



4160 Fly Road
Campden, ON L0R 1S0
(905) 563-8723
cam@dsbn.org
www.dsbn.org/schools/campden



FEBRUARY 2012 COUGAR COUNTRY EXPRESS DISTRICT SCHOOL BOARD OF NIAGARA

FROM THE OFFICE

Throughout January, staff and students reviewed the qualities that are needed in order to be responsible citizens. As well, students have been encouraged to set educational and personal goals as we head into the final term of the year. The continuous learning at Campden Public School is impressive to experience and tremendously rewarding. As a staff, we recently reviewed what we have accomplished this year and what we'd like to continue to focus on. Campden's staff is truly committed to providing the best possible learning environment and opportunities for all of our Cougars!

We have some exciting events to look forward to throughout this month. Be sure to carefully review the attached calendar so you can help your child to plan accordingly. We look forward to meeting our future Cougars on **Thursday, February 2nd**, during our **Kindergarten Open House**. Be sure to spread the word and remind your neighbours to visit Campden Public School's Kindergarten Open House. We always enjoy our Spirit Days which our Student Council determine. Details of these dates are found on the monthly calendar. **February 9th** is a special benchmark for students and staff as we celebrate 100 days of learning this school year! Along with this celebration, students will be bringing home their term one **report cards**. It is extremely valuable when you review your child's report card with them. Ask specific questions like: "Which subject do you find most engaging? Why?" "How can you challenge yourself in term two?" "As a learner, which skill do you find most challenging? Why? What is a realistic goal that you can strive to achieve to improve that learning skill?" Of course we always look forward to a Valentine's Day celebration on the 14th. There is an Early Release Day on Friday, February 17th, followed by Family Day on Monday, February 20th. We hope that you are able to spend special time with your loved ones on this holiday weekend.

A night that is specifically designed with parents in mind is on **Wednesday, February 15th, from 7:00-8:30 p.m.** Dick O'Brien is coming to Jordan School to speak with parents from Campden, Jacob Beam and Jordan about "Raising Resilient Children". Data gathered from the fall surveys that went home indicated that Mr. O'Brien's presentation was a first choice for almost all parents in the Jordan, Campden and Jacob Beam school communities. We will be providing child care services which we hope will make it more manageable for you to attend this event at Jordan School. More information will be coming home with your child.

As always, we appreciate your support as we plan for ways to engage students. Your ideas and suggestions to provide the best learning environment and opportunities for our Cougars are always welcome. Thank you for helping us achieve our mission:

"To engage students in lifelong learning."

We will strive to...

1. Promote learning activities which will help the overall growth of each student;
2. Develop a sense of self-worth, responsibility and respect;
3. Encourage our students to believe in themselves.

K. Leskiw-Janvary, Principal

S. De Divitiis, Vice-Principal

CHARACTER EDUCATION

*Congratulations to the following students who received an award and T-shirt at our "Responsibility" Celebration Assembly on January 30th. They are: **Emma & Matthew (JK), Connor (SK), Areti & Nyla (Gr. 2), Gavin (Gr. 3), Joyclyn (Gr. 4), Autumn, Clay, Nolan & Peyton (Gr. 5) Owen & Scott (Gr. 8).***

*February's Character Trait is "**Cooperation**". We exhibit Cooperation when we help others; interact with people in a way that helps everyone to succeed.*

"Coming together is a beginning. Keeping together is progress. Working together is success!"

- Henry Ford

APPROPRIATE DRESS FOR COLD WEATHER



All students are outside for the morning and afternoon fitness breaks. Please make sure that your child comes to school warmly dressed for winter. Although we feel it is important for students to spend some time outside each day exercising and socializing with their peers, there are times when bitterly cold temperatures and other inclement weather conditions require that we keep children inside.

Because Niagara is such a large geographical area, and weather conditions may vary from one municipality to the next, the decision whether or not to hold recess outdoors is made by the individual school principal. When making this decision, principals will often consult with neighbouring schools, talk with parents as they arrive in the morning, and if the decision to send children outside is made, will equip yard duty staff with walkie-talkies so that they can communicate with the office to sound the bells to bring students in earlier.

Even when temperatures are not low enough to necessitate an indoor recess, it still may be quite cold outside. Here are a few tips to help ensure that your child stays warm during the cold winter months.

Try to send children to school with plenty of layers, such as long underwear, sweatshirts, sweaters and pullovers. Layering their clothing will allow them to add or remove items depending on the weather.

Students should have a warm winter coat that repels the snow, sleet and rain, while blocking the wind.

Warm socks and boots will keep their feet warm and dry in the snow and slush.

Hats are one of the most important parts of dressing warmly in the winter. A thick winter hat will keep students from losing too much of that essential body heat.

Put on a good pair of gloves or mittens that are water-resistant as well. Gloves will keep kids' hands toasty warm and protect their skin from becoming damaged by the wind and chill.

It is also a good time to send a pair of indoor shoes for your child to wear when they remove their outdoor footwear. They must wear shoes inside for their own safety and well-being.

If you have any questions about our inclement weather procedures, please visit our website dsbn.org, or contact the principal. The decision to close schools prior to the start of the school day is made before 7:00 am. It is announced by the following radio stations: Y95.3, CHML 900, CKTB 610, CHTZ 97.7 FM, CKOC 1150, CHRE FM 105.7, CHSC 1220, SPIRIT FM 91.7, K-LITE 102.9 FM, CKEY (RIVER) 105.1

EARLY RELEASE DAY & FAMILY DAY HOLIDAY

Friday, February 17th is an early release day. Students in Grade 1 to 8 will be dismissed at **12:10 p.m.** This means that bused students and those who walk, will arrive home approximately 3 hours earlier than usual. **Busing will not be available for our Kindergarten students' return home.** Please make arrangements to have them picked up at 11:15 a.m. Staff will participate in an afternoon of professional development.

We wish you and your family a wonderful Family Day on **Monday, February 20th.** Campden School will be closed on this day.

UPCOMING DATES TO REMEMBER

- Feb. 2nd - 2012 Kindergarten Open House & Registration
- Feb. 8th - Robotics Team to Lego Robotics Fair
- Feb. 9th
Term I Reports Sent Home
- Feb. 15th
Dick O'Brien Presentation @ Jordan School; 7-8:30 p.m.
- Feb. 17th
Early Release Day
12:10 p.m. Dismissal
- Feb. 20th
Family Day Holiday
- Mar. 9th to 16th
March Break

SCHEDULED STUDENT LUNCH DAYS

PLEASE NOTE: During the winter months when buses are cancelled but schools remain open due to inclement weather, our special lunches (pasta, pizza, soup, etc.) will also be cancelled if held on the same day.

If you bring your child to school, please remember to send them with a lunch.

Parents will be notified of the re-scheduled lunch day.

SOME IMPORTANT REMINDERS

Throw No Snow Or Ice

In the spirit of safety, we ask that snow/ice remain on the ground. Students are not to throw or kick snow, but are encouraged to make snow sculptures.

Indoor Shoes

With the wet and snowy weather conditions, it is even more important for students to have a pair of "indoor shoes" at school. The wet floors can be quite dangerous and students in sock feet could easily step on a sharp thumbtack. For these reasons and for the safety of all children, indoor shoes are necessary.

Appropriate Outerwear

Unless it is extremely cold or blizzard-like outside, the students will be going outside for their fitness breaks. Please ensure that your children come to school dressed with all of the necessary "warm things" for this time of year, especially hats, mittens/gloves, snow pants and winter boots.

New Address or Phone Number

If you have any changes in home, work or emergency contacts, please inform Mrs. Hodgkins so that she can keep our records accurate.

EXPANDING FRENCH IMMERSION FOR 2012

The District School Board of Niagara is pleased to now offer French Immersion beginning at the Grade 4 level across the system. In addition, as of September 2012, we will be implementing a Grade One French Immersion Pilot at 5 locations. As well as the new grade 4 entry, Grade 5 entry will continue across the Board for the 2012-2013 school year (Grade 7 will continue in St. Catharines and Niagara-on-the-Lake). More detailed information is on the DSNB website www.dsnb.org.

DSBN ACADEMY

The DSNB Academy was created from the recognition that education plays a vital role in helping children overcome the effects of life's challenges. The comprehensive social and academic support provided by DSNB Academy is key to empowering students become the first in their families to graduate from a post-secondary institution. Students at the DSNB Academy will be entering Grade 6, 7, or 8 for September 2012. These students demonstrate motivation, achieve at or just below grade level expectations, and have the potential to attend college or university. Students considered for the Academy have the potential for achieving good or excellent learning skills, particularly initiative, independent work, and responsibility. Please contact the school if you require additional information about the DSNB Academy.

MID YEAR REVIEW FOR GRADES 3 AND 6

To ensure that we have the appropriate accommodations and conditions in place for our students to successfully complete the Primary and Junior EQAO assessments, DSNB has developed a mid-year review to be completed by the end of March. The purpose of the mid-year review is to provide teachers with further evidence of student learning and help determine next steps for teaching and learning. Part of our Early Release Day professional development will include examining the literacy portion of this review, reflecting on our current instructional practices, and then implementing strategies that will address the learning needs of our students. Students will complete the mathematics portion of the review by the end of March.

ROCKS AND RINGS

Our students were introduced to the exciting sport of curling on Thursday, January 26th. Curling provides us with the opportunity to be physically active, to think strategically and to team build. Best of all ... we enjoyed some great fun! The cost of this program was covered by profits from our school fundraising. Thank you!

It's all about FAMILY!

Family Day Free Skate! - Monday, February 20th, 2012

Sponsored by Family and Children's Services Niagara

Lace up! Come out and have some fun! Celebrate Family Day with some fun family time! Free Skate time sponsored by FACS will be offered at the following locations and times:

Fort Erie	Leisureplex	2:00 pm – 3:30 pm
Grimsby	Peach King Arena	1:00 pm – 4:00 pm
St. Catharines	Seymour-Hannah 4 Pad	9:45 am – 11:15 am
Lincoln	Jordan Arena	3:00 pm – 4:30 pm
West Lincoln	West Lincoln/Smithville Arena	11:30 am – 1:00 pm
Wainfleet	Wainfleet Arena	12:30 pm – 2:00 pm
Niagara-on-the-Lake	Meridian Arena	1:30 pm – 3:00 pm
*Niagara Falls	TD Rink at the Brink	12:00 pm – 2:00 pm
Port Colborne	Humberstone Arena	1:00 pm – 3:00 pm

**free skate and helmet rentals at Niagara Falls only*



Foster Families Needed

Open your hearts and your home to local children and youth in need.

For more information on providing safe and temporary care for children in need

Call 905-937-7731

www.facsniagara.on.ca

ELEMENTARY

Arts Education: Why it Matters

The arts are an integral part of our children's lives. They provide important ways of making our lives meaningful. From an early age, children naturally immerse themselves in drama, dance, music, the visual arts, literary arts and media: to play, learn, communicate, celebrate and find out who they are. The arts both express and engage the human spirit in profound and powerful ways. They give our children and youth a sense of the world outside themselves, uniquely touching the timelessness of history and the limitlessness of the universe while helping them celebrate community. The arts are an integral part of Canadian society.

The Arts prepare children for the future, claims the internationally recognized educator, Sir Ken Robinson. Although we cannot know the future, its challenges will best be met by thinkers who are critical, creative and cooperative. The Arts provide one way of nurturing this in our children, for the Arts encourage independence and collaboration, and are unique in their power to communicate across barriers of language and culture.

We all benefit from the work artists do, whether we're at a movie, flipping through magazines at the dentist's office, shopping for stylish clothes, or browsing for a birthday card for a friend. The Arts build our world. They illuminate the world as it is and inspire us to imagine the world as it could be. Arts education helps children bring beauty to life.

Simple Steps: Ideas for Bringing the Arts Home

In addition to supporting a strong arts program in your child's school, you can help your child enjoy the arts outside of school by participating together at home, checking out resources online, or taking advantage of your community's cultural resources.

- Enjoy the arts together. Sing, play music, read a book, act out a story, dance, or draw with your child at home. Talk about the sounds, colours, lights, and movement you observe around you.
- Books! Help your child feel the rhythm in poems. "Read" the illustrations in picture books, as well as the text and ask questions that draw out ideas and opinions. Read books about the arts: knowing what others have done in an art form can be a source of inspiration. Also check out books that tell stories about specific visual artists, dancers, actors, and musicians. This will help them feel like they "know" various artists.
- Practice photography. Try taking pictures from different angles, different distances, and with the important objects somewhere other than in the centre. Work together on creating a family photo album, scrapbook, collage, or digital montage from pictures of family events, holidays or about a theme.
- Make videos together. Try organizing the shots ahead of time to tell a story as in filmmaking.

- Have an accessible collection of materials to encourage creativity in the arts: a variety of art tools and materials, old clothes for drama activities, found objects for rhythm and percussion. Art supplies make great gifts, too!
- Create a family art gallery or schedule an evening for family performances.
 - Visit web sites for simple activities to do at home with children of all ages and teens. Here are a few sites worth investigating:
 - www.googleartproject.com Explore museums from around the world, view hundreds of artworks at incredible zoom levels, and even create and share your own collection of masterpieces.
 - www.incredibox.fr Make your own beatbox band...Pump it up and chill!
 - <http://www.summeractivitiesforkids.co.uk/toddlers-creative-movement-home.html> Creative movement helps children learn about the space around them and encourages their innate creativity.
 - <http://www.artsconnected.org/toolkit/index.html> Explore the tools that artists use to build works of art.
- Attend local arts events like museum exhibits, plays, or outdoor concerts. Most communities have arts festivals, craft fairs, and seasonal celebrations that feature music and dancing.
- Attend presentations in the arts at your local schools, colleges, and universities, as well as those at professional venues to help your child experience excellence in the arts.
- Learn and sing through choirs, often found at no cost through local churches, houses of worship, and community groups. Visit community art galleries and museums to see many different types of art. Or simply browse through an art store just so your child can see a variety of artistic expression.

Some information obtained from: www.ptoday.com/sfn/arts.html;
www.artsusa.org/public_awareness/get_involved/004.asp
<http://www.americansforthearts.org>

Good Fit Books

Reading “Good Fit” books is absolutely imperative if students are to progress as readers.

Children must spend the majority of their independent reading time engaged in books which they can decode and comprehend at very high levels. In her book, *Reading Essentials*, Regie Routman states that reading books which are too difficult does not help children, but in fact has an adverse affect on their growth and development as readers (page 93).

There is a very simple way to help your child choose good fit books. It is called IPICK. IPICK is an acronym that stands for: I choose books to read, Purpose, Interest, Comprehend, and Know the words.

We always have a PURPOSE when we choose a book. Whether it's to learn about a certain topic, to continue with a beloved series, to try a new genre, to continue with works by a favorite author, or a variety of other reasons, the purpose is a key element in selecting a “good fit” book.

It is important that INTEREST not be overlooked when helping students learn to select books. Interest is crucial if we are going to get students to read the volume of material necessary to move them from survival readers to life-long readers who choose to read for information and pleasure. When we look at our own lives as readers, we realize that we seldom stick with books we are not interested in. Our motivation wanes, our minds wander, and we inevitably end up abandoning the text.

The last two things to consider when choosing a good fit book are: COMPREHEND what we are reading and KNOW most of the words. If I have a book that meets my purpose and interest, but I either can't read it or I can't understand the words...it isn't a “good fit” book for me.

Here are some easy steps that you and your child can follow in order to choose “good fit” books:

1. Have your child choose a book. This is the first I in IPICK which means “I choose books to read”.
2. Ask your child, “What is your purpose for choosing this book?” You may also want to ask, “Is it for fun or to learn something?” This is the P in IPICK which means purpose.
3. Ask your child, “Is this a book you are interested in?” This is the second I, which means interest.
4. Have your child read a page of the book. After your child reads the page, ask your child, “Who did you read about and what did they do?”. This is the C in IPICK which stands for Comprehend. If it is a good fit book your child should be able to answer your question.
5. Have your child read another page (or use the same page) and ask, “Did you know the words?” This is the K in IPICK which stands for know the words. Your child should know all or almost all of the words in order for it to be a “good fit” book.

This ongoing dialogue will help children understand that books have to fit in order for us to be successful and have fun while reading. This will lead to children who are able to select books with a purpose, which they are interested in, that they can read and understand. They will go from being “pretend” readers to readers who don't want to stop reading!

Adapted from Alicia Darby ©www.thedailycafe.com

How parents can encourage tweens to read

By: Reading Is Fundamental (2008)

You know that reading is important and you want to make sure that your tween grows into adulthood with all the skills he or she needs to succeed. The following list offers suggestions for encouraging your tweens to read.

1. **Set an example.** Let your kids see you reading for pleasure.
2. **Furnish your home with a variety of reading materials.** Leave books, magazines, and newspapers around. Check to see what disappears for a clue to what interests your tween.
3. **Give tweens an opportunity to choose their own books.** When you and your tween are out together, browse in a bookstore or library. Go your separate ways and make your own selections. A bookstore gift certificate is a nice way of saying, “You choose”.
4. **Build on your teen's interests.** Look for books and articles that feature their favorite sports teams, rock stars, hobbies, or TV shows. Give a gift subscription to a special interest magazine.
5. **View pleasure reading as a value in itself.** Almost anything your youngsters read — including the Sunday comics — helps build reading skills.

6. **Read some books written for tweens.** Young adult novels can give you valuable insights into the concerns and pressures felt by tweens. You may find that these books provide a neutral ground on which to talk about sensitive subjects.
7. **Make reading aloud a natural part of family life.** Share an article you clipped from the paper, a poem, a letter, or a random page from an encyclopedia — without turning it into a lesson.
8. **Acknowledge your tween's mature interests.** Look for ways to acknowledge the emerging adult in your tweens by suggesting some adult reading you think they can handle.
9. **Keep the big picture in mind.** For all sorts of reasons, some tweens go through periods without showing much interest in reading. Don't panic! Time, and these tips may help rekindle their interest.

Reading is Fundamental. *All About Adolescent Literacy*. 8 12 2011 <<http://www.adlit.org/article/23399/>>.

How to read your child's report card

As educators, we recognize the importance of your role, as parent/ guardian, as a partner in your child's education. Studies have found the greater the support that families provide for their children's learning and progress, the greater the likelihood that their children will succeed at school. With this in mind, teachers work diligently to provide report cards that will communicate clear, meaningful information about:

- what your child is learning,
- how well your child is learning
- what strengths your child is showing
- what next steps are needed for your child's continued success
- how you might help your child at home

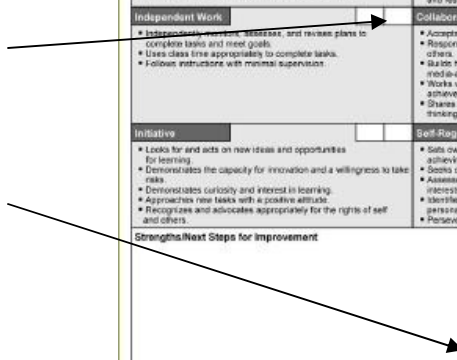
The report card, sent home on February 9, is the first of two Report Cards on which teachers will provide feedback about the achievement of your child. The second will be sent at the end of June. As with the Progress Report sent home in the fall, your child's development of learning skills and work habits are emphasized on the first page. These skills are integral to the success of students throughout their school career and long after they leave our care. Teachers assign a letter symbol to indicate the current level of achievement in each of six categories. The comment box provides space for teachers to reflect on areas of strength and plans for next steps to ensure your child's continued success. Teachers may indicate ideas to support your child in developing these skills at home.

Ontario Ministry of Education Elementary Provincial Report Card

Student: _____ OEN: _____ Date: _____
 Grade: _____ Teacher: _____ OEN: _____ Days Absent: _____ Total Days Absent: _____
 Board: _____ School: _____ Times Late: _____ Total Times Late: _____
 Address: _____ Address: _____
 Principal: _____ Telephone: _____

GRADE IN SEPTEMBER → _____

Learning Skills and Work Habits	E – Excellent	G – Good	S – Satisfactory	N – Needs Improvement
Responsibility • Fulfills responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour.				
Organization • Develops and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.				
Independent Work • Independently research, analyze, and review plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision.				
Collaboration • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and video-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.				
Initiative • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches real tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others.				
Self-Regulation • Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.				
Strengths/Next Steps for Improvement				



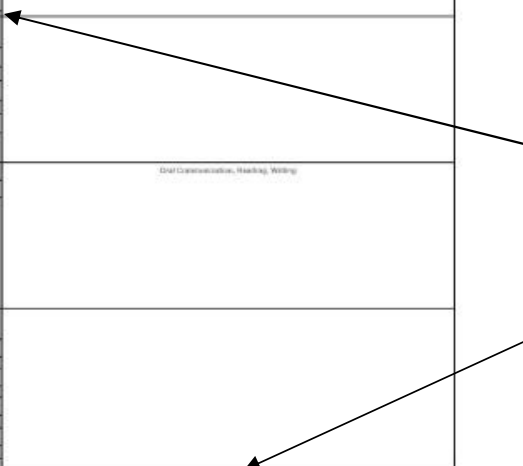
Pages two and three of the report card provide feedback about specific subjects. Letter grades are used for grades 1-6, and percentage marks in grades 7 and 8. The marks provided reflect the work your child has done since September, 2011. Teachers have used their professional judgement in selecting a variety of opportunities for their students to best demonstrate their achievement. In the comment boxes, teachers strive to write, in language that is clear, about what your child knows and can do. They use this space to communicate your child's strengths regarding the learning goals of the term, as well as to identify next steps that your child will be able to act on. Look for ideas for how you might support your child at home.

The bottom of pages three and four of the report card provide a detachable form on which you and your child can reflect on accomplishments and set some goals for the upcoming term. It is important to return this slip to your child's school. The thoughts you share can provide a starting point for discussions in a parent teacher conference. Remember, the purpose of all evaluation and reporting is to improve student learning. Your child's success, now and in the future is our main priority. We appreciate your continued partnership in this vital job!

Student: _____ OEN: _____ Grade: _____

Subject	Report	Strengths/Next Steps for Improvement
	1 2	
Language Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		
French Oral Communication <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Reading <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Writing <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP Core: <input type="checkbox"/> Immersion <input type="checkbox"/> Extended		
Native Language <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA		Oral Communication, Reading, Writing
Mathematics French <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Measurement <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Geometry and Spatial Sense <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Patterning and Algebra <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA Data Management and Probability <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA		
Science and Technology <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		Life Systems, Structures and Mechanisms, Matter and Energy, Earth and Space Systems

© 09/11 (01/10/01) © Queen's Printer for Ontario, 2010 Grades 1-8 Page 2 of 4

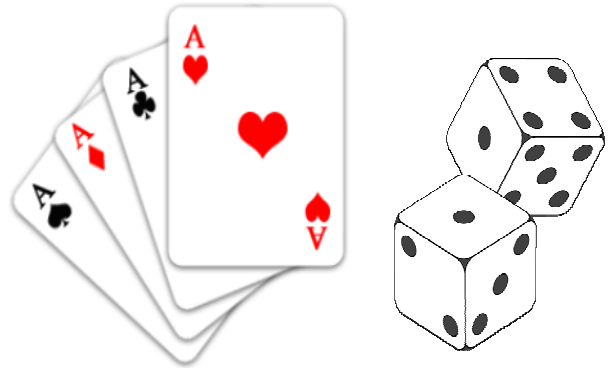


Having FUN WITH math during the winter months

On those cold days when you're stuck in the house, take the time to play games with your child. Play board games, dice games, card games, dominoes, chess and backgammon. Solve puzzles together.

While playing ask questions:

- Who is winning? By how much?
- What number do you want to roll? Not want to roll?
- How many cards do you have left?
- Which card would be the most helpful? Least helpful?
- How many dots are there on this domino?
- Where could you move that piece?
- Which piece do you want to move next time?
- How did you know that puzzle piece went there?
- How did you add up those two dice? Cards?



Ask questions about their thinking?

- Why did you move this piece instead of that piece?
- What did you do to try to win the game or solve the puzzle?
- Would you do the same thing next time? Why or why not?
- What could you do to make it easier to win this game?

Remember to keep it FUN!

Eco-Corner

brought to you by: DSBN Environmental Sustainability Committee

Sweater Day: February 9th, 2012.....A fun way to promote Sustainable Living

Looking for a way to beat those cold Canadian winter-blues.....well cheer up with others who are participating in "Sweater Day". Sweater Day is a sponsored event by the World Wildlife Fund (WWF) Canada that was initiated last year...it challenges us to turn down the thermostat a couple of degrees and then invites everyone young and old alike to 'sport' a fun or favourite sweater to show their commitment to action on climate change.

Last year's event was a great success, seeing many DSBN schools filled with all sorts of 'favourite' sweaters on the day. Do you have a sweater that might be new, or from a decade past? Perhaps from a sports team? Or one that you have been saving for a special occasion?.....Then Sweater Day might be just right for you!

How can you get involved? Simply mark your calendars and on February 9th, turn down your thermostat by a couple of degrees and ask everyone to 'sport' their favourite sweater.....you might even find a creative way to celebrate the diversity of sweaters worn on this day.

For more info and ideas stay connected with WWF Sweater Day online @ http://wwf.ca/takeaction/sweater_day/

