



# ROCKWOOD CENTENNIAL PUBLIC SCHOOL

157 Pasmore Street Rockwood, Ontario N0B 2K0  
(PHONE) 519-856-9556 519-856-9563 (FAX)

L. Doering, Principal

M. Peet, Office Co-Ordinator

## OCTOBER 2017

### FROM THE PRINCIPAL



Can you believe that September has come and gone? Our students are all settled into their classroom routines, and clubs and teams have started.

Thank you to all the families who came out for Open House and enjoyed some live entertainment and bake sale— it was a great success. The whole school was bursting with pride as students took their parents on classroom tours to meet their teachers. This is a wonderful community and your support is greatly appreciated. We encourage you to continue to actively participate in your child's education as follows:

- Show support and participate in school events.
- Volunteer in the classroom, join school council, or go on a fieldtrip.
- Actively support your child's homework, by setting aside a regular homework time and being available for questions.
- Read to, or read with your child for 20 minutes every day.
- Set aside one-on-one time with your child to go over the day's events, or to discuss activities that are coming up.

We also encourage you to keep the lines of communication open with your child's teacher. Contact them about concerns, or to give them positive feedback too!

L. Doering

### SCHOOL EVENTS CALENDAR

Our school events will be updated on our [web page calendar](#) . Please click on the "view all" option to see the month at a glance.



### FOOD DRIVE



We will be holding a Thanksgiving food drive again this year! Please send in any non-perishable food items the week of October 2-6th. Any donations are greatly appreciated!! Families in our community will benefit directly from the support of our school. Let's make everyone's Thanksgiving the best that it can be!

### SCHOOL COUNCIL

Our next School Council meeting is Tuesday October 3rd at 6:00 pm, in the library. All are welcome to attend.

We will be hosting a Hallowe'en Spook-A-Thon on October 26th. Pledge sheets will be going home with your child very soon. Please watch for them



## OCTOBER IS DOWN SYNDROME AWARENESS MONTH

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A whole month dedicated to celebrating, advocating and bringing awareness to Down Syndrome. Down Syndrome occurs when an individual has a full or partial copy of chromosome 21. This additional genetic material alters the course of development and causes the characteristics associated with Down Syndrome (NDSS)

People with Down Syndrome attend school, work, participate in decisions that affect them and contribute to society in many ways. While there may be a cognitive delay, the effect is usually mild to moderate and is not indicative of the many strengths and talents that each individual possesses. Quality educational programs, a stimulating home environment, good health care and positive support from family, friends and the community enable people with Down Syndrome to develop to their full potential and live fulfilling lives.

Get involved! October offers multiple ways to participate in activities, events, and to help in raising awareness. Participate in a local Buddy Walk, educate those around you using NDSS's Youtube channel . The Canadian Down Syndrome Society offers educator resources that include videos parents can view with their children about children with Down Syndrome.

## LIBRARY NEWS

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It was so nice to have so many families come through our library at Open House. If you didn't get a chance to stop by, feel free to do so anytime you are in the school. Each class has scheduled library time each week to visit the library and exchange books. Your children have been learning how to tell if a book is a "good fit" for them or not and they should be selecting library books that are at their reading level. Reading library books with your child is a great way to connect with them and find out what types of books spark their interest. If you have any questions about our library, please feel free to contact me at (519)856-9556 x338 or by email at [valerie.soper@ugdsb.on.ca](mailto:valerie.soper@ugdsb.on.ca)



Our school board offers so many resources to our students. When students log into their ugcloud accounts, they have access to so much. Click on the link below for a brief overview of these resources.

<https://goo.gl/N3IVTI>

Sincerely, Val Soper – Teacher Librarian

## COLOUR HOUSE

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This month we will celebrate **Halloweenie** in our school Tuesday, October 31st. Halloweenies (hot dogs) will be sold for \$2 each but must be pre-ordered (look for a notice to come home in early October). Colour House points will be awarded to all students dressed in costume for Halloween and we will have a game of black, orange and purple STOMP for some ghoulish giggles. Send costumes in with your child and remember - no masks at school, please.

## RENEGADE SPORTS

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Mr. Collier, and Mrs. Soper coached the Intermediate Football teams and the tournament was held on September 27th. We appreciate the enthusiasm and superior sportsmanship that each of our athletes demonstrated the day of our tournament.



The Intermediate Cross Country Meet will be held on Tuesday, October 3rd at the Rockwood Conservation Area. We are anticipating nice weather for our runners. The first race is at 12:45 and the meet will end at 2:30. If you would like to come out and support our runners, please do but note that you will be charged admission at the gate.

## ASTHMA FRIENDLY SCHOOLS POLICY

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Asthma is a very common chronic lung disease that can make it hard to breathe. The Upper Grand District School Board adopted a new policy in June 2016 to provide support for students with Asthma. If your child has asthma, the policy requires an Asthma Management Plan (AMP) to be completed by parents, a child's doctor and the principal of the school. A copy of this plan is available on the [Board's website](#) under Policy 516.

Parents are requested to complete the AMP and return it to the school as soon as possible at the beginning of the school year. Authorization for the collection of this information is in the Education Act. The purpose is to collect and share medical information and to administer proper medical care in the event of an emergency or life-threatening situation. Users of this information may be principals, teachers, support staff, volunteers, bus operators and drivers. This form will be kept for a minimum period of one calendar year. Contact person concerning this collection is the school principal.

## INDIVIDUAL EDUCATION PLANS (IEPs)

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Individual Education Plans, or IEPs, are developed by schools when assessments show that a student needs special education programming and/or services. The development of the IEP should be a collaborative process that includes parents and the student (if possible). During the development phase, schools are required to seek feedback through consultation with parents. This is your opportunity to discuss and share information with the classroom teacher and/or special education teacher regarding your child's education. If your child had an IEP last year, you will see a copy of this working document come home within the first 30 school days.

When the IEP is sent home, you will also receive a booklet titled, Parents' Guide to the Individual Education Plan. This booklet is a resource to help parents understand how an IEP is developed, what is included in an IEP, and how an IEP supports your child. It also includes definitions and explanations to help parents understand some of the language that is part of an IEP, such as accommodations and modifications.

One more item that will accompany your child's IEP this year is a Parent/Guardian IEP Questionnaire. We want to know your ideas about your child's Individual Education Plan (IEP). Your ideas will be used to help us improve the IEP processes in our schools, and help us provide parents/guardians with the special education information they are looking for. Please take a few moments to share your ideas and return the questionnaire to the school office. If you need any help with completing this questionnaire, your child's classroom or special education teacher can assist you.

## LIFE-THREATENING ALLERGIES

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We have children in our school with potential life-threatening allergies to various foods and other materials called anaphylaxis. This is a medical condition that causes a severe reaction to food or other materials, and can cause death within minutes. In recent years, anaphylaxis has increased dramatically among students. Although this may not affect your child's class directly, we are letting you know so that you may refrain from sending foods to the school that contain peanuts and nuts. We aim to create an allergy safe environment at our school.

If your child is in a classroom with an anaphylactic child, or your child has anaphylaxis, you will be contacted by the classroom teacher. Our school has procedures in place to help manage anaphylactic reactions. If your child has health concerns of any kind, please tell your child's teacher or the office and we will take the necessary health protection steps.

Thank you for your understanding in ensuring an allergy-safe environment for all of our students.

## NUTRITION STATION

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For parents and students unaware of our school's Nutrition Program:

- Nutritious snacks are available to any student each nutrition break/school day
- All students are encouraged to access the snack bins
- Parents are asked to "allow" their child to use the snack bins, as your child may influence another child more in need to access the healthy snack options
- The Program is entirely run by parent volunteers – always accepting new ones!
- Student helpers run the snack bins each break (and oatmeal on Wednesdays)
  - We are always accepting donations of healthy food items, supplies or kitchen equipment and monetary donations!
  - We are governed by and report to Food and Friends at the Children's Foundation of Guelph and Wellington County
  - We are funded through Food and Friends, The Ministry of Child and Youth Services, and we rely on corporate and private donations, fundraising, as well as grants.

## CHANGING OUR BELIEFS AND ATTITUDES ABOUT MATH

### Myth of the Math Person

Most people believe that math is one of those subjects that you either “get” or you “don’t get.” This way of thinking cannot be further from the truth; there is no such thing as a math person. Everyone can achieve in any subject with hard work, perseverance, and someone to guide them. The key to shattering this myth is developing a growth mindset in our teachers and students, and a math classroom where students are challenged by engaging problems and supported in their learning



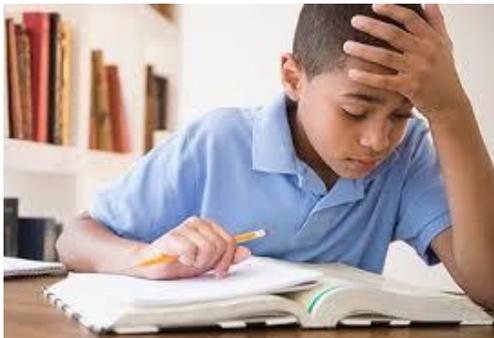
### The Evolving Classroom

The reason so many people think math is the most difficult is the inaccessible way it is often taught.” When we were math students our math teachers often taught us tips, tricks, and recipes for solving math problems. In the math classes of old there was only one correct solution. We could get the answer if we memorized and followed the teacher’s procedure, but if someone asked us the “why” behind our formula, most of us wouldn’t be able to answer.

Today, teachers are striving for students to have a solid grasp of the “why” behind each solution. This often means that students are encouraged to share a variety of methods and strategies to solve a single problem. By sharing different strategies, teachers can help students see the common thread that connects each solution, thus deepening their understanding of the concept being taught. The teacher’s role is no longer to teach procedures, but to help students make connections and understand the mathematical concepts behind the solutions.



### Growth Mindset Homework Help Tips



Let your child struggle with math problems.

- See if they have the perseverance to work through their struggles. We need to break the math myth that we need fast answers to be good at math.

- Never let your child hear you say: “I was never good at math.” Research studies have shown when parents tell their children they were not good at math, their child’s achievement is immediately affected.<sup>1</sup> Ask your child if they can solve a math problem in another

way.

- This shows that your child has multiple strategies at their fingertips and they are flexible with their math thinking.

Ask your child to explain the reasoning behind their response.

- “Why did you (add/ subtract/ multiply/ divide)?”
- “What does your drawing represent?”

### Online Resources

**Parents’ Beliefs about Math Change Their Children’s Achievement - <https://goo.gl/psL33d>**

“We now know that the messages we give students can change their performance dramatically, and that students need to know that the adults in their lives believe in them.”

**TL Talk: The Gift of Failure – Interview with Jessica Lahey - <https://goo.gl/oo7xFc>**

“Jessica is the author of the New York Times bestselling book, *The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed.*”

## How to Learn Math: for Students - <https://goo.gl/OCywaf>

"How to Learn Math is a free self-paced class for learners of all levels of mathematics. It combines really important information on the brain and learning with new evidence on the best ways to approach and learn math effectively."

## WALK TO SCHOOL DAY

ON OCTOBER 4TH, UGDSB IS CELEBRATING WALK TO SCHOOL DAY AND WALK AT SCHOOL DAY! RCPS will participate in the board-wide "Walk AT School Day" event on October 4th. Students will walk in the Conservation Area with their classes at some point on Wednesday, Oct. 4th. This event is designed to promote well-being and fitness, and encourage students to reduce vehicle congestion and pollution when possible. Our school will also earn EcoSchool Stewardship points for participating in this event.



Walk to School Day is an international event that encourages students to be active on their journey between home and school. The Wellington-Dufferin-Guelph Active and Safe Routes to School (ASRTS) committee encourages parents and guardians to walk, bike or wheel to school with us on Walk to School day October 4th. The ASRTS committee is encouraging schools with bused students to also participate by organizing a walk around the school yard at lunch or before bell time.

Walking and riding to school are great ways to include physical activity into the day, and it is well known that students who use active travel to get to school arrive alert and ready to learn.

As a parent you can help your child learn about walking or riding to school safely:

- Be a good role model. Demonstrate road safety rules with your child (e.g. looking both ways when crossing the street).
- Plan a walking or riding route. Assess potential hazards with your child. Encourage your child to stick to the route.
- Remind your child about personal safety. Point out the houses of people you know where they can go for help if needed.
- Adopt a buddy system. Walk with a "walking buddy" – a sibling or a friend.
- Ask that electronics like iPods and cellphones be put in their bag while walking to school. Pedestrian safety is compromised by texting, earphones and cellphone conversation.
- Talk about the rules of the road and pedestrian safety.

On Walk to School Day students from more than 40 countries will walk, bike or wheel to and from school. When the route to school is safe for walking or biking, the Wellington-Dufferin-Guelph Active and Safe Routes to School (ASRTS) committee encourages students to walk, bike or wheel to and from school. This year to coincide with Walk to School Day, ASRTS is also promoting a *Walk at School* day which is geared to those students who ride a bus to school. For schools with bused students, encouraging students to take a walk around the school yard at lunch or before bell time is another way that students can participate in this fantastic event!

[Click here](#) for more information on Active & Safe Routes to School.

Visit [www.saferoutestoschool.ca](http://www.saferoutestoschool.ca) for more information and resources on active school travel.

### Monthly Environmental Activities to help celebrate our planet

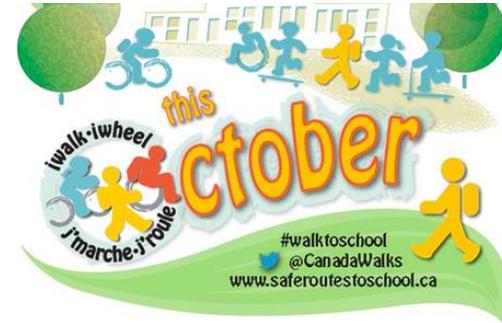


**OCT 4<sup>th</sup> IS INTERNATIONAL WALK TO SCHOOL DAY!**

*A walk outdoors is good for our hearts and minds!*

## Participate in International Walk to School Day on October 4th 2017!

In October we celebrate active travel by encouraging students to walk or bike between home and school. Walking or cycling to school gets kids outside every day actively enjoying their natural environment. They arrive at school better able to concentrate and learn.



*“In the 2015 ParticipACTION Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth, the overall grade for Canadian children and youth remains at a D- for the third year in a row. Overall, only 9% of 5-17 year olds are getting the 60 minutes of heart-pumping activity they need each day. And sadly, the grade for Active Transportation remains a D, with only 24% of 5-17 year olds walking/wheeling to school and 62% being driven by parents or caregivers. Our tendency to constantly watch over them or keep them indoors to ensure they are safe from risk limits their opportunities for physical activity, endangering their long-term health.”*

<http://www.saferoutestoschool.ca/>

### **4 ways that walking, biking or rolling can benefit kids** by Katherine Martinko

- **Walking is known to improve academic performance.** Children that have had some outside time in the morning arrive brighter and more alert for their first morning class.
- **Walking gives children good life experience.** It's an opportunity for them to be independent, think responsibly, and make decisions for themselves. Some children feel less anxiety about being at school when they know how to get home.
- **Walking gets children outdoors** – and, according to Richard Louv, who wrote about Nature Deficit Disorder, kids certainly aren't spending enough time outside these days. Find opportunities for your child to get outside and get moving too!
- **Walking provides daily exercise for children.** Obesity rates have skyrocketed in North America, so incorporating physical activity into a child's daily routine is a good place to start fighting it.

### **LET US HELP YOU DO SOME GROCERY SHOPPING!**



We invite you to participate in our annual Fresh from the Farm fundraiser, supporting our school's Nutrition Program and School Council. It's really quite simple. Order locally grown fruit and vegetables in October and receive them in November. Ask your family and friends to participate. Fill in the order form and we'll let you know when anticipated delivery is in November (once we know it).

Choose Bundle A for \$13 - 5 lbs of potatoes, 3 lbs of carrots, 3 lbs of sweet potatoes, and 3 lbs of onions

Choose Bundle B for \$15 – 8 lbs of Empire apples

Please return all forms no later than Tuesday October 10<sup>th</sup> (allowing you to ask family and friends over Thanksgiving). Please, no late submissions. Go to [www.freshfromfarm.ca](http://www.freshfromfarm.ca) for more information and for recipes.

**Please direct any questions to Danielle Stafford – [dstafford4@cogeco.ca](mailto:dstafford4@cogeco.ca)**

## CHILD ABUSE PREVENTION MONTH

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October is Child Abuse Prevention month in Canada. On October 24, 2017 many boards of education and schools across Ontario will participate in **Dress Purple Day** as a way of collectively speaking up and sharing the message that child abuse and neglect can be prevented and that help is available. This year for **Dress Purple Day** the Upper Grand District School Board is partnering with Family & Children's Services of Guelph and Wellington County, and Dufferin Child and Family Services, who are key partners in keeping children and youth safe.

**Dress Purple Day** Classroom Resources have been designed by the Ontario Association of Children's Aid Societies (OACAS) to support teachers from Junior Kindergarten to Grade Five to engage in important conversations with their students about safety and well-being, and how to identify helping adults in the community. The theme of **Dress Purple** Classroom Resources is "It takes a village to keep kids safe." These classroom resources can be found on the OACAS website at [www.oacas.org](http://www.oacas.org).

Your child's class will participate in **Dress Purple Day** and learn how the village they live in helps to keep them safe. We hope that you will encourage your child to wear something purple on October 24 to help recognize the day. If this is not possible, your child's teacher may also have other purple options available to students in the classroom.

If you would like to learn more about **Dress Purple Day** and the Child Abuse Prevention Month campaign, please visit the OACAS website at [www.oacas.org](http://www.oacas.org). You can also visit [www.fcsgw.org](http://www.fcsgw.org) (Family & Children's Services of Guelph and Wellington County) and <https://dcafs.on.ca> (Dufferin Child and Family Services) for more information on your local children's aid society.

Thank you for your support.



## **TALKING ABOUT MENTAL HEALTH OCTOBER 2017 - Building Resilience**

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Resilience is our ability to recover from difficulties and adapt to change; to be able to function as well or better after a challenge. Resilience is an important part of good mental health. We all can develop resilience, and we can help our children and youth develop it as well. The following tips are taken from Resilience Guide for Parents and Teachers, by the American Psychological Association. For more information see <http://www.apa.org/helpcenter/resilience.aspx>

Tips for building resilience:

### **Make connections**

Teach your child how to make friends, including the skill of empathy, or feeling another's pain. Encourage your child to be a friend in order to get friends.

1. **Help your child/youth by having them help others**

Children and youth who may feel helpless can be empowered by helping others. Engage your child/youth in age-appropriate volunteer work, or ask for assistance yourself with some task that they can master. At school, brainstorm with children about ways they can help others.

2. **Maintain a daily routine**

Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Encourage your child/youth to develop their own routines.

3. **Take a break**

While it is important to stick to routines, endlessly worrying can be counter-productive. Build regular breaks into school and home routines.

4. **Teach your child/youth self-care**

Make yourself a good example, and teach your child/youth the importance of making time to eat properly, exercise and rest. Make sure your child/youth has time to have fun.

5. **Move toward goals**

Teach your child/youth to set reasonable goals and then to move toward them one step at a time. Moving toward that goal — even if it's a tiny step — and receiving praise for doing so will focus your child/youth on what they have been able to do rather than on what they haven't done, and can help build resilience.

6. **Nurture a positive self-view**

Help your child/youth remember ways that they have successfully handled hardships in the past and then help them understand that these past challenges help them build the strength to handle future challenges.

7. **Keep things in perspective and maintain a hopeful outlook**

Even when your child/youth is facing very painful events, help them look at the situation in a broader context and keep a long-term perspective. An optimistic and positive outlook allows your child/youth to see the good things in life and keep going even in the hardest times.

8. **Look for opportunities for self-discovery**

Tough times are often the times when children/youth learn the most about themselves. Discuss with your child/youth what they learned after facing a tough situation.

9. **Accept that change is part of living**

Change often can be scary for children and youth. Help your child see that change is part of life and new goals can replace other goals.

10. Have a mentally healthy day!

## Attention drivers!



When there is an adult school crossing guard  
in the crosswalk with their stop sign

**drivers must stop**

before reaching the crosswalk

**and remain stopped**

until all pedestrians, including the crossing guard,  
have cleared the roadway.

The fine for failing to stop for a crossing guard is \$150 to \$500  
and three demerit points (Highway Traffic Act).

**Keeping our community safe**

