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news from the trunk

Thursday, August 28, 2014

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WELCOME PARENTS

BACK-TO-SCHOOL-NIGHT

KAS

caring, friendly & student centered



Letter from the Superintendent, Dr. Robert Beck

Dear Parents,

Thank you to the parents who were able to attend our Annual **Back to School Night** yesterday. **Back to School Night** reminds us of the importance and deep meaning of the partnership our teachers and principals have with you in support of your child. Collaboration and 'partnering' with you creates a strong team effort. And that team effort pays huge 'dividends' in the development of your child.

Over and over again, research demonstrates that for children to enjoy and feel successful as learners, they must know and witness their parents being involved in different ways in their learning. We encourage, for example, that you speak with your children on a regular basis about their school experiences. This can be done daily or on a regular basis. When I speak with our students about how their day was, it is interesting to me that they are genuinely pleased that they were asked about their day. They are more than willing to tell me about their day. They are sometimes quite frank about what was good and what may not have been so good about their day. They are pleased to know that we care as deeply as we do about them and how things are going in their busy school life.

Another benefit of speaking with your child is that you too will feel good about the conversation. The children will sense that and, as a result, they will be pleased and feel good for you! I encourage you to chat with your child on a regular basis about their day(s) at KAS. After all, learning is truly a cooperative 'family affair'.

I wish you a pleasant weekend.

Sincerely,

Letter from the Middle/High School Principal, Susan Boutros

Dear Parents and Students,

It was a pleasure seeing so many of you at of Back to School Night. Thank you for making this event a great success.

Communication between parents and teachers is necessary for your students' success. Not surprisingly, research shows that the more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student achieve academically. Positive parent-school communications benefit parents, students and teachers. Parents benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works.

Parent involvement benefits students in many ways. Not only does it raise the students' academic achievement but there are many other advantages for children when parents become involved — namely, increased motivation for learning, improved behavior, more regular attendance, and a more positive attitude about homework and school in general. By having more contact with parents, teachers benefit by learning more about their students' needs and home environment, which is information they can apply toward better meeting those needs.

We are looking forward to good two-way communication between families and the school, which is necessary for our students' success. Please don't hesitate to contact us if you have any questions or concerns regarding your child's progress at school.

Have a great weekend!

Letter from the Early Childhood Center & Elementary School Principal, Phil Centers

Dear Parents and Community Members,

In the realm of organizational development there is a phrase that can be very helpful when groups come together for the first time: "forming, norming, storming, and performing." What do the words in this phrase mean? First, a new group has to form to be a group, that is, the people in the group have to meet, gather, come together. The students at KAS with their teachers have all gathered in their various classes these last two weeks, and these classes have gathered to form this year's Early Childhood Center and Elementary School. Through gathering together as they have, the students and teachers have accomplished for the most part the task of "forming," though there are new students still arriving in different classes, and these new students must also be "formed" into the class and school community.

After forming, a group goes through a process of "norming," that is, determining what the "normal" expectations of behavior are for the group. Each class in the school has now gone through this process of articulating the reasonable rules of behavior for the students. Hopefully your child's teacher will have shared with you the reasonable expectations they have of your child (and of how they would like to work with you as parents) so that together we can partner to create the most effective learning environment possible.

The third step in the process is "storming," which in this case means that healthy groups, after forming, and determining their norms, push against those norms, challenging them and those who uphold the norms (teachers, administrators, parents). Creating a set of norms at the beginning of a group's working together, while essential, can only be an abstract or approximate process. Storming means we push against the rules and expectations, revise them, and try them out again. Thus storming is the means that allows us to see what really works and what doesn't. In this sense storming is a true gift, though it often doesn't feel like that while the norms are being challenged.

Once we have stormed and through doing so have revised our norms of behavior to more closely fit reality, then we move into the fourth phase, performing, where we really function effectively as a group: a class, a section, a school. It is rewarding to be part of such a process, particularly in a community where inclusiveness and courtesy are the foundation of our work together.

Dear Parents/Guardians,

Welcome back to a new school year! We're excited to be teaching physical education (P.E.) skills to your children this year. The KAS PE instructional program helps students to develop the fundamental skills they need to be physically active and fit. The goal of our PE program is our students' lifetime participation in health-enhancing physical activity. Please look over the following sections to make sure that your child is prepared for each aspect of his or her PE experience this year.

Swimming

When coming to PE lessons that take place in the pool, your child will need to be prepared with a towel and swimsuit. We recommend that students also bring sunscreen; SPF 30 or higher, and waterproof, are best. A swim cap, goggles, and flip-flops are also recommended.



Pool Safety

Every student will undergo a pool safety talk that will include the following:

1. Remove all jewelry, bandages, adhesive tape, etc. before leaving the shower room.
2. No person shall run or engage in horseplay in or around the pool.
3. Do not enter the pool until the instructor gives instructions to do so.
4. No food, gum, or drink is allowed in the pool area.

P.E. Kit

When coming to PE lessons that take place on the sports field or basketball court, your child will need to be prepared with the PE kit as set out in the parent handbook. The PE kit includes:

- Sports top
- Shorts or sweat pants
- Running shoes

Students will change into their PE attire before the PE lesson starts, and change back into their school clothes in time for their next lesson.



Sick Note

If a student needs to be excused from a PE lesson due to medical reasons they must present a note to their teacher that is written and signed by a parent/guardian. Failure to do so will result in a note being sent home to inform parents.

Sick Note

P.E. Schedule

Middle School and High School

Time	Block	Activity
7:25 - 8:15	1	Fitness/ Outdoor
9:24 - 10:14	3	Swimming Pool
12:23 - 1:15	5	Swimming Pool

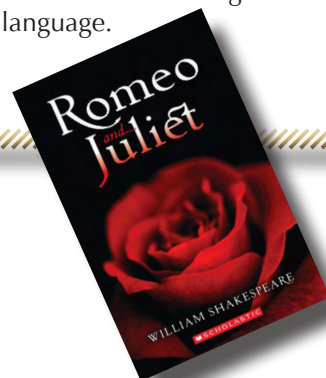
Elementary School

Day	Grade	Activity
Sunday	2, 5	Swimming Pool
Monday	K, 3	Swimming Pool
Tuesday	4,5, and 1	Swimming Pool
Wednesday	2, 3	Swimming Pool
Thursday	K, 4	Swimming Pool
12:23 - 1:15	5	Swimming Pool

Hanro van der Merwe
Athletic Director

Shakespeare Whoosh/Grade 9 Language Arts

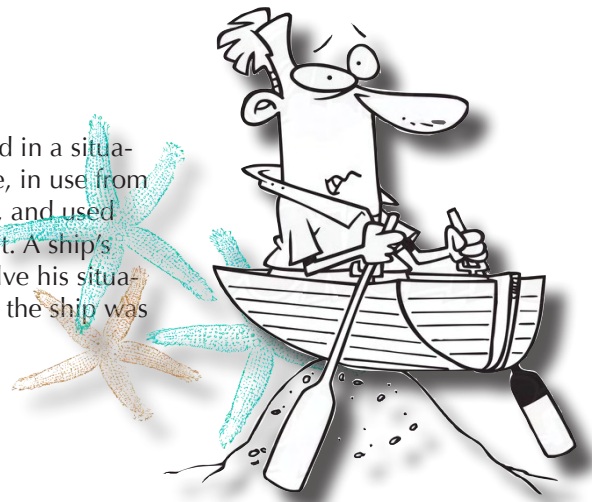
Shakespeare Whoosh is an innovative idea encouraged by the Royal Shakespeare Company to actively engage children in Shakespeare Plays. The students sit in a circle. Then they are all involved in telling the whole story of the play: the teacher will animate the story and the pupils will be all of the different people and things in the story. He/she will point to a pupil when it is their turn and they will stand up and come into the middle of the circle, making the shape of whoever or whatever has just been described, as well as physically act/demonstrate the words read, and thus be an active participant in the story. All the students have to do is listen to the story and respond to what is being said. They will stay in the circle as part of the story until the circle gets too crowded. When that happens, you will say **'Whoosh!'** and wave your hands; this will be the cue for everybody who is in the circle to return as quickly as they can to their places. This is an excellent way to summarize the story and provide context in a very short time. More importantly, it gives students the opportunity to be active rather than passive learners and is particularly beneficial for kinesthetic learners. Grade 9 have just started Romeo and Juliet and have responded enthusiastically to this strategy and expressed how much they enjoy this kind of activity. So we will be moving on to a similar strategy when it comes to unlocking the imagery housed within Shakespearian language.



Michael Metcalf

English Saying

The expression to be **Left High And Dry** describes being stranded in a situation without support or resource. It's quite simply a nautical phrase, in use from the early 1800s (around the time of the Battle of Trafalgar in 1805), and used to describe a ship left grounded and vulnerable as the tide goes out. A ship's captain who had been left 'high and dry' could do nothing to resolve his situation until the tide returned and refloated his boat. In the meantime the ship was exposed and vulnerable.



Ross's Rebus

Looking  2 c ur answers!

Elementary Rebus



Middle & High Rebus



MR. MANN'S MATH MINUTE



Elementary School Math problems:

- Grade 1 You have **7 balloons** and your friend has **5 balloons**. How many more balloons do you have than your friend?
- Grade 2 I read **21 pages** of my English book yesterday. Today, I read **17 pages**. What is the total number of pages did I read?
- Grade 3 In the park, I see **12 dogs**. How many legs do I see?
- Grade 4 Mrs. Hilt bought some foods to make a fruit salad. She spent **\$15.50** for a bag of apples, **\$30.00** for a box of oranges, **\$27.25** for a bag of tangerines and **\$8.00** on a bag of nuts. She paid the clerk with a **\$100.00**. How much change will Mrs. Hilt receive?
- Grade 5 Mrs. Hilt will buy a new pair of shoes in **11 days**. How many **minutes** must she wait before she can buy her new pair of shoes?

