



# Brisbane Public School

## November Newsletter

9426 Wellington Rd. 124, R.R #2, Erin, Ontario NOB 1T0  
Tel. 519.833.9621

Principal: Reena Anand Office Coordinator: Jodi McKenzie

### Principal's Message

N'oublions pas le Jour de Souvenir. Vous êtes invités à notre cérémonie speciale. Remembrance Day ceremonies will be held in our gym on November 11<sup>th</sup> at 10:30 a.m. Parents, guardians, grandparents, and veterans are cordially invited to attend this important commemoration to those who served our country and protected our freedom. Thank you to Mme Gagnon and Mrs. Knie for helping to organizing this ceremony and to our students for their contributions.

### Progress Reports

The Upper Grand District School Board would like to inform parents and guardians that due to the impact of province-wide job action, Elementary Progress Report Cards will not be going out as scheduled.

Like most public school boards in Ontario, Upper Grand is postponing Elementary Progress Reports, which were scheduled to go out in November.

If the current labour situation is resolved, we will reassess the status of the fall Progress Reports. However, if job action continues, there would likely be insufficient time for completion of the reports, as school staff will be focused on completing and distributing Term 1 Report Cards.

We will continue to monitor the situation and its impact on elementary students. For updates please visit the UGDSB board website at [www.ugdsb.on.ca](http://www.ugdsb.on.ca).

### Remembrance Day



This year, our Remembrance Day services for students will be held in the gymnasium on Wednesday, November 11<sup>th</sup> at 10:30. Poppies will be handed out prior to the assembly. Voluntary donations for the poppies may be handed in to classroom teachers on November 10<sup>th</sup> and 11<sup>th</sup>. Thank you for remembering our past and present members of the Armed Forces and Peace Corps.

### Fundraising Goal

Each year our school depends on successful fundraising initiatives that are generously supported by the Brisbane community in order to continue to offer enhanced educational opportunities for our students. A letter recently came home requesting donations to the Upper Grand Learning Foundation. We are hoping to reach our fundraising goal of \$12 500.00 in order to continue supporting the valuable school programs such as Scientists in the classroom, playground repairs, reading programs etc. So far, we have approximately **\$1350** through your generous donations. We appreciate donations of all sizes and do not plan to do additional fundraising this year if we reach our goal! Please see the attached form if you are interested in donating funds.

We have also raised approximately **\$1700** from the Fresh from the Farm fundraiser. Thank you for your continued support!

## ***Head Lice***

Here is our friendly annual head lice reminder. As you are aware, having head lice is not an indicator of poor hygiene - lice like clean hair best! They can happen to anyone. If there was a report of head lice in your child's class, we will send home a head lice notice. Please check your son/daughter's hair regularly, and contact the school if you discover your child has lice or nits. If your child has head lice, please treat them with a remedy from the pharmacy that kills the live lice and then using a special comb or other technique: remove all nits from the hair before the child returns to school. Since no product can effectively kill all nits, you will then still need to check for nits and remove them from the hair every day for 7-10 days at which time treatment is redone with the pharmacy product. There is a woman who lives near the Brisbane community who is available to help with lice if you need assistance. Please contact Theresa Harrod at 416 994-7921 for more information and assistance.

## ***Outdoor Recess***

It is getting chilly out and the snow may fly soon! Please remember to assist your child in wearing the proper clothing to school. This includes a warm jacket, hat, mitts and waterproof footwear. Thanks for sending extra socks in your child's backpack just in case! All students are expected to participate in outdoor recess, as this important, active break aids concentration and success in the classroom.

## ***Inclement Weather and Transportation***

When you hear the radio announcement, "All school taxis and buses in Centre Wellington and the Town of Erin will not be operating today"- your child's bus or taxi is cancelled and the school is open. Brisbane remains open unless schools are cancelled.

During inclement weather, please listen to: Erin Radio 88.1 FM; 1460 AM CJOY; 106.1 Magic FM; Oldies 1090 AM; 99.1 FM CBC; 105.3 Kool FM; Newstalk 570 AM; 96.7 FM CHYM; or, watch CKCO-TV. These stations will announce cancellations.

Bus cancellations are also reported on the Board website after 6:30 a.m. at: [www.ugdsb.on.ca](http://www.ugdsb.on.ca)

## ***Upper Grand Chapter, Canadian Parents for French***

Canadian Parents for French is a network of volunteers (parents, teachers, and school board representatives) who promote and strengthen French Immersion programs by creating opportunities inside and outside the classroom to enhance the learning of French.

If you are interested in learning more about Canadian Parents for French, visit: [www.freewebs.com/fipaq/](http://www.freewebs.com/fipaq/)

## ***Fire Drills and Lockdown Drills***



In the interest of student safety, the Upper Grand District School Board has directed all schools to conduct 6 fire drills, 2 lockdown drills and 1 tornado drill each school year.

Students have become quite accustomed to our different drills, including the lockdown drill. During our drill we strive to minimize anxiety by reassuring students that the activity is a "pretend" situation and we are only practicing just like we do with fire drills and tornado drills. Detailed drill procedures have been developed in conjunction with our local police services and provided to all schools as part of our emergency procedures manual. Every teacher has a copy of this manual and all emergency procedures are reviewed throughout the year.

In a lockdown, students and staff are directed to secure areas where doors can be locked and the children are kept out of sight, such as a classroom. If a student is not near their own classroom when a lockdown is initiated, they will be welcomed into the closest one. Please note that during a lockdown drill no one will be allowed to enter or leave the building, including visitors to the school. In the event of a real lockdown, only emergency responders (police etc.) will be allowed to enter the building and no one may leave their secure area until they receive an "all clear" from the authorities.

Please remember to check in at the office prior to going down to classrooms to ensure security and safety.

Practicing these drills is just one more way that helps us continue to ensure the safety of our staff and students. For example, our visitor's sign-in badge system also helps maintain the security of our building. So, please always display your visitor's badge if you are anywhere in the school or on the yard. If you have any questions or concerns, we would be happy to discuss them with you.

## ***School Council***

Thank you to our dedicated parents for providing funds to support our school programs. School Council is a great way to be involved in the school community and make a positive contribution to your child's education. Council meetings are held the second Tuesday of each month. Our next meeting is **Tues. Nov 10<sup>th</sup> in the library at 7:15** and all parents are welcome. Children are also welcome to come and bring a book or technology.

## ***Volunteers? Classroom Tutors***

Again this year, we will be running our Tutors in the Classroom program to assist students (French and English) gain greater fluency in reading and increase their comprehension and critical thinking skills. Thank- you to Mrs. Geddes for organizing schedules and classroom visits. Students benefit enormously as a result of this initiative. Merci aux parents bénévoles!

## ***Daylight Saving Time Ends***



**On Sunday November 1st**, we return to Standard Time. Remember to turn your clocks back that morning and enjoy an extra hour of sleep!

## ***Upcoming Events***



### **November**

1 <sup>st</sup>	Fall backward, time change
4 <sup>th</sup>	Take your child to work day
6 <sup>th</sup>	Bully prevention speaker
11 <sup>th</sup>	Remembrance Day Assembly
10 <sup>th</sup>	School Council Meeting
24 <sup>th</sup>	Picture Retake Day
27 <sup>th</sup>	PA Day

## ***Safe and Inclusive Schools/Anti-Bullying Campaigns***

As part of our Safe and Inclusive Schools/Anti-bullying campaigns, we continue to educate students about: respectful and responsible behaviour; appropriate ways to deal with conflict; ways to surf the Internet safely; how to protect themselves from cyber-bullying; and, keeping their hands and feet to themselves. Brisbane Public School's Safe Equitable and Inclusive School Plan is posted on our website. We will also be recognizing Bullying Prevention Week Nov 18<sup>th</sup> - 22<sup>nd</sup>, through in-school activities. We have planned to have a speaker, Mr Bruce Langford, come in to speak to our students and staff about bullying. The speaker will talk to students about bullying and bully prevention through drama and role play on **Friday Nov. 6<sup>th</sup>**. There will be an assembly for primary students and for junior students. Parents are welcome to attend. Please visit his website at <http://www.standupnow.ca/> for more information about the speaker.

### ***What can be done to stop bullying?***

Some important strategies in stopping bullying are: providing good supervision for children; providing effective consequences to bullies; using good communication between teachers and parents; providing all children opportunities to develop good interpersonal skills; and creating a social context which is supportive and inclusive, in which aggressive, bully behaviour is not tolerated.

Students need to report issues to the supervisor or teacher so that follow up can happen. If you are hearing about concerns, please inform your child's teacher so that follow up can occur as soon as possible.

At school, we will be having students fill out an anti-bullying survey to identify issues and concerns at school and how we can address them.

## **What Can Parents Do if Their Children are Being Bullied?**

1. Ask the child directly. Often children do not wish to tell their parents due to shame and/or fear that bullies will retaliate if they tell. Look for signs such as: fear of going to school, increased illness, lack of friends and increased fearfulness.

2. Work with the school immediately to make sure your child is safe, that effective consequences are applied toward the bully, and that monitoring at school is going on. If the bullying is happening on the way to and from school or on the bus, inform the school. If your child is timid, and lacks friends, try to arrange for your child to participate in positive social groups which meet his or her interests. Developing your child's special skills and confidence in the context of a positive social group can be very helpful.

## **What to do if Your Child is Aggressive or Bullies Others?**

Take the problem seriously. Children and youth who bully others often get into serious trouble in later life, and may receive criminal convictions. They may have continuing trouble in their relationships with others. Here are some things you can do to turn the situation around.

1. Talk to your child, talk to his or her teachers and administrator. Keep in mind that a bully will often try to deny or minimize his or her behaviour.

2. Make it clear to your child that you will not tolerate this kind of behaviour, and discuss with your child the negative impact bullying has on the victims. Do not accept explanations that "it was all in fun."

3. Increase your supervision of your child's activities and whereabouts, and who they are associating with. Spend time with your child, and set reasonable rules for their activities.

4. Co-operate with the school in modifying your child's aggressive behaviour. Frequent communication with teachers and/or administrators is important to find out how your child is doing in changing his or her behaviour.

5. Praise the efforts your child makes toward non-violent and responsible behaviour, as well as for following home and school rules. Keep praising any efforts the child makes.

6. If your child is viewing violent television shows, including cartoons, and is playing violent video games, this will increase violent and aggressive behaviour. Change family and child's viewing and play patterns to non-violent ones. Make sure that your child is not seeing violence or fighting between members of his or her family. Modelling of aggressive behaviour at home can lead to violence by the child against others at school and in later life.

7. Seek help from the classroom teacher, school social worker, or children's mental health centre in the community if you would like support in working with your child.

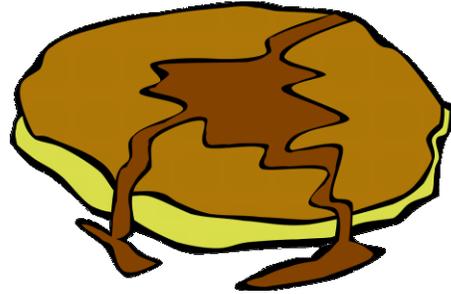


## Roots of Empathy program

We are very excited to share that Mlle Kloosterboer's grade two class will be participating in the Roots of Empathy program this year! In Roots of Empathy, a parent and baby from the community visit a classroom over the course of a school year. We are very excited to welcome back Mme Stansfield and her son Owen as our first Roots of Empathy family! A trained Roots of Empathy instructor visits with the family to guide children as they observe the relationship between the baby and his or her parent. The instructor also visits before and after each family visit to reinforce teachings.

In the program, the baby is the "teacher." With each family visit, the instructor leads the children in noticing how the baby is growing and changing over the course of his or her first year of life. The children also watch the loving relationship between the parent and baby and see how the parent responds to the baby's emotions and meets the baby's needs. Children learn to understand the perspective of the baby and label the baby's feelings, and then are guided in extending this learning outwards so they have a better understanding of their own feelings. If you would like to learn more about this wonderful program, please visit the website at [www.rootsofempathy.org](http://www.rootsofempathy.org).

## Pancake Lunch update



Thank you to students, volunteers and parents for a successful pancake lunch. The healthy snack program is happy to report that approximately \$2000 was raised to support the program. Thank you to many parents who provided extra donations to support the snack program. There were 20 volunteers who helped make 1000 pancakes in the morning! Thank you for your support.



# Helping Your Child Succeed



## A Parent's How-To Guide for Helping Your Child in Math

Math education looks different than it did even ten years ago. Employers today cite that the essential 21st century skills of problem solving, collaboration, logical reasoning and the ability to think critically are the most important 'look-fors' when interviewing candidates. In schools today, students are asked to solve challenging mathematical problems that put more importance on conceptual knowledge instead of procedural knowledge. This leaves parents sometimes at a loss about their role and how to best support their child. As a parent, you are an invaluable partner in your child's mathematics education; you are the first educator in your child's life. Research shows that when there is a high level of family involvement, students do better in school. Below are some tips to support your role as a mathematics parent.

### Tips for Parents:

(adapted from *Doing Mathematics with Your Child - A Parent's Guide*

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNum2012.pdf>)

- find real-life experiences that encourage and engage your child to think and talk about mathematics (shopping, sorting, construction, managing time and money, understand patterns and trends, make predictions based on patterns, analyze data)
- encourage and provide manipulatives to explore mathematical concepts (toothpicks, popsicle sticks, money, chocolate chips, etc...)
- be mindful of your attitude towards mathematics; strong, positive attitudes about math increase a child's ability to feel successful and to persevere with challenging math tasks
- encourage risk taking
- provide a supportive, relaxing environment
- build your child's confidence by engaging them in math activities that will allow them to feel successful
- engage in math activities or math talk in the language you are most comfortable with
- a math problem is not necessarily a word problem; don't allow language to be the barrier to the mathematical concept presented
- build on memorization of math facts by ensuring the understanding of the concept (What does multiplication/division mean? When would we use it? Why would we use it? How did you figure out that fact? How can you use one fact to help you figure out another?)
- familiarize yourself with the Ontario Math Curriculum (<http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf>) in order to understand what your child is learning and what is expected of him/her

### Resources:

Homework Help (Gr. 7-10) <https://homeworkhelp.ilc.org>

#### Math Activity Sites

\*there are many more sites in the *Doing Mathematics with Your Child - A Parent's Guide* referenced above

<http://www.mathstories.com>

<http://www.hoodamath.com/games/>

<http://www.mathplayground.com>

[http://www.funbrain.com/teachers/subj\\_math.html](http://www.funbrain.com/teachers/subj_math.html)

<http://www.aplusmath.com>

<http://cemc2.math.uwaterloo.ca/mathfrog/main.shtml>

# Math Anxiety

M-A-T-H... A four-letter word that can bring on headaches, sweaty palms, stomach aches and/or tears. A four-letter word that can begin a verbal battle and end with wounds. A four-letter word that can be dreaded, leaving one confused and hoping for non-existence. What is it about math that can cause a child to be afraid? Attitudes.

As a parent/caregiver, you are an invaluable partner in your child's mathematical education; you are the first educator in your child's life. Recent research has shown that an adult's feelings about math and what they say can have an impact on how a child thinks about math and themselves as mathematicians.

Below are some verbal tips to help support you in curbing math anxiety in your child:

Instead of...	Try...
<i>"You are so smart!"</i>	<i>"You have worked so hard to learn all those math facts."</i>
<i>"I hated math as a child," or "I was never good at math."</i>	<i>"I am not sure of the math you are working on. Can you explain it to me?"</i>
<i>"Oh, looks like you made a mistake here."</i>	<i>"You made a mistake. That is wonderful! Your brain just grew from the learning that just happened!"</i>
<i>"This problem is way too hard for me to help you with."</i>	<i>"I think you should try this problem without my help. This would be a great opportunity for your brain to struggle so it can grow!"</i>
<i>"Let's see... Joe started with 15, and now he has 5, so what is 15 take away 5?"</i>	<i>"What do you think this problem is asking you? Can you restate it in your own words?"</i>
<i>"That is the right answer. Good for you!"</i>  <i>"That is the wrong answer."</i>	<i>"How do you know you are right?" "Does that answer make sense to you? Why or why not?" "Is there another way to solve this problem?" "Explain how you got your answer."</i>
<i>"You are not good at math either, just like me."</i>	<i>"With hard work, you will get better at math. Don't give up."</i>
<i>"You have to learn to know these answers quickly."</i>	<i>"Take the time you need to figure out the answer. It is more important you understand how to get the answer than knowing it quickly."</i>

Words have the power to inspire a child to become the mathematician he/she is capable of being.

Adapted from:

*What's Math Got To Do With It?* by Jo Boaler

<http://yano.co.uk/2012/05/dont-let-maths-muddle-you-2/>

<https://www.youcubed.org/fluency-without-fear/>

### ~ A Message from The UGDSB Parent Involvement Committee ~

There is a great deal of information and research out there that talks about Parent Involvement in Schools. There are Parent Involvement Committees, Parent Advocacy Groups, Parents for Education and Parent Councils. There is also the 24 hours a day, 7 days a week, parent responsibilities of work, home and outside activities that require our attention. In today's world - parents are pressed for time.

So what do you say when you get that request from us, your children's school, to volunteer? How can you fit it all in this school year? How do you stay involved in your child's education, manage all of your other responsibilities and carve out even a minute for yourself?

The good news is that the research about Parent Involvement has shifted. While we used to talk about parents being in the schools (which we'd still love to see happen), it now talks about ways that we can work together to support your children's well being and learning. John Hattie (2009) suggests that you can best support your children's learning by talking with them. When you do this, he suggests that children will be more successful at school. As the start of the 2015-2016 school year begins, make it a daily habit to talk with your children about their day at school. Other than the traditional, "What did you do at school today?" try these questions to get more than the typical "nothing" response.

*What helped you learn today?*

*What was hard for you today?*

*What are you going to try to do differently tomorrow?*

*What questions did you ask today?*

*What questions could you have asked?*

*What are you interested in learning more about?*

As you children's teachers, educational assistants, principals, vice principals, office and custodial staff, we value and want your support. Support however comes in many shapes and sizes. Being involved includes more than attending Open House, Parent-Teacher interviews and meetings, reading the school and classroom newsletters and volunteering. Being involved means being a partner in your children's education. It means talking and working with your children's teacher to ensure your children are coming to school each and every day this school year ready to learn. Support means being a listener, asking questions, mentoring, being a coach, talking about school and being a co-learner (Building Parent Engagement 2011).

Parent Involvement means holding high aspirations and expectations for our children. (Hung & Ho, 2005) Expect the best from your children, hold the bar high and, this school year, when you ask, "What did you do at school today?" don't accept "nothing" as a response. There's a lot going on in school and, as partners in your children's education, we want you to know about our day at school!

## November's Environmental Theme: AIR POLLUTION



Air pollution is a big problem. But we can solve it. Know that all over the world, steps are being taken to stop the damage to our environment from air pollution. Scientists study the damaging effects and make recommendations. Governments write laws to control emissions. Canada has a Clean Air Act. And the good news is that recently Ontario became the first province in Canada to no longer make electricity using coal-fired power plants! Perhaps most importantly, teachers in schools and universities are educating our youth to understand the problem and make a difference.

What are some of the ways we can reduce air pollution? Planting trees is a great way to help filter our air and make it clean. If cars are producing too much carbon dioxide then trees will help convert it back into essential pure oxygen. Also, use a push mower instead of a gas-powered mower, or use a snow shovel instead of a power snow remover. Bike and walk more, and look into purchasing a more fuel-efficient car. If you buy locally produced food, trucks won't need to make as many far away deliveries and use as much fuel. You can even help indoor air quality by growing plants indoors, especially spider plants, the peace lily, or bamboo palms to help take toxins out of the air inside.

Scientists are also working on how to use energy in a cleaner way. For one example, an alternate fuel source that emits fewer greenhouse gases than conventional fossil fuels comes from an unexpected source - vegetable oil! Type "Run Your Car on Vegetable Oil " into Google and find out the pros and cons of this alternative fuel source.

*Slogan of the month: Keep our air healthy - plant a tree!*

## Library Programs

Erin Branch, Wellington County Library  
14 Boland Dr. Erin, ON  
519-833-9762

### **Story Time** Pre-School (3 – 5 years)

Our Story Times are created to help your child get ready for reading. Share stories, songs, rhymes, and activities aimed at developing your child's early literacy skills. Parents and caregivers are encouraged to participate. Please register.

Tuesdays, October 6, 13, 20, and 27; November 3, 10, 17, and 24  
10:30 am – 11:30 am

### **Paws 4 Stories** School Age (Grades K – 6)

This is a very special reading programme designed to practice reading fluency in a relaxed, fun atmosphere with a dog named Jinx. Please phone 519-833-9762 to book a time to read to Jinx.

Wednesdays, October 7, 14, 21, and 28, November 4, 18, and 25  
4:00 pm – 5:15 pm

### **Hallowe'en Surprise** School Age (Grades K – 6)

Join us for Hallowe'en stories and then use your talents to create a spectacular, spooky Hallowe'en scene by upcycling old CD's. Monday October 26, 4:00 – 5:00

### **Tech Time** School Age (Grades K – 6)

Interested in learning to use some of our awesome new technology? Join us and work with the 3D printer, Makey Makeys, and play with our new robots. Limited Space. Please Register. Monday November 30, 4:00 – 5:00



(formerly Wellington Dufferin Learning Foundation)

# UPPER GRAND Learning Foundation

Building a Strong Foundation for Learning – Developing Community Resources for Students

500 Victoria Road North, Guelph, Ontario N1E 6K2  
Charitable Registration Number 89445 0444 RR0001

## CONTRIBUTION FORM

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Postal Code \_\_\_\_\_

Please accept my gift of \$ \_\_\_\_\_

Donor(s) Signature(s) \_\_\_\_\_

### Method of Payment

A. Enclosed is my cheque \_\_\_\_\_  
(Please make payable to: Upper Grand Learning Foundation)

B. Charge my VISA  MasterCard  Card Number \_\_\_\_\_

Signature \_\_\_\_\_ Expiry Date \_\_\_\_\_

The administration fee charged by the banks for the use of credit cards will be deducted from the amount donated to the school, i.e. A \$100 donation will result in \$96.50 going to the school.

Please credit my gift to (*circle your choice*):

A. **School Fund** – I want to designate my donation to:

\_\_\_\_\_

Name of school(s)

B. **Free to Achieve Fund**

C. **General Fund** – Area of greatest need

D. **Scholarship Fund** – I want to donate a Scholarship to a particular school; I have discussed my intention with that school's Principal and/or Guidance Head; I have completed the Scholarship Agreement with UGLF.

E. **Sponsor an Award** – to recognize student achievement at:

\_\_\_\_\_

Name of school(s)

Please forward your donation and completed *Contribution Form* to the Upper Grand Learning Foundation at the above address or to the attention of Upper Grand Learning Foundation through your nearest Upper Grand District School Board school's courier service.

For recognition purposes, I wish to remain anonymous.

Tax receipts will be issued for contributions of \$20 or more.

Privacy Policy at [www.uppergrandlearningfoundation.com](http://www.uppergrandlearningfoundation.com)



East Wellington  
Family Health Team

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### **Understanding and Managing Your Diabetes**

Erin Clinic

Part One: Thursday October 29<sup>th</sup>, 2:30 – 4:30pm

Part Two: Thursday November 5<sup>th</sup>, 2:30 – 4:30pm

### **Learn to Manage Osteoarthritis (Offered via Ontario Telemedicine Network)**

Rockwood Clinic

Part One: Monday November 2<sup>nd</sup>, 10:00am – 12:00pm

Part Two: Monday November 9<sup>th</sup>, 10:00am – 12:00pm

### **Stress and Relaxation Management (6 week series)**

Erin Clinic: November 2<sup>nd</sup> – December 7<sup>th</sup>, \*Mondays, 7:00 – 8:30pm

### **Grocery Store Tour**

Rockwood Foodland (209 Alma Street, Rockwood)

Tuesday November 17<sup>th</sup>, 1:30 – 3:00pm

### **Introduction to Healthy Living**

Erin Clinic

Thursday November 19<sup>th</sup>, 10:00am – 12:00pm

### **Understanding and Managing Your Diabetes**

Rockwood Clinic

Part One: Tuesday November 24<sup>th</sup>, 10:00am – 12:00pm

Part Two: Tuesday December 1<sup>st</sup>, 10:00am – 12:00pm

### **Cooking Class**

All Saints Anglican Church (81 Main Street, Erin - Beside Post Office)

Thursday December 3<sup>rd</sup>, 10:30am – 12:00pm

### **Anxiety – Dial It Down**

Erin Clinic

Thursday December 10<sup>th</sup>, 6:30 – 8:30pm

**You must pre-register. To do so, or for more information about these sessions, go to [www.ewfht.ca](http://www.ewfht.ca) and click on "Workshops" or call 519-833-7576 ext. 362**

**Erin Clinic location: Erin Wellness Centre - 6 Thompson Crescent**