary! We are excited to start another year and we are off to a great start. We are welcoming many new families to our community and our overall enrollment is up about 40 students. We are happy to see all of our new kindergarten students, and it's been fun reconnecting with all of our returning students. As we look forward to another year of learning and growth, I would like to share some information regarding our programming and goals for the 2017-18 school year.

Childs Elementary has recently been authorized as an International Baccalaureate World School. This is something that our faculty and students have been working on over the last few years. After hosting an IB visiting team during the spring semester of 2017, we received a lot of positive feedback regarding their visit at Childs. Their recommendation was glowing, and a strong affirmation of the great work happening at Childs Elementary. The fantastic students, strong teaching and support staff, and supportive families make Childs a world-class school community. I appreciate all that you do to support the children in our community.

A school must meet specific standards identified by the International Baccalaureate Primary Years Program in order to become fully authorized as an International Baccalaureate World School. The IB standards are as follows:

Standard A: Philosophy- The school's beliefs and values reflect IB philosophy

Standard B1: Organization- The school's leadership and administrative structures ensure the implementation of the IB program.

Standard B2: Resources and Support- The school's resources and support structures ensure the implementation of the IB program.

Standard C1: Curriculum- Collaborative planning and reflection support the implementation of the IB program.

Standard C2: Written Curriculum- The school's written curriculum reflects IB philosophy.

Standard C3: Teaching and Learning- Teaching and learning reflects the IB philosophy.

Standard C4: Assessment- Assessment at the school reflects IB assessment philosophy.

There is a lengthy check list under each of the standards with specific matters to be addressed, and this has been our area of focus as a faculty at Childs over the last few years. We have grade level teams meeting weekly in PLC meetings, and monthly in longer grade level team meetings to work on the curriculum and instructional methods for each grade level. The majority of this work has been on implementing the IB Learner Profile in all classrooms and the development and implementation of Units of Inquiry based on 6 themes. These Units of Inquiry and Learner Profiles are located on the bulletin board in our main hallway at Childs and also on our webpage. Our staff continues to promote the development of critical thinking skills to further enhance the understanding of inquiry-based methodology with regards to teaching and learning. The IB action cycle is part of all units of study as students choose their topic of inquiry, take action as a result of their newly acquired knowledge, and reflect on what they have learned. This philosophy and programming will be evident in grades K-6 at Childs.

The PYP emphasis on developing global citizens through the IB Learner Profile has had an impact on our school in numerous ways. Our students are being asked to look at questions and issues through a global lens, and they are beginning to recognize the impact they have not only in the neighborhood in which they live, but outside their neighborhood, the walls of our school building, and beyond our local community.

Great literature is used K-6, and this has been the avenue we have used for many in-depth discussions regarding learner profile attributes. This critical literacy focus is also being used to guide and enhance conversations regarding bullying, harassment, racism, prejudice, and other difficult topics that need to be addressed throughout the school year. We have been able to connect situations and problems/solutions within the context of great literature to our students' own personal experiences, which has led to meaningful, important conversations and discussions.

IB requires that we study another World Language outside the language of instruction, and as a school community, we have chosen Spanish. The addition of Spanish as a world language has added depth and enrichment to our curriculum and overall programming. Our Spanish instructor is a native Spanish speaker, and she brings her experience learning English as a new language to our entire school population. She has used technology to help our students connect and interact with school communities in Cuba, Nicaragua, and Mexico. These connections are expanding our students' overall understanding of the global community.

Our entire faculty is focused on inquiry methodology and project-based learning. The types of questions our teachers and students are asking is one of the largest contributions the PYP has made on our overall programming at Childs Elementary. We are creating units of study that are integrated throughout the curriculum, and we are asking questions that really make our students think critically about topics of interest.

I've included an attachment with an IB Brochure that we created with some of the key components of the IB program at Childs. There is also short video on our main Childs Elementary webpage that will give you a good sense of the overarching IB philosophy of education (www.mccsc.edu/childs). Our language and assessment policy is also located on our main website under the "academics" tab. This is a lot of information, but I wanted to give you some background knowledge regarding our current progress with the International Baccalaureate Primary Years Programme.

The IB Mission Statement is as follows: The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. As we look toward the future we want for our children, the IB Mission Statement is more relevant than ever before. I'm proud of the important work taking place in our school community and our recent designation as an International Baccalaureate World School.

As always, please call if you have questions or concerns regarding our programming at Childs Elementary.

Sincerely,

Chris Finley

Principal

**PLEASE JOIN US TOMORROW EVENING
FOR THE PTO OPEN HOUSE FROM 5:30-7PM**

**PICTURE DAY IS COMING!
STUDENT PICTURES WILL BE TAKEN ON FRIDAY SEPTEMBER 8TH
TO ORDER ONLINE PLEASE VISIT:
INTER-STATE.COM/ORDER AND USE CODE: 19624BB**

News from the Gym:

My name is Lisa Dwyer and I've been teaching PE at Childs for over thirty years. I look forward to working with your children.

Our physical education program is skills based and follows the National (NASPE) and Indiana State guidelines and proficiencies. This fall grades K-2 will be working on soccer (kicking) skills and throwing and catching skills. Grades 3-6 will be participating in FitnessGram physical fitness testing and developing their own fitness goals and plan based on the results. They will also be working on soccer (kicking) and flag football (throwing, catching) skills. During physical education we learn healthy practices and increase our knowledge and understanding of our bodies.

I place an emphasis on: participation, doing your best, safety, cooperation, and sportsmanship.

Please help your child dress for PE success by wearing comfortable, loose fitting clothing and athletic shoes on PE days.

From the art room:

I am Hannah Shuler, the art teacher for grades K-6. I am really looking forward to a wonderful year with our Childs' children.

We have a great time in art! We will use a variety of media from pencil, crayon, pastels and markers, to water paints, tempura, and clay. We talk about life skills frequently in art class and focus on modeling our behavior using cooperation, flexibility, courage, and active listening. Our artwork and the artwork of others, including famous artists are topics of discussion.

From the music room:

Hi, my name is Dawn Kalis, and I am the new music teacher at Child's. I am looking forward to a great year getting to know all of your children and making great music! In our music classes we have fun singing, dancing, playing instruments, and learning to read music.

Music in Kindergarten and First Grade will focus on singing (with song-dances, song-games, echo songs, and story songs). They will also play a variety of rhythm instruments throughout the year.

Our pioneer program will continue to be a part of the second grade curriculum as well as playing xylophones and other mallet instruments. The third grade will continue with mallet work, and learning to read music. They will be the presenters of our Veterans Day program in November and singing like crazy in a musical production (TBA).

Recorder will still be a major part of the fourth grade music curriculum along with Indiana songs and music of the Civil War and underground railway. You will hear this along with 2-part singing (rounds, etc.) in our spring variety show.

The fifth and sixth grade student will continue to learn the ukulele, learn and perform music from the American Revolution. Another major part of our study will be on global music.

If you have any questions, or would like to be involved in any of our musical productions, please feel free to let me know!

The Library Corner

The library program has some exciting opportunities in store for your child this year:

- *Many special events are being planned, including a book fair (Dec. 4 – 8) and reading events.
- *I will promote the very best of children's literature to your child.
- *I will do my very best to get (or keep) your children "hooked on reading" by recommending specific reading materials to each individual.
- *100s and 100s of new titles will be added this year of the latest and most exciting new books for young readers, including quality nonfiction.
- *I will work with classroom teachers to help them find materials especially suited to the individual interests and abilities of your child.
- *Library lessons will stress good Digital Citizenship, helping your child make safe decisions when using the Internet.
- *I will share with your children how to find nonfiction books for their inquiry projects.
- *I will share with students in grades 4 -6 several databases such as Follett ebook (e-books), our online card catalog called Safari and a wonderful website called Biblionasium, which is designed to help us create a reading community.
- * I will keep our library webpage updated with databases for children to search.

I am excited about this coming year and am committed to making the library your child's favorite place in the school!

FAQ

How many books can my child check out?

- *kindergarten, first and second grade students may check out 2 items at a time
- *third, fourth, fifth and sixth grade students may check out 4 items at a time

How long can my child keep these books?

- *all library materials are due back in two weeks but many students (especially the younger) choose to get something new every week or even more often

When can my child visit the library?

- *when he/she needs another book

Social Media Sites:

I invite you to follow me on twitter @judybooklady and Childs School @Childsschool to learn more about what is happening with the library program and at Childs.

Check out my Pinterest Account: Ms. Williams teacher/librarian
<https://www.pinterest.com/jwilliam1308/>



THE LITERACY CAFE

Kris Stewart, Literacy Coach kstewart@mccsc.edu

The more that you read, the more things
you will know. The more that you learn,
the more places you'll go.

Dr. Seuss

"WHY CAN'T I SKIP MY 20 MINUTES OF READING TONIGHT?"

Source: U.S. Dept. of Education, America Reads Challenge.
(1999) "Start Early, Finish Strong: How to Help Every Child Become
a Reader." Washington, D.C.

LET'S FIGURE IT OUT --- MATHEMATICALLY!

Student A reads **20 minutes** five nights of every week;
Student B reads only **4 minutes** a night...or not at all!

Step 1: Multiply minutes a night x 5 times each week.
Student A reads 20 min. x 5 times a week = **100
minutes/week**

Student B reads 4 minutes x 5 times a week = **20 minutes**

Step 2: Multiply minutes a week x 4 weeks each month.
Student A reads **400 minutes a month**.
Student B reads **80 minutes a month**.

Step 3: Multiply minutes a month x 9 months/school year
Student A reads **3600 min. in a school year**.
Student B reads **720 min. in a school year**.

**Student A practices reading an equivalent of 10 school
days per year.**

**Student B practices reading an equivalent of 2 school
days per year.**

**By the end of 6th grade if Student A and Student B
maintain these same reading habits,
Student A will have read the equivalent of 60 whole
school days**

**Student B will have read the equivalent of only 12 school
days.**

One would expect the gap of information retained will
have widened considerably and so, undoubtedly, will
school performance. How do you think Student B will feel
about him/herself as a student?

Some questions to ponder:

Which student would you expect to read better?

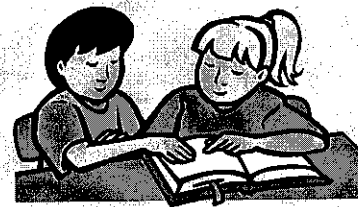
Which student would you expect to know more?

Which student would you expect to write better?

*Which student would you expect to have a better
vocabulary?*

*Which student would you expect to be more successful in
school....and in life?*

Find 20 minutes a day to
read together
knowing that you are helping to
nurture
a lifetime reader.



I know that our days are filled with activities, but
it is easy to find 20 minutes per day for this
important reading practice. When I was a little girl
my mother took time for each of us to read (all five
of us). I remember sitting on the kitchen counter
reading to my mom while she cooked our meal or
folded clothes. She even listened while she was
sewing. I have fond memories of our family reading
the newspaper together after dinner. Bath time is a
great time for a read aloud with younger children.
Reading a short story is a wonderful way to end the
evening and calm everyone down for bedtime. Older
children can read to younger children. Younger
children can read to older children. Children can
read to each other on car trips, even on their way
to and from school. What about those endless times
we wait: at the doctor or dentist office, for
prescriptions to be filled, at the bus stop, in line at
the grocery store, or for food to be delivered?
What about shutting off the television for 20-30
minutes to read...and share? **It is important to
find 15-20 minutes a day to read together
knowing that you are helping to nurture a
lifetime reader. Happy reading!**



What is the Learner Profile?

Within the International Baccalaureate, the learner profile focus is on the whole person as a lifelong learner. These attributes apply to everyone, both adult and child. According to the International Baccalaureate Organization, the goal of all of its programs is to “develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.” Developing lifelong learners who are positive contributors to society is something many schools strive to achieve.

These attributes of the Learner Profile aim to develop learners who are:

Caring	Helpful to others, empathetic, thoughtful, considerate, recognizes that he/she is part of a group.	8/14-8/25
Open-Minded	Listens to others thoughts and ideas, accepts that there is more than one way of looking at things.	8/28-9/8
Balanced	Uses time wisely, and participate in a variety of activities.	9/11-9/22
Risk-taker	Willing to make mistakes, prepared to try something new, willing to try things in unfamiliar ways.	9/25-10/6
Principled	Honest, makes good decisions, responsible, has a sense of fairness and justice.	10/9-10/20
Inquirer	Ask questions, does not give up easily.	10/23-11/3
Thinker	Uses what he/she already knows and can build on his/her own ideas and the ideas of others.	11/6-11/17
Knowledgeable	Learning more about self, others and the world.	11/27-12/8
Communicator	Expresses feelings and thoughts across the curriculum.	12/11-12/22
Reflective	Thinks about his/her actions, learning and different ways to do things.	1/8-1/19

For more information, check out this site on the IB website:

<http://www.ibo.org/en/section-benefits/learner-profile/>

You can also check out this site for videos explaining the learner profile.

<http://www.whatisib.com/what-is-the-learner-profile.html>

You can use this code for a quick video about the learner profile.



Each week we are focusing on one attribute of the Learner Profile. I've included the dates beside each attribute above. Be sure to ask your child to tell you about this week's focus!

Kris Stewart, IB Coordinator, kstewart@mccsc.edu

Monday Tuesday Wednesday Thursday Friday

September Elementary Lunch



4	5	6	7	8
Chicken Parmesan Lasagna Garlic Toast California Blend Vegetables Oranges Diced Pears	Mini Turkey Corn Dog Chili Cheese Wrap Mixed Veggies Clementine Juice Fruit Punch	Chicken Tender BBQ Pork Sandwich Peas And Carrots Applesauce Cup Oranges	Crazy Nacho Cheese Quesadilla Mexican Rice Fiesta Refried Beans Apple Juice Diced Pears	Stuffed Crust Pepperoni Pizza Stuffed Cheese Pizza YOGURT / CINNAMON CRISP Apple Slices Strawberry Mango Slushie
11	12	13	14	15
Chicken Parmesan Lasagna Garlic Toast California Blend Vegetables Oranges Diced Pears	Chicken & Waffles Veggie Wrap Potato Smiles Trail Mix Tangerine Orange Juice Applesauce Cup	Cheeseburger Hamburger w/Bun Veggie Burger Steamed Carrots Pineapple Chunks Royal Gala Apple	Chicken Nuggets Turkey & Cheese Wrap Veggie Wrap Broccoli Cuts Apple Slices Kiwi Strawberry Juice WG Brownie	Beef taco Nacho Fish Sticks Corn Refried Beans Mixed Fruit Cup Clementine
18	19	20	21	22
Orange Chicken Sweet & Sour Meatballs Rice Pilaf Asian Blend Vegetables Applesauce Cup Diced Peaches	Calzone - Beef Pepperoni Grilled Cheese Sandwich Butternut Squash Oranges Berry Juice	Baked Spaghetti Rotini with Pasta Sauce Garlic Toast Green Beans Golden Delicious Apple Mixed Fruit Cup	Chicken Sandwich Spicy Chicken Sandwich Veggie Burger Spiral Fries Seasoned Diced Peaches Apple Juice	Fish Shapes Monte Cristo Steamed Carrots Pineapple Chunks Strawberry Mango Slushie
25	26	27	28	29
Stuffed Crust Pepperoni Pizza Stuffed Cheese Pizza Pasta Alfredo California Blend Vegetables Diced Pears Clementine	Meatball Sub Grilled Ham & Cheese Panini Veggie Sub Mixed Veggies Oranges Berry Juice	Salisbury Steak w/Brown Gravy Mashed Potatoes Wheat Roll Green Beans Pbj Jamwich Broccoli Bites Red Delicious Apple Applesauce Cup	BBQ Grilled Chicken Grilled Cheese Sandwich Garlic Toast Steamed Carrots Pineapple Chunks Juice Fruit Punch	Crazy Taco Fish Fillet Corn Granny Smith Apple Mixed Fruit Cup

Milk Choices
 (Included with meal)
 8oz Fat Free White
 8oz 1% White
 8oz Fat Free Chocolate
 8oz Lactose Free

Elementary Prices

Full Lunch \$2.75
 Reduced Lunch \$.40
 Adult Lunch \$3.45
 All-Card Prices
 1/2 Price

This is

NSA and equal opportunity