

October News

Erin PS



Welcome!

Please help us to welcome our new office co-ordinator, Mrs. Diane Klooster to our school. Many of you will remember her warm and friendly manner from previous years. So this is really a “Welcome Back!” We are very happy to see you back, Mrs. Klooster!

Volunteers Needed!

We are in need of volunteers at our school. Studies show that parental involvement has a myriad of positive effects on children’s learning, sense of self-esteem and strong student/parent/school connections. There are many ways in which to get involved. You can volunteer your time to help in a classroom, help struggling readers, go on field trips, help organize events, participate in Parent Council, help in the library, chaperone at events or help fundraise for the school. The best part is that you get to choose how, when and how much you can help. We sincerely hope you consider this opportunity to become involved in your child’s school. If you’re not sure how you or other members of your extended family can help, please don’t hesitate to contact your child’s teacher or the school principal with any questions. Our doors are wide open, come in!

Arrivals, Departures and Safety

- Safety is our primary concern. Thank you to all of you for helping us with reducing traffic in our school parking lot, it is now a safe place for students to walk. When students cross the street with the crossing guard, they also avoid crossing in the path of the school buses. Although street signage allows cars to stop in front of the school, students have to cross the bus path, 17 of them, to get to school. This is unsafe and a particularly worrisome example for our younger students. Parking on English street or on Daniel street South of the crossing guard is a much safer option. We wholeheartedly thank you for your understanding and support.
- Being on time is an important life skill that we encourage our students to develop. When they are on time, they are able to calmly transition into their school day, have time to prepare their supplies, hear what the plan for the day is and prevent time lost on repeating instructions and catching up.
- Please do call the school to let us know if students will be late or absent so that we may ensure everyone is safe and accounted for. We have a 24/7 absence reporting line: 519-833-9685 ext. 100. This also saves our office staff a lot of valuable time for making phone calls.
- When entering the school, please ensure that you are registering at the office first. We must know who is in our schools at all times to keep the students and staff safe. We will call the students down to meet you at the office. When picking up students at 3:15, please do so at their designated door from the school yard so that teachers can ensure all students are released in an efficient and safe manner. When students are being dismissed in several locations it is more difficult to keep track.

Mark Your Calendar!

October	
17	Jr. Soccer Tournament in Eramosa
18	IEPs are sent home
19	Child Abuse Prevention Day- Wear purple to show your support We Day in Toronto
20	Jr. Soccer rain date
21	Superintendent, Denise Heaslip, visits our school Kindergarten Pajama Day
24	Parent Council Meeting at 7pm in the Library
26	ECE Appreciation Day
28	PA Day No School. Teachers working on Math and Report Cards EPS Choir sings at Guelph Storm game
November	
1-4	Bullying Prevention Week
11	Remembrance Day
15	Progress Reports are sent home Dr. Sax, author, speaks to our community at Brisbane PS
23	Gr. 7 & 8 mandatory vaccinations
24	Parent/Teacher Interviews
25	PA Day No School
28	Parent Council meets in the Library at 7 pm
December	
14	Tentative Winter Concert date (to be confirmed)
23	Last Day of School 2016!

How can I help my child succeed at school ?

This is a question teachers get asked the most. Here are a few time tested strategies that may help:

- Set regular time for going to bed and getting up. Studies say that children do not get enough sleep for their growing and active bodies. Here is a chart that can help.

3-6 yr olds	10-12 hrs/night
7-12 yr. olds	10-11 hrs/night
12-18 yr. olds	8-9 hrs/night



- Limit screen time, especially before bed.
- Increase physical activity and exposure to fresh air. Go for a family walk or bike ride!
- Set a regular time for rest after school.
- Set a regular time for doing homework. Choose a quiet spot with few distractions.
- Read! Read! Read! The importance of reading cannot be overestimated. Reading can help with math too because it develops the brain in a variety of ways.
- Playing games to strengthen memory. We've come a long way from emphasizing rote memorization, but we still need to remember things like multiplication tables.
- Good nutrition is also very important. Nutrient dense foods like fresh fruits, vegetables and unprocessed whole grains feed children's growing brains.
- Please feel free to speak with your child's teacher if you are looking for strategies specific to your child's particular needs.

Asthma and Life Threatening Allergies

Asthma Friendly Schools Policy

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.



Life Threatening Allergies

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.

Clubs, Teams and other Events

There are a number of Clubs that are currently in place and more planned for the rest of the year.

Cooking Club	September - June
Musical	September – May; Tues/Thurs at break, Mondays after school
Green Team	September - June; every other day
Breakfast Club	September – June; every day before school
Art Club	September – June; Day 2
Cardboard Boat/ Skills Canada	October-March
Jr. Soccer	October
Basketball	February
Volleyball	Jr. April
	Int. October-December
Me To We	October-June
Band	September – June; Thursdays after school
Yearbook Club	January – June
Ice Hockey	November (end of)
Floor Hockey	March (end of)
Talent Show	March
Badminton	March-April
Ultimate Frisbee	May-June
Tennis	May-June
Rugby	May-June
Track and Field	June
Primary Play Day	June
Coding Club	TBA
Chess Club	TBA

First Nation, Métis, Inuit Self-identification

If your child is a member of a First Nation, the Métis or the Inuit, then please consider having him or her self-identify.

Self-identification helps in several ways:

1. Students will have access to more culturally relevant programming and opportunities for unique cultural and academic experiences.
2. The school system will have an opportunity to focus efforts and resources, as well as an increased awareness of the diverse needs of indigenous families.
3. The school community will have an opportunity for building relationships to increase student success and well being.

Share your pride in your heritage!

Please come to the office (or have your child do so) to get a card that can be filled in and submitted if you wish to self-identify.

Data will be protected and governed by the Freedom of Information and Protection of Privacy Act.

Individual Education Plans

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.

The Evolving Classroom

“The reason so many people think math is the most difficult is the inaccessible way it is often taught.”¹ 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.

Talking About Mental Health October 2016 – Promoting Mental Health

Helping kids grow up mentally healthy is an important part of parenting. Here are a few things that CHEO (<http://www.cheo.on.ca/en/Promoting-Mental-Health-parents>) suggests you can do to support good mental health in your children and youth.

1. Put your device down.

When you are with your children and youth, show them that they are more important than your electronic device. Lead by example: **put your own devices aside and spend face-to-face time with your kids.**

2. Listen when they’re upset.

When children and youth are upset, they just want you to listen and understand how they’re feeling. Try not to jump in with advice or reassurance. **Listen is spelled with the same letters as Silent.**

3. Focus on their strengths.

Support your children and youth’s self-esteem by helping them to see their own strengths. **Show that you see and appreciate kindness, empathy and trying hard,** and not just achievements like good grades. For example, “That was kind of you to think of your brother” or “You worked so hard on that and you didn’t give up!”

Have a mentally healthy October!

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

Follow me on Twitter @drlynnwoodford.