



SIR ISAAC BROCK PUBLIC SCHOOL

111 Colonial Drive • Guelph, Ontario • N1L 1R3
Phone: 519-824-1442 FAX: 519-824-8500

Principal: Natasha Skerritt
Vice Principal: Kathy Soule

Office Co-ordinator: Diane Tyszka
Office Assistant: Jennifer Campagnolo

June 2016

Message from the office:

What an exciting and action packed month of May we have had at SIB. Education week was super fun. On Monday, students could be seen dressed as their favorite superhero, Tuesday in their favorite team Jersey, Wednesday they were rockin' the SIB spirit wear, Thursday funny hats were everywhere and Friday there were some pretty wacky hairdos. Two highlights of the week included our "Random Acts of Kindness" assembly and the primary musical "Go Fish". Our new "friendship bench" was unveiled and is currently in our front foyer as it awaits its new spot on our playground. Many of our students had the opportunity to head off on some very exciting field trips during May and many will also go on trips in June. Jump Rope and Track and Field are events we are all looking forward to.

Throughout the year there have been many extra-curricular events available to our students at SIB. The hard work and dedication of the staff is what makes these possible. Thanks to all our staff for supporting all our students at SIB. Their commitment to the students is commendable.

We would like to welcome Steve Rane and Karen Hayhurst to the teaching staff at SIB. They will be joining our intermediate team.

Students will learn about next year's class placement in the fall. On the first day of school staff will be outside, with grade signs, and will find each of the students in their classes. They will ensure everyone is where they need to be before they head into the school to begin the new year. Each year there is always the chance that changes will need to occur. Our school often needs to reorganize as a result of the changing student population that occurs over the summer. This fluctuation can cause changes to occur to student placements during the second or third week of September.

Over the last month, staff have put a great deal of time, energy and thought into developing class placements for the fall. Below are more details as to everything involved in class placements. We appreciate the professional judgment and decision making you entrust in us to make these decisions in the best interest of all our students.

As we head into our final month of this year, we would like to take this opportunity to thank everyone for an amazingly successful year at Sir Isaac Brock. We are both so very proud to be the administrators of SIB. We have an amazing community and we are thrilled to be a part of it. Hope to see you all at this year's BBQ on June 23rd.

Natasha Skerritt & Kathy Soule



Student Placements

Who is teaching Grade ____? This is a popular question directed to staff and administration at this time of year. The planning process that will result in a school organization for the 2016-2017 school year began in April. The student placement task is complex, time consuming and because it is consensus seeking, can be the subject of many revisions. We hope that by sharing this information concerning school organization, you will understand the care and thought required to develop a plan. Our primary goal at Sir Isaac Brock is to develop balanced classes.

A balanced class allows the variety of interests and talents of our learners to emerge and be appreciated. Like your family, the class unit provides a balance of opportunities for a range of learners to succeed through appropriate challenges. The learner develops the feeling of belonging and the feeling that in a variety of ways, he/she makes a noticed contribution. Listed below are the criteria we use to build classes.

Balance of Ability, Interests and Talents

Balanced According to Gender

Learning Styles

How does the learner go about the process of learning? What kind of environment best allows that style to be utilized effectively?

Teacher's Style

How does a teacher go about the teaching/learning process? What kind of learners might flourish best with this teacher?

Social Blending

What is the best cluster of individuals to effectively and efficiently learn? This should not always be viewed as a grouping of friends.

Requests

Requests were to be received, via a letter with reasons to the office as of May 1st. Remember that your preference for a particular teacher or setting must be weighted against all other considerations. We have considered your feelings and wishes but can make no guarantees. The teaching staff is a dedicated group of professionals. Years of meeting the learning needs of children give them the unique qualifications to make these decisions. It takes hours of discussions, reflection, revision and consideration of alternatives to arrive at the best organization for our school. The best may not be perfect, but represents what we believe are the best chances for success.

Tentative Teaching Assignments for 2015-2016 Classes

Kindergarten Mrs. Piquette, Mrs. Blyde, Mrs. Zandbergs,
Gr. 1 Mrs. Stam
Gr. 1/2 Mrs. J. Munro
Gr. 1/2 Mrs. Graham
Gr. 2 Mrs. Dube
Gr. 2/3 Mrs. Cottrill
Gr. 3 Mrs. Tapper Howden
Gr. 3 Mrs. C. Munro
Gr. 4 Mrs. Muller
Gr. 4 Ms. Lockhart
Gr. 5 Mrs. Kelly Miller
Gr. 5 Ms. K. MacPherson
Gr. 5/6 Mr. Alton
Gr. 6 Mrs. Smyth
Gr. 6 Mrs. Coolman
Gr. 7 Mr. Dolmer
Gr. 7 Mr. Rane
Gr. 7/8 Mrs. Pike
Gr. 8 Mrs. Nethery
Gr. 8 Ms. Hayhurst
Special Education – Mrs. Dropka

***Please note that these assignments are very tentative as board staffing has not yet been finalized.**

SIB 2016 – 2017 School Day

8:40 – Start of the School Day
10:20 – 11:00 – Nutrition Break #1
12:40 – 1:20 – Nutrition Break #2
3:00 – End of the School Day

Did you know our bell times have changed for next year?

Combined Grade Classes – Answering Parents’ Questions

Information below is an excerpt from an Ontario Ministry of Education document titled “Combined Grades”. Additional Information can be found at <http://www.edu.gov.on.ca/>

Parents often have questions about the placement of their children in classes. The following are some frequently asked questions about classes of combined grades.

Why do you have classes of combined grades?

Most classes of combined grades are created to accommodate students in a school where it is not possible to create only single-grade classes. For example, if there are thirty Grade 2 students, thirty Grade 3 students, and three teachers, the only way to organize the children into smaller classes is to combine some students from both grades in one class. Some schools, however, choose to create classes of combined grades, so that their students have the opportunity to gain the academic and socio-emotional benefits associated with such classes.

What are the benefits of placement in a class of combined grades?

There are many socio-emotional benefits for students who are in classes with students of various ages. For example, in such classes, peer interactions have been shown to be very positive; students have opportunities for greater development of social skills and cooperation skills; and students often develop a feeling of comfort and security, a positive self-concept, and a sense of satisfaction with their achievements. There are also significant opportunities for development of leadership skills and for learning from peers. In studies measuring academic achievement, students in classes of combined grades were found to perform as well as students in single grade classes.

Why was my child chosen to be in a class of combined grades?

When placing students in all classes, educators consider a variety of factors, including number of students, number of boys and girls, and students’ interests, strengths, needs, learning styles, motivation, work habits, emotional development, and linguistic, cultural, and social backgrounds.

Will the teacher have as much time for each child in a class of combined grades?

The amount of time for an individual student is not determined by the organization of classrooms by grade. In all classrooms, teachers employ a number of instructional strategies to address the needs of all students. On a daily basis, teachers work with large groups, small groups, and individual students.

How do teachers prepare for teaching classes of combined grades?

Teachers develop the knowledge and skills to effectively manage any classroom, including knowledge of curriculum resources and flexibility in planning. Teachers also learn about which instructional strategies work well with the students in their class while they teach, whether it is a single-grade class or a class of combined grades. As well, the Ministry of Education and the local district school board provide many professional learning opportunities for teachers on planning and instruction.

Will the child in the higher grade be sufficiently challenged?

Research has shown that there are no negative effects on academic achievement. Teachers design programs to challenge children at their appropriate academic level. In any given classroom, students have diverse needs and interests, and teachers spend a great deal of time planning a program so that it addresses this range. Along with the academic studies,

students also learn to work with a cross-section of other students, reinforcing social and leadership skills. Research suggests that this is an advantage.

Might the child in the lower grade be overwhelmed?

Teachers and principals are careful in selecting students who will be compatible in all classes. In any class, children show a range of development physically, emotionally, and academically. It is an advantage for younger children in a class of combined grades to have many people they can ask for help – both the teacher and older students. They may also benefit from being able to learn from older children who can model leadership and academic skills.

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**OFFICE HOURS**

The school office will be closed from June 30<sup>th</sup> to August 29<sup>th</sup>. Ms Skerritt and Mrs Soule will be working during the week of August 29- September 2 with Mrs Tyzska in the school office if you have questions going into the school year.

**NUTRITION BREAK SUPERVISORS**

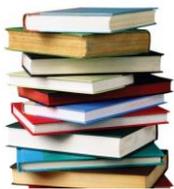
We continue to need regular and occasional supervisors for our nutrition breaks. If you can spare a minimum of an hour a day once a week, in September please contact Mrs. Soule in the school office. This is a paid position and training will be provided.



**MEDICATION**



If you have medication for your child at school, please stop in before the end of June to take it home for the summer. In September, forms will once again need to be filled out to have medication administered at school. Thanks for your assistance.



**CHECKING AT HOME**

Please make a special effort to check at home for any school books, library books or patrol equipment. If you find anything hiding under the bed or behind the door, please return it to school so that we may complete our year-end inventory.

**SCHOOL'S OUT FOR SUMMER!**

The last day of school for the 2015-2016 school year is Wednesday, June 29<sup>th</sup>, 2016. Students will be dismissed at their regular time on this day.

**LOST AND FOUND**

Please remember to check out our Lost and Found items before leaving at the end of June. Any unclaimed items will be donated to a local charity at the end of the last day of school.

**Arrival**

A reminder that supervision does not begin on our school yard until 15 minutes prior to the start of the school day. Currently supervision starts at Sir Isaac at 8:35. Please do not send your children to school until this time.

## THANK YOU TO OUR VOLUNTEERS

All of us here at SIB would like to thank our dedicated volunteers for all that they do to support our staff and students. During the month of June students will be doing some gardening and putting in some new plants in honor of our amazing volunteers. Thanks so much for all that you do each and every day to make our school amazing.



## YEAR END ASSEMBLIES

During the last week of school (June 26<sup>th</sup> – 28<sup>th</sup>) we will be having morning assemblies starting at 9:00am. During this time students will perform for the talent show, a few year-end awards will be given out and we will have time to celebrate the ending of another great school year. Students will be informed if they are performing on a certain day. As always, parents are invited and welcome to attend our celebration.

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## Special Olympics

Special Olympics athlete oath: “Let me win – but if I cannot win, let me be brave in the attempt.”

On Wednesday, May 18<sup>th</sup> staff and students from across the school district came together for a day to celebrate diversity and perseverance. More than 600 athletes from the Upper Grand and Wellington Catholic District School Boards were at St. James Catholic High School in Guelph for the annual Special Olympics Track and Field Day.

Now in its 15th year, the track meet has grown to one of its largest and most successful in the area. In addition to the 616 athletes from 67 schools in attendance, this year’s track meet was also attended by 555 peer coaches, 448 staff members and more than 100 volunteers. Students and their peer coaches spent the day in the sun, enjoying companionship and friendly competition in events including standing long jump, running long jump, softball throw, seated softball throw and the 25, 50 and 100m dash.

The annual track and field day is made possible by the hard work of the organizing committee, Special Olympics Ontario, the City of Guelph, Community Living Guelph/Wellington, the Guelph Police Service and many volunteers. This year, UGDSB is honouring the hard work and dedication of the committee members by presenting them with an “Everyday Hero” award.

## Creating Independent (Math) Problem Solvers

I was working in two different classrooms in two very different schools and noticed that the children approached solving problems in math differently. When children were given a problem in one classroom, their hands would immediately go up in the air with cries of, “I don’t get it,” or “I need help,” or “What do I do first?”. In the other classroom, when children were given a math problem, instead of asking for help right away, they would give it a try.

I was curious about the different student approaches to solving a math problem and I wanted to know how these students solved other problems. So I asked each group of children, “When you want to play with a friend, what do you do?” Here’s what they said:

| School A                                         | School B                                                                             |
|--------------------------------------------------|--------------------------------------------------------------------------------------|
| “My mom calls her mom.”                          | “I go knock on his door and ask if he can play.”                                     |
| “My mom calls and sets up a play date.”          | “I call her on the phone and then walk over to her house.”                           |
| “My dad texts her mom to see if we can play.”    | “Lots of kids meet at the park after school. I go there and play with my friends.”   |
| “I ask my mom if she can drive me to his house.” | “I ride my bike to her house. If she’s not home, I go see if someone else can play.” |

Which school had children who asked for help with the math problem right away? Which children tried the math problem on their own first?

To be successful in math, children need to be able to solve problems. When children are provided with opportunities to solve their own problems in life, they are more willing to tackle math problems on their own. Think about some of the “problems” children may experience every day:

- Deciding what to wear
- Taking what they need to school for the day (e.g., lunch, homework, shoes)
- Finding friends at recess
- Choosing what do after school
- Being hungry and needing a snack

If parents and teachers solve these problems for children, we take away the chance for children to develop problem solving skills and the belief that they can do things on their own. We cannot expect a child who has everything done for them in life to be an independent problem solver in math.

By stepping back and providing children with the opportunity to solve their own little problems, like what to wear or how to get together with a friend, we prepare them for tackling bigger problems later on, like the ones they get in math class!

- Megan Haessler, Curriculum Leader

## Talking About Mental Health June 2016

### Successfully Shifting from School to Summer

It is an exciting time of the year. The weather is getting warmer, days are getting longer and summer is just around the corner. School is wrapping up and it is time to think about how to have a good transition from school routines to summer vacation.

The shift from school year to summer break is easy for some, but more challenging for others, particularly those children and youth who experience anxiety or have difficulty with transitions.

So a good transition to summer is important and can lead to a more positive, fun summer experience.

#### **Here are some practical tips to make a smooth transition from school to summer:**

Post the summer schedule. Have your child or youth contribute to a family calendar. Be sure to note blocks of unscheduled time as well; that way, you can anticipate free time to use as you wish – even if it's just to enjoy a break in the action.

Be prepared to be spontaneous. Keep a running list of places and people to visit when time permits and the mood strikes. Summer is a good time to stop by the library, bike trail, or concert-in-the-park that you can't seem to get to during the school year.

Revamp – but don't eliminate – your child's daily routine. A daily routine gives most kids a sense of structure and security.

Prepare your child for their scheduled activities. If possible, visit the locations where they will be during day camp or day care in advance. Have your child talk to counselors, caregivers, as well as other kids who have enjoyed those same situations and settings.

Get outside and enjoy the summer. Try to limit the amount of time online, watching TV, or playing video games. Be active and get plenty of sleep and exercise. Being outside, such as going for a walk or playing in the park, elevates our mood and makes us feel less anxious.

Hope you have a wonderful, relaxing, fun summer. However, if you find mental health challenges to be increasing or causing more difficulties over the summer, seek out mental health or addiction supports for your child/youth, you and your family.

#### **Summer resources for Mental Health and Addiction supports:**

Your family physician and family health teams in Guelph, Wellington, Dufferin are excellent resources.

#### **Canadian Mental Health Association WWD (CMHAWWD):**

Tuesday Walk In - 1:30-7:00, 485 Silvercreek Parkway, Guelph.

To access services for Children, Youth and Adults in Guelph/Wellington: : 1 844 HERE 247  
(1 844 437 3247)

<http://here247.ca/>

**Dufferin Child and Family Services (DCAFS):**

Tuesday Talk In – 1:00-7:00 pm, 655 Riddell Road, Orangeville.

To access services for Children and Youth in Dufferin: 519 941 1530.

<http://dcafs.on.ca/>

**Family Counselling and Support Services:**

Walk-in, Wednesday, 1-7, sliding scale, based on ability to pay, but will not turn anyone away. 109 Surrey St E, 519 824-2431.

<http://familyserviceguelph.on.ca/>

**KidsHelpPhone** 1 800 668 6868. <http://www.kidshelpphone.ca/>

*Dr. Lynn Woodford is the Mental Health and Addiction Lead for Upper Grand District School Board*

*Follow me on twitter: @drlynnwoodford*

## Monthly Environmental Newsletter Inserts



### June's Environmental Theme: CARING FOR THE ENVIRONMENT: ENVIRONMENTAL STEWARDSHIP



Caring about the environment is all about “doing”. So get out there and start doing all the things you've learned about this year. It's time for all of us to start Living Green 365 days a year and make a commitment to environmental stewardship, so we can keep our Earth healthy!

Caring about our planet means being educated about our planet. Learn as much as you can. Earth needs smart people to take care of it! Be curious, ask questions, gather knowledge and find solutions. You need to understand what the problems are in order to fix them.

Every one of us is important when it comes to caring for the Earth and protecting it for the future. An advocate is someone who publically speaks or writes or does actions to support an important cause. What kind of “Earth Advocate” are you? Choose from the following list:

A) **Activist:** I want to help others to change their habits to help the Earth. I want to host an event or make a website that encourages others to Live Green. I want to write letters to our government to ask them to make positive changes.

B) **Motivator:** I will help others change their habits by being a role model that others can follow. People will see me living green and making a difference and be motivated to do the same.

C) **Educator:** I will research environmental issues and tell other people what I learn. I will be curious and ask questions and gather knowledge and find solutions to environmental problems that I will share with others.

So decide what kind of “Earth Advocate” you are. You can be more than one type!

***Slogan of the month: Live Green 365 days a year!***