



Friday, 2nd August 2024
Term 3 - Week 3 of 10

This Week's Newsletter Items:

- 100 Days Of Learning
- Reading Is Magic
- Celebrating Our Students
- School Operations – Decision Making
- This Weekend's Gospel
- Bullying – No Way
- Student Awards
- Term 3 Dates



Dear Parents, Students & Friends,

This week our focus has turned to our beautiful prep students who celebrate 100 days of learning. Half way through the year and they have come so far, not only in their academic learning, but also putting into practice the social and emotional skills taught to them by their parents.

Raising children is a huge responsibility, a responsibility now shared between home and school. Together with our parents, we aim to fill their days with brightness and happiness. We aim for their experiences to be diverse, enriching, and educational. We set out to make adventures memorable, to make the best bits stick. We hope to inspire excitement, and curiosity and help them to develop an appreciation of the things that are good and beautiful.



As a parent, we make decisions about what we judge to be important and the values that we wanted to teach our children to grow up with.

Last week, we had a fantastic response to the Operoo form sent to all families seeking their input as to the values that they wish for their child to be taught at school. Mrs Mel Anderson has advised me that it has been one of the best participation rates received yet and highlights how important this subject is to you. In reading your responses, whilst acknowledging that there are so many different approaches to parenting, there is a commonality in what we are all trying to achieve.



Ultimately we want to raise good, kind, considerate people. We want them to live happy and fulfilling lives. We hope that they live within a society that values the contribution that they have to make, that values them as people; a community in which they are safe and they have access to the things that they need. Individually, we may want to or hope for even more but no parent would not want the above for their children.



So where do we go as parents, as educators, as a school, to ensure that our children recognise the values that shape the society that we want them to be a part of? And what are those fundamental values that we want our children to hold as their own?

- We want our children to believe that they have a voice
- We want them to be valued and accepted for who they are
- We want them to have the freedom to express themselves and explore perspectives, to understand the wonderful diversity of this world before concluding what they believe and who they are
- We want them to feel safe and be safe and to know that the rules and laws of a community will protect them

And so, we hope that in next week's newsletter, to share with you, an overview of the values that have been communicated to us by our teachers, students and yourselves. In doing so, to create greater understanding as to what matters most to us as a community and in moving forward, what our school stands for, values and expresses in our daily interactions.



Thank you all for your contribution and for participating in the enhancement of this beautiful school.

With kindest regards,

Des Noack
Principal



The countdown to book week is on!!

We will be having our book week parade on Monday 19th August (week 6).

At 9 am, we will spend time celebrating the Book Week theme of "Reading is magic!".

We are encouraging staff, students, and parents alike to dress as your favourite book character to help celebrate the day!

At the parade, there will be several prizes up for grabs. We will be awarding the 2 best-dressed students per class a book prize. That's a whopping 42 books to be won!

Additionally, to celebrate Book Week our Scholastics Book Fair will be open for business throughout week 6, Monday 19th July - Friday 3rd July. Mrs Aquilina will be available for book sales between 8.15 -8.45am and 3.15-4.00pm daily. Our partners at Scholastics have donated book vouchers to add to our Book Week parade prize pool.

We will have a 1st, 2nd, and 3rd prize being awarded for the 3 best costumes overall in the school!

1st prize will be a \$50 Scholastics Book Fair Voucher

2nd prize will be a \$35 Scholastics Book Fair Voucher

3rd prize will be a \$25 Scholastics Book Fair Voucher

Good luck to all and may the best dressed win!

Miss McCallin (Deputy Principal & Learning and Teaching Leader)





Celebrating our Students

During the school holidays just gone, Abby was selected to attend the Junior State Hockey Championships.

Try out for the team were held during the school term. Abby was selected for her team and had to attend 8 weeks of training prior to the competition.

She played for the North-west Metro Tigers Under 12's girls' team. This state championship competition was a two-day event in Shepparton. Abby had an absolute blast, not only enjoying her sport but has made a great group of friends.



Overcome
YOUR LIMITS

PLAY
WITH
passion

Train.
COMPETE.
Repeat.

TRAIN
HARD

School Operations

Decision Making Responsibilities for Students including family law, parent disputes and informal carer arrangements

The challenges and complexities of simply raising a family are often made far more complicated when parents separate or divorce. Schools, such as our own, daily, communicate with parents in such circumstances. Because of this, and from what has already been experienced this year, the following provides guidance as to who is responsible for decisions about students including the common decisions that need to be made in relation to a child's education and welfare.

- Each parent of a child under 18 years of age has parental responsibility for a child unless this has been varied by a court order, parenting plan or otherwise as set out in this policy.
- Separated parents with decision making responsibility are expected to consult with one another and make a genuine effort to come to a joint decision about an issue. The law does not require others, such as schools, to ensure that both parents have consulted with each other and come to a joint decision. However, as a school, our preference in the absence of a court order or parenting plan, is to seek the views of both separated parents about a major long term issue. (More about this in the 'major long term issues' section.
- School staff are strongly discouraged from becoming involved in parent disputes about decision making for students.

Details

Each parent of a child under 18 years of age has parental responsibility for the child, unless that parental responsibility is varied by a court order or parenting plan.

In determining who is responsible for making a decision in relation to a student, the principal or relevant staff member must apply the following:

- if the parents are separated, consider:
 - are there any court orders in place that affect decision-making responsibility – for example, parenting order (also known as a Family Law Act order), family violence intervention order or protection order
 - are there any informal arrangements in place that affect decision-making

responsibility – for example, parenting plan or informal care arrangements (such as the student living with their grandparent or other non-parent carer, where no court orders are in place for such an arrangement)

- if the decision is about day-to-day issues affecting the child, in which case a parent or carer who is spending time with the child on a particular day is able to make the decision
- if the decision is about a major long term issue affecting the child, in which case we seek the views of each parent or carer with decision making responsibility for the child. A decision made by only one parent or carer in the absence of a contrary view or communication from the other parent or carer is sufficient, unless otherwise set out in this or other department policy.

Parents and carers are expected to provide the school with up-to-date information and documentation relating to relevant court orders or informal care arrangements. As a school, we request copies from parents or carers of relevant court orders or evidence of informal care arrangements that are in place, if we are aware of them, and make reasonable enquiries with parents and carers about those orders and arrangements from time to time.

In determining who is responsible for making a decision in relation to a student and the information to be provided to the person responsible for making the decision, we are required to consider the human rights of any relevant parties (for example the student's rights and their parents' or carers' rights) as set out in the Charter of Human Rights and Responsibilities Act 2006 (Vic) (the Charter) and must act compatibly with the Charter.

Decisions about major long-term issues

As mentioned before, separated parents with decision-making responsibilities are expected to consult with one another and make a genuine effort to come to a joint decision about an issue.

The following provides some guidance about the usual classification of common decisions.

Major long term issues include:

- enrolment or transfer and choice of school
- major medical and health decisions
- chronic non-attendance at school
- a decision about a day-to-day issue that may have a major long term impact for a particular child.

Day-to-day issues include:

- non-attendance at school when it is open for instruction on a particular day
- consent to participate in day excursions
- medical and health decisions that are not major.

Disputes between separated parents or carers

Whenever faced with a dispute between persons who are responsible for making decisions for a child, the principal and staff must try to:

- avoid becoming involved
- avoid attempting to determine the dispute
- act neutrally and not adopt sides
- act in the best interests of the child or young person involved
- act in the best interests of the school community.

The school is not the place to resolve disputes. Disputes should be resolved between the parents and carers through discussion, attendance at the Family Relationship Centre or at court.

Other decision making arrangements

There are a range of other circumstances in which persons other than a child's parents may make decisions about a student.

Informal carer arrangements

When a child's parents are unable or unwilling to care for them, the responsibility often falls on relatives or significant others to take care of the child. Sometimes this care is provided on an informal basis and does not give the carer any legal status over the child or formal recognition as a carer. In these circumstances, in order to allow these carers to work with schools that the child is attending or seeking to attend, carers are asked to complete an informal carer statutory declaration. This is a written declaration by the carer that sets out the care arrangements for the child.

Generally, an informal carer who has provided the school with a completed informal carer statutory declaration may make school-based decisions for the child and may access school information ordinarily provided to a parent.

However, it is important to note that, generally, a decision of a parent with parental responsibility overrides any decision made by an informal carer to the extent of any inconsistency.

Formal carer arrangements

Where a child is in out-of-home care following an intervention by Department of Health and Human Services (DHHS) Child Protection resulting in a protection order, an 'authorisation' may be issued to the carer in order to enable them to make decisions about the child.

The types of decisions that a carer is authorised to make for the child are specified in the authorisation and will generally include day-to-day decisions about education and routine medical care.

Generally, carers are not authorised to make major long term decisions for a child, unless DHHS Child Protection have issued a specific authorisation allowing the carer to make decisions about issues of a long term nature.

Carers are responsible for providing principals and staff with a signed instrument of authorisation and for providing up-to-date information relating to any changes in care arrangements.

In some circumstances, these orders may grant parental responsibility for major long term issues or day-to-day decisions for a child to someone other than the natural parent(s) of the child, including the child's day-to-day carer, the Secretary of DHHS, a person authorised under an Instrument of Authorisation by the Secretary of DHHS or the child's permanent care parents.

Where there are protection orders in place, the principal must ensure the school retains a copy of the orders and update the student's records to reflect any impact of these orders on care arrangements or decision making responsibility for students.



Thank you to our Well-Being Leaders who did a fabulous job catering for our Prep parents this Friday morning. Your smiles and especially your manners were greatly appreciated and noticed!



This Weekend's Gospel

A reading from the holy Gospel according to John
6:24-35

Whoever comes to me will never be hungry; whoever believes in me will never thirst.

When the people saw that neither Jesus nor his disciples were there, they got into boats and crossed to Capernaum to look for Jesus. When they found him on the other side, they said to him, 'Rabbi, when did you come here?' Jesus answered:

*I tell you solemnly,
you are not looking for me
because you have seen the signs
but because you had all the bread you wanted to eat.*

*Do not work for food that cannot last,
but work for food that endures to eternal life,
the kind of food the Son of Man is offering you,
for on him the Father, God himself, has set his seal.'*

Then they said to him, 'What must we do if we are to do the works that God wants?' Jesus gave them this answer, 'This is working for God: you must believe in the one he has sent.' So they said, 'What sign will you give to show us that we should believe in you? What work will you do? Our fathers had manna to eat in the desert; as scripture says: He gave them bread from heaven to eat.'

Jesus answered:

*'I tell you most solemnly, it was not Moses who gave you bread from heaven,
it is my Father who gives you the bread from heaven, the true bread;*

for the bread of God is that which comes down from heaven and gives life to the world.'

'Sir,' they said 'give us that bread always.' Jesus answered:

*'I am the bread of life.
He who comes to me will never be hungry;
he who believes in me will never thirst.'*



Gospel Reflection

This week's gospel reading continues the exploration of John Ch 6 that began last week and will continue for another few weeks. Today's passage begins the extended discourse on the 'Bread of Life' image that runs throughout this chapter. Last week's reading finished with Jesus virtually fleeing the scene when the crowd wanted to make him king. At the start of today's reading, the crowd has caught up with him again and appears to be looking for a repeat performance of the miraculous feeding. Jesus accuses them of simply wanting more food and not being alert to the truth of the sign they had witnessed. The crowd asks what they must do to accomplish the works of God and Jesus answers fairly bluntly, Believe in me!

In response, the people demand a sign from Jesus: produce manna from heaven as Moses did during the Exodus. In fact, manna from heaven is one of the signs of the coming of the Messiah that is foretold by the prophets. So, in their own way, the people are asking Jesus to demonstrate to them that he is the Messiah. Jesus, however, explains that it was not Moses who produced the manna, but God. In Jesus, God has already produced the sign – the Bread sent down from heaven. There is no need for Jesus to produce such a sign; the sign has already been produced by God. It is up to the people – and us – to recognise God's gift of life-sustaining nourishment that is Jesus.

In the Eucharist, we continue to celebrate Jesus as the Bread of Life – the sustaining gift of God that 'gives life to the world'.

Scriptural context – Bread that endures
Jesus says, 'Do not work for food that cannot last, but work for food that endures to eternal life.' The reference to food that cannot last relates to today's first reading about manna. In the full account of Exodus 16 you will see that the manna that fell on the first five days had become rotten by the next day and could not be eaten. However, the manna that fell on the sixth day was 'food that endures' so that it could be eaten the next day – the Sabbath day, when the work of gathering the manna was not allowed.

Living the Gospel – The Body of Christ
Christ is present in the Eucharist in many forms: in the people gathered; in the celebrating priest; in the Word proclaimed; and in the consecrated bread and wine – the Body and Blood of Christ. In relation to receiving Christ through the reception of communion, St Augustine wrote, 'Be what you see, and receive what you are.' We not only receive the Body of Christ through Eucharist, we are called to be the Body of Christ because of what we have received; and we receive the Body of Christ because we are already part of the Body of Christ.

Historical Context – Bread
For thousands of years, bread has been a staple part of the human diet in many cultures. It is no accident that the image of Jesus as bread makes such a significant appearance in the gospel of John. For the Jews, like other Ancient Near Eastern cultures, bread was a vital mainstay of their diet. In the Bible, the word 'bread' often simply means all food – it was that important! For many, regular access to bread did equate to life. Bread also played a crucial role in religious practices, especially the Passover meal.





The Gift of Feedback

Last Thursday, we received a beautiful Seesaw message recognising Nathan Galea, our Physical Education Teacher, for the way he conducted himself at the football competition last week. The qualities and care Nathan was observed to share with, not only our students, but those of students from other schools, reflect what we strive to see in all staff at St Catherine of Siena.

We would also like to take this opportunity to thank Emily for taking the time to put such positive feedback in writing. Often we can forget to let people know just how well they are doing. We cannot express how energising and rewarding it is, when as a staff we receive such feedback, especially when it is received by teachers in the first years of teaching.

"Good afternoon Des,

My son took part in the footy competition today and had a great time. I just wanted to let you know what an amazing job Nathan did with all the boys, not just our school but all of the kids from other schools. He made sure they all got a go and had fun out there. He was great with them and it was so good to see. Bailey said he had the best day of his life!

Well done to the boys and the girls today.

Thanks,
Emily"



Bullying No Way: National week of action

This year our school is participating in the **Bullying No Way: National week of action, 12 to 16 August 2024.**

Bullying No Way Week is a commitment being made by thousands of schools and supporters across the country. It provides an opportunity to demonstrate our commitment to bullying prevention. It gives us an opportunity to connect with students, staff and school communities to implement workable solutions to prevent bullying.

The new hero colour for the campaign is PURPLE – symbolising peace, strength and empowerment to take a stand against bullying behaviour.



On Friday 16th August we will be having a whole school 'Wear a Pop of Purple' to participate in this national action week and express our commitment to preventing bullying as a school community.

The theme for this year's campaign is **Everyone belongs**. This theme highlights the importance of creating a sense of belonging and inclusion for students. We recognise bullying often thrives in environments where individuals feel marginalised or excluded, and it is our collective responsibility to ensure that every student feels valued and respected.

"Positive school climates that value diversity and inclusion can foster a sense of belonging and provide a protective factor against negative peer relationships and reduce bullying." (Australian Education Research Organisation 2023).

During the week we will be engaging students in meaningful discussions and activities aimed at promoting empathy, understanding, and respect for diversity. We encourage parents and carers to take this opportunity to have open and honest conversations with their children about the impact of bullying and what they can do if they need support. You can visit the [Bullying No Way website](#) for tips around how to have this discussion.

Bullying – important conversations to have with your child

St Catherine of Siena is participating in the Bullying No Way: National week of action – 12 to 16 August 2024.

By working collaboratively within our community, we can collectively help reduce bullying.

Parents and carers play an important role in helping your child understand bullying, and know how to respond to it.

If your child tells you about things at school, or you observe something in public that involves conflict or bullying, take the opportunity to talk about what bullying is. You can learn more about what defines bullying at [bullyingnoway.gov.au](#).

Questions you could ask:

- What do you think bullying is?
- Have you seen it? How did you feel?
- Have you ever felt scared at school because of bullying?
- As well as me, who are the other adults you would talk to when it comes to things like bullying?
- Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
- Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?

Remind your child that bullying is never okay and discuss how they can respond safely if they experience or witness it.

Encourage them to seek help from a trusted adult and keep seeking support if needed.

By promoting open communication, we empower children to stand up against bullying and create a safer environment where everyone can feel that they belong.

For more information, visit [bullyingnoway.gov.au](#).

Term 3

Week 4

Monday 05/08

- Whole School Assembly 2.30pm

Tuesday 06/08

- **The Transfiguration Of The Lord**
- Staff Meeting 3.30pm - 4:30pm

Wednesday 07/08

- *Saints Sixtus II and companions*
- *Saint Cajetan*
- **Whole School Mass – St Mary of the Cross Mackillop 9.15am**

Thursday 08/08

- *Saint Mary Of The Cross*
- Staff Meeting 3.30pm - 4:30pm

Friday 09/08

- *Saint Teresa Benedicta of the Cross*

Saturday 10/08

- *Saint Lawrence*

Sunday 11/08

- 19th Sunday In Ordinary Time

Week 5

Monday 12/08

- *Saint Jane Frances de Chantal*
- Whole School Assembly 2.30pm

Tuesday 13/08

- *Saints Pontian and Hippolytus*
- Staff Meeting 3.30pm - 4:30pm
- Confirmation Information Night 6:00pm – 7:30pm

Wednesday 14/08

- *Saint Maximilian Kolbe*
- **Whole School Mass – Feast of the Assumption 9.15am**

Thursday 15/08

- *The Assumption Of The Blessed Virgin Mary*
- Staff Meeting 3.30pm - 4:30pm

Friday 16/08

- *Saint Stephen of Hungary*

Sunday 18/08

- 20th Sunday In Ordinary Time

Week 6 – Book Week

Monday 19/08

- *Saint John Eudes*
- **Book Week Parade – 9am**
- Whole School Assembly 2.30pm

Tuesday 20/08

- *Saint Bernard*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 21/08

- *Saint Pius X*

Thursday 22/08

- The Queenship of the Blessed Virgin Mary
- Northern Region School Improvement Network (All Day)
- Staff Meeting 3.30pm - 4:30pm

Friday 23/08

- *Saint Rose of Lima*

Saturday 24/08

- *Saint Bartholomew*
- **Sacrament of Confirmation Masses 11.00am & 2.00pm**

Sunday 25/08

- 21st Sunday In Ordinary Time

Week 7

Monday 26/08

- Whole School Assembly 2.30pm

Tuesday 27/08

- *Saint Monica*
- Staff Meeting 3.30pm - 4:30pm

Wednesday 28/08

- *Saint Augustine*

Thursday 29/08

- The Passion of Saint John the Baptist
- Staff Meeting 3.30pm - 4:30pm

Friday 30/08

- The Passion of Saint John the Baptist
- **Father's Day Breakfast (7.30am) & Blessing (8.15am)**
- **Fathers Day Stall**
- **Footy Colours Day**

Sunday 01/09

- 22nd Sunday In Ordinary Time
- **Father's Day**

Week 8

Monday 02/09

- *Saint Augustine*
- Whole School Assembly 2.30pm

Tuesday 03/09

- *Saint Gregory the Great*
- Staff Meeting 3.30pm - 4:30pm
- Parent Advisory Committee 7.00pm – 8.00pm - TBC

Wednesday 04/09

- Mr. Noack on Study Leave (Returns Wednesday 9th October.)

Thursday 05/09

- Staff Meeting 3.30pm - 4:30pm

Friday 06/09

- Instalment 3 - Family Fee Payment Due

Sunday 08/09

- 23rd Sunday In Ordinary Time

Week 9

Monday 09/09

- *Saint Peter Claver*
- Whole School Assembly 2.30pm

Tuesday 10/09

- Staff Meeting 3.30pm - 4:30pm

Thursday 12/09

- *The Most Holy Name of Mary*
- Staff Meeting 3.30pm - 4:30pm

Friday 13/09

- *Saint John Chrysostom*

Saturday 14/09

- The Exaltation of the Holy Cross

Sunday 15/09

- 24th Sunday In Ordinary Time

Week 10

Monday 16/09

- *Saints Cornelius and Cyprian*
- Exec Team 9.30 – 11.00am
- Whole School Assembly 2.30pm
- Team Leaders Meeting 3.30pm - 4:30pm

Tuesday 17/09

- *Saint Hildegard of Bingen*
- *Saint Robert Bellarmine*

Wednesday 18/09

- **Whole School Liturgy 9.15am**
- Year 3 Camp – Camp Sunnystones

Thursday 19/09

- *Saint Januarius*
- Year 3 Camp – Camp Sunnystones
- Year 4 Camp – Camp Sunnystones
- Staff Meeting 3.30pm - 4:30pm

Friday 20/09

- **Last Day of Term 3**
- Year 4 Camp – Camp Sunnystones
- **Dismissal Time 3.15pm**



Star of the Week

Prep A

Madelyn F - For being a thoughtful and supportive classmate in Prep A. Great job making a difference!
Sarah T - For working hard to increase the volume of your voice during whole class discussions. Keep it up Sarah!!

Prep B

Ayii D - For being a responsible learner and showing initiative in the classroom during different learning opportunities.
Aaliyah F - For being a knowledgeable learner and sharing your knowledge length during maths.

Prep C

Lillian O - For using the skill of hearing and recording sounds to write sentences. I am so proud of you!
Melanin B - For making a text to self connection to the book 'Shoes from Grandpa' and writing about it.

Year 1A

Romeo W - For reading and spelling words that contain the ough spelling pattern
Faith H - for giving excellent feedback to her partner during paired reading fluency

Year 1B

Bol P - For fluently reading cvcc words. Keep up the great work.
Liam P - For combining but and so statements in one sentence.

Year 1C

Ava F - For your amazing contributions to class discussions during literacy this week. You're a star!
Harper W - For demonstrating your knowledge of repeated addition to solve worded problems. Keep up the great work!

Year 2A

Mia J - For writing a fantastic narrative, using capital letters for proper nouns and exclamations marks correctly.
John H - For showing great enthusiasm when learning your 5s multiplication facts. Awesome work!

Year 2B

Spencer R - For successfully recalling your '10s' multiplication facts. Keep it up Spencer!
Khiani S - For continuing to name and draw arrays and using the corresponding repeated addition. Well done Khiani!

Year 2C

Ivana F - For always being ready to learn, answering questions in discussions and trying your best in all tasks. Well done Ivana!
Zechariah B - For showing a great understanding of repeated addition sentences and arrays to solve multiplication problems.

Year 3A

Hailey C - For always arriving at school with a positive attitude and an eagerness to learn.
Payton Q - For always taking care when writing texts and displaying the Grade 3 writing expectations.

Year 3B

Achuach G - For always trying your best when scanning a text to find key information to answer questions. Great job Achuach.
Ava K - For successfully identifying any verbs & adverbs found in a procedural text. Keep up the great work!

Year 3C

Carlos M - For your active participation during group work! What a great start to term 3 you have had! Keep up the amazing work.
Bakita M - For consistently being ready to learn, answering questions in discussions and trying your best in all tasks.

Year 4A

Lucas N - For creative use of pattern blocks to create patterns and shapes with reflective symmetry.
Mariam B - For providing specific feedback for observations of accuracy, rate and expression when reading.

Year 4B

Harvey A - For making responsible choices to be active in learning and participating in the class discussions
Nyanthon N - For efficiently using blending and segmenting skills to spell words from her decodable readers. Well done!

Year 4C

Dit P - For your active participation in class discussions It is great to hear your knowledge and ideas about a topic! Well done!
Jayden D - For explaining your predictions about a text in detail by using your prior knowledge and evidence from the text to support your ideas.

Year 5B

Aiden Q - For showing exceptional skill in interpreting time and seamlessly converting between 12 hour and 24 hour time. Awesome work!
Gabrienna D - For always being ready to learn and having the courage to participate and actively contribute to class discussions. Great work!

Year 5C

Mia K - Completing her writing challenge with a score of 26 of the required words.
Zac F - Building his writing resilience and confidence to complete his writing in his book.

Year 6A

Charli M - For using her multiplication recall facts to successfully apply in fraction tasks.
Sophie A - Demonstrating a sound understanding of the use of foreshadowing and flashback in narrative writing.

Year 6C

Diyar M - For always asking questions to clarify your understanding and further improve your learning.
Ivana M - For being able to read a text and identify the narrative language features that the author has used.

9 REASONS TO USE VISUALS

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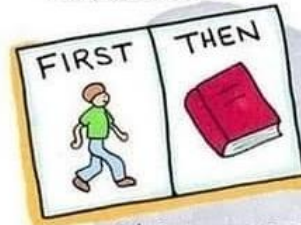
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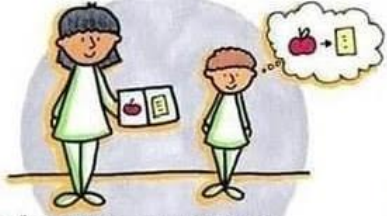
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(SPOKEN WORDS DISAPPEAR)



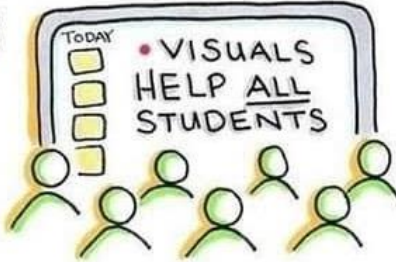
• VISUALS ALLOW TIME
FOR LANGUAGE PROCESSING



• VISUALS PREPARE
STUDENTS FOR TRANSITIONS



• VISUALS HELP KIDS
SEE WHAT YOU MEAN



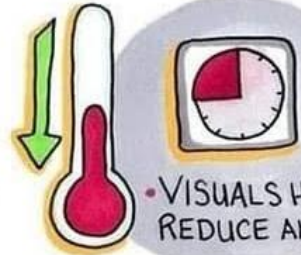
• VISUALS HELP
BUILD INDEPENDENCE



• VISUALS ARE TRANSFERABLE
BETWEEN ENVIRONMENTS
AND PEOPLE



• VISUALS HAVE NO ATTITUDE
• NO TONE • NO FRUSTRATION
• NO DISAPPROVAL



• VISUALS HELP
REDUCE ANXIETY

So Good To See So Many Of Our Parents Participating In Their Children's Classrooms!!!

