



École FA Hamilton

September 2016

Newsletter

Important Dates

September 6 - First day of school
September 22 - Open House 5:30-7:00 PM
 - School Council 7:00-8:30 PM
September 29 - Terry Fox Walk 1:15 PM
September 30 - PA Day - NO SCHOOL
Fridays - Pokémon Club
Lunch Lady, Pizza and Milk will start in October
[Click here to see our whole calendar!](#)



Open House

Please join us on **Thursday, September 22nd between 5:30 and 7:00 PM** to walk through the school, visit your child's classroom, and meet your child's teachers. This is an excellent opportunity to share your child's excitement about school and what s/he does there every day. It is not a good time to have a deep discussion about your child's progress (not private and teachers just don't have enough time when everyone is dropping in). If you want to have a longer talk, then please contact your child's teacher and arrange to meet privately and in person. Families will have the chance to order a pizza to have for supper in the gym. Watch backpacks and the online order system for more details! We hope to see you there!

School Council - First Meeting

School Council meets the third Thursday of most months. Everyone is welcome to attend meetings and once you come to one, there is no requirement to come to all the rest of the meetings for the year, although we think you'll want to!

The first meeting for the 2016/2017 school year is **Thursday, September 22nd at 7:00 PM** right after the Open House. The more people who are involved, the more vibrant and dynamic our school community becomes and the more our children benefit. Please consider joining!

Terry Fox Run



Once again, the students of École Fred A. Hamilton will walk to raise money for the Terry Fox Foundation. On Thursday, September 29, feel free to join us at 1:15 PM. We will start with an assembly and then the whole school goes outside to walk around the school yard for a while. Students are encouraged to try to run if they are able to get a small sense of what Terry Fox accomplished.

You may send a donation to school to support this very worthy cause, or you may click on the link below to donate online. Online donations are still counted towards FA Hamilton's total contribution.

<http://www.terryfox.ca/EcoleFredAHamiltonPSGuelphON>

New Staff!

This year, we have several new staff members. Mme McLeish will be teaching the grade 2/3 class, Mme Zakaib will be teaching the 1/2 class, and M. Perry will be teaching Junior English and Social Studies. Mme Luccisano will join us as an Educational Assistant and Mme Fairfield will be our new Child and Youth Counsellor. We welcome all of our new staff to the FAH family. I know they are excited to get to know you and to work with your children!

Teacher Education Candidates

This year, for the first time, two teacher education candidates will be assigned to FAH. Mme Chaarani and Mme Johnson attend Wilfrid Laurier University and are studying to earn a Bachelor of Education degree. They will be at school two days every week all year as well as three longer blocks of time. They will work with students in a wide variety of classrooms. We hope the experience will be meaningful for both the school and for them.



Bullying Prevention Plan



We work very hard at FAH to eliminate bullying. Before reading about what steps we're taking at school, please consider the difference between conflict and bullying. The following has been taken from the Safe@School website:

Is it Conflict or is it Bullying? What's the Difference?

Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree vehemently and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. That is their goal.

Conflict may be an inevitable part of group dynamics, but bullying is not. In each, a different response is required.

When schools consider implementing a peer conflict resolution model, it is important to ensure that the selected model is not applied in bullying situations, and that it does not replace adult support. Knowing how to resolve conflicts without resorting to aggression is an important skill for students and adults.

Various models for conflict resolution in school environments exist. Peer mediation, and other methods are aimed at cultivating dialogue between the students involved in the conflict. Unfortunately, these methods for conflict resolution are sometimes mistaken for bullying intervention strategies. This can lead to damaging and even dangerous situations. Imagine, as a student who has been bullied, being required to face your tormentor to explain the impact of the bullying, then having to listen to the perspective of the tormentor. We would never expect this of an adult.

When the elements that characterize bullying are present in a situation where there is aggression, conflict resolution is *not* a recommended response. Instead, adults need to ensure the safety of the student who is targeted and ensure that the student (or students) who has bullied, or encouraged the bullying, takes responsibility for his or her actions. Characteristics of a bullying situation include:

- an imbalance of power;
- the intent to harm;
- worsens with repetition over time;
- the distress of the child or teen being bullied, often including fear or terror;
- enjoyment of the effects on the child or teen being bullied by the person (people) doing the bullying;
- the threat – implicit or explicit – of further aggression.

<http://www.safeatschool.ca/plm/bullying-prevention/interrupting-bullying/simple-strategies/is-it-conflict-or-is-it-bullying-whats-the-difference>

At FAH, we are helping our students to develop conflict resolution skills that we hope will prevent bullying. We are doing that through our focus on bucket-filling and on using IDÉE, as well as our friendship bench that is outside for recess times. This year, we are going to try out some explicit social skills instruction using some new kits that we ordered in the late spring. Classes will focus on developing strategies for peacefully and respectfully solving problems.

A detailed Anti-bullying Plan will be updated and posted to our website by the end of September. This plan is created by our Safe Schools Committee which consists of school staff, a community member, and parents. The committee uses data from the Climate Survey that all students and some families took in the spring. I will let you know when it has been prepared for the year and you will be invited to access it from our website so you will know how we plan to continue to reduce the amount of bullying at school.

Family Handbook & Code of Conduct

Our Family Handbook has tons of information from the steps to follow when going away for an extended absence, the rules relating to custody arrangements, bell times and more! The Code of Conduct outlines our school rules and is a great document to review with your children. Have a look by clicking [here!](#)

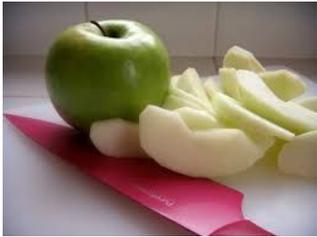
Pokémon Card Plan

FAH is committed to promoting a healthy lifestyle among our students. I have noticed that when children trade Pokémon cards outside at recess, they sit in one place for the entire outdoor break. This concerns me, because physical activity is so very important for everyone, especially children. They need a chance to move around and get their hearts pumping in order to focus on all the things they have to learn after recess.



As a result, Pokémon cards will not be permitted at school from Monday to Thursday. On Fridays, I will supervise a Pokémon Club in the gym at second recess. This will give students who are interested a chance to trade cards and play Pokémon, but not every day. If your son or daughter brought Pokémon cards to school last year, then please help him or her understand the new plan for this year. I thank you in advance for your support in not allowing Pokémon cards to come to school, except on Fridays.

Wanted - Volunteers for Snack Program!



Every day at FAH, about 20 children get a snack from our snack program, and about 5 children get food twice a day! These students learn more and feel better as a result of the nutritious snacks - things like hummus and veggies, yogurt, cheese and crackers, fresh fruit, pepperettes, applesauce and more. The snacks are prepared by a dedicated team of volunteers who shop, chop food, and package it in individual sized containers. Their gift of time and energy makes a real difference in the days of many children, and we could use a few more hands

to help out. If you think you could contribute some time to this valuable program, then we would be thrilled to hear from you. If you don't have time, but might be in a position to make a donation, then that is another excellent way to support the program. Please contact Mme Manni at the school in either case.

Parent Access to Student Information



Every year, we get questions about what information we are permitted to share with parents, especially in the case of separation or divorce. I hope the facts below help clear things up a little.

Information about how your child is doing in school is considered to be your child's personal information. The collection, use, and disclosure of personal information by

a school board is governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The Education Act also addresses the issues of collection, retention, and disclosure of a student's information. If you and your spouse are separated, the Child and Family Services Act, the Children's Law Reform Act, and the Divorce Act may be relevant.

Education Act

The Education Act expressly gives the parent/guardian the right to examine student personal information compiled in the Ontario Student Record (OSR), where the student is less than 18 years of age. Because this right is not limited to "custodial" parents, a non-custodial parent will have the same right to access the student's OSR as the parent who has custody of the child.

MFIPPA

Most parents request information directly from the school using the Education Act. However, if your child is under 16 years of age, MFIPPA permits a person who has "lawful custody" of the child, whether a

parent or a guardian, to obtain access to all of his or her child's personal information, including both the OSR and non-OSR records. Lawful custody may mean that there is an agreement or a court order granting one parent custody. Alternatively, you and your spouse may have joint custody, in which case you both can exercise these rights.

If you and your spouse are living separately but do not have an agreement or court order which addresses custody, then both parents have custody of the child.

If one spouse has custody and the other has only access to the child, this section would not apply to the parent without custody.

From a joint publication of the TDSB and the Office of the Information and Privacy Commissioner of Ontario "FAQ" Access in the School System - revised November 2012

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 have 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.

Student Accident Insurance



Parents or guardians are responsible for expenses related to student injuries on school premises during school activities. Accidents can and do happen and the costs involved might not be fully covered by Provincial Health Care or employer group insurance plans.

The Upper Grand District School Board is empowered under *The Education Act* to offer Accident and Life Insurance for students.

Information will be sent home with respect to Student Accident Insurance offered by Old Republic Insurance Company of Canada. You should receive the Director's letter, an Acknowledgment to be

signed by parents (and returned to school) and a Student Accident Insurance application form (to be mailed directly to Old Republic). Old Republic offers a variety of options, including family rates and multi-year plans, at affordable prices. The cost must be paid by parents or guardians.

Subscription is directly through Old Republic by mail or online. Questions should be directed to Old Republic at 1-800-463-5437 or www.insuremykids.com.

For today's active children, especially those who participate in field trips, co-curricular and other school activities outside the school day, Student Accident Insurance is valuable.

The information package will come home during the second week of September. Please sign the blue acknowledgement section on the back of the Director's letter and return it to your child's teacher as soon as possible.

French Second Language Advisory Committee (FSLAC)



The UGDSB is establishing a French Second Language Advisory Committee (FSLAC). The Committee will serve in an advisory role and make recommendations with respect to the FSL Action Plan and the French Immersion JK Registration Process for 2017 and beyond.

Eleven Committee members will be selected from all areas of the Board, and will be parents of current elementary or secondary FSL students in either

French Immersion or Core French programs. Interested parents may forward an application to Superintendent Tracey Lindsay which includes the following:

1. A statement explaining why they are interested in serving on the FSLAC.
2. The current grade their children are in, in what FSL programs and attending which school.
3. A brief outline of your school and/or community volunteer experiences.

Applications may be emailed to Tracey Lindsay at tracey.lindsay@ugdsb.on.ca.

Back to School Blues

Although for many there is excitement and anticipation about going back to school, for some children transitioning back in September can be tough. Moving into a new classroom, having new teachers, new friends and classmates, and new schedules can all bring about a feeling of stress. The angst children feel, questions they ask, and worries they express about these changes are normal. **Sometimes it can be the smallest detail that can be the most worrisome for children.** As a parent, you may not know what to do about these butterflies, stomach aches or tears. For some of us, it may intensify our own stress. Here are a few things you might try the first few weeks into the new school year.



1. Listen carefully to your children and hear their concerns.

2. Remind them of previous times when they felt anxious, and discuss the strategies they used that helped make the situation better.
3. Review the daily routines they are experiencing at school, and what after school time and weekends look like.
4. Make a list of the things they like about school.
5. Remind them of all the things they are good at.
6. Ask about their friends.
7. Be patient and positive. You may need to have these conversations daily.

As a parent in our school, please know that you can always contact us if your child's worries persist. We are here to support your child's well being and achievement, and getting off to a great start in September will help us all to achieve just that!

The Benefits of Making Mistakes



As the new school year begins, there is one quote that educators wish all students would consider as they enter their new classrooms, “Making mistakes is part of life—and a really big part of growing up. It’s how you learn who you want to be.” (<http://talkingtreebooks.com/quotes/quote-making-mistakes.html>) As adults, we understand that making mistakes is an important part of life; however, students sometimes struggle to see the benefits of their errors.

One of the ways that we, the adults in children’s lives, can support youngsters is to be open about the mistakes that we make and share with students how we take responsibility for our errors. It is important that children see that everyone makes mistakes and that mistakes are a valuable part of our lives due to the fact that they encourage brain development. Researcher, Jo Boaler, states in her book *Mathematical Mindsets* (p. 12) when the brain is challenged and mistakes are made, that is the time when “the brain grows the most.”

When students are taught about the importance of mistakes, it can have a positive impact on their lives. New York Times author, Peter Sims, identified the following habits of successful people:

1. They feel comfortable being wrong.
2. They try new ideas.
3. They are open to different experiences.
4. They try out ideas without judging them.
5. They are willing to go against the crowd.
6. They do not give up when things get hard.

Wouldn't it be wonderful if all of our students followed these ideas?

It would be wonderful if students believed that every time they entered school they were going to a place where they were going to make mistakes that will help them grow and learn. It is vital that we understand that learning means not being afraid to examine the mistakes that we all make. It would be great if children remember this quote from former President of the United States, Bill Clinton,

“[Everyone] will make mistakes. But if you learn from them, you'll be a better person. It's how you handle adversity, not how it affects you. The main thing is never quit, never quit, never quit. “

From the UGDSB Program Department

Talking About Mental Health Sept 2016 – Keeping Your Cool as You Head Back to School

I hope that you had a good summer and enjoyed some fun, relaxation and downtime. As the children and youth get ready to head back to school, it is important to plan a mentally healthy school year. Some simple steps will help to make this year more positive and less stressful.

1. Start Each Day With A Positive Thought

- a. “Today is going to be a good day”
- b. “I am going to have a good day”
- c. “I can do this”
- d. “I have what it takes”
- e. “I feel happy”
- f. “I am strong”

2. Practice Relaxation

- a. Start the day with some body stretches.
- b. Take three deep breaths each time you go through a doorway.
- c. Be present: Notice 3 things you can see, hear and touch.
- d. Tense and relax your muscles, releasing tension in your body.
- e. Imagine a place that makes you feel relaxed.

3. Take Breaks Before You Are Stressed

- a. Walk to school.
- b. Get outside at lunch or breaks.
- c. Listen to music to relax.
- d. Eat a good breakfast and lunch.
- e. Hang out with your friends
- f. Think of 3 things you are grateful for.

4. Seek Support

- a. Talk to your family or friends.
- b. At elementary school, talk to a teacher, principal, or child & youth counsellor (CYC).
- c. At high school, talk to a teacher, principal, VP, guidance, student success, social worker, CYC, or nurse.
- d. Call KidsHelpPhone 1 800 668 6868. <http://www.kidshelpphone.ca/>
- e. Talk to your family doctor.
- f. Contact community mental health services:
 - Canadian Mental Health Association WW (CMHAWW) 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/>

From Dr. Lynn Woodford, Mental Health Lead for the UGDSB

Feedback Welcome on Draft Policies and Protocols

Draft Policies

The Upper Grand District School Board is welcoming public input on draft policies. Currently under review are Public Concerns #215 (closing Sept. 27) and the Police / School Board Protocol for the Investigation of School-Related Occurrences (closing Sept. 30). You are invited to review the draft documents and submit online feedback at www.ugdsb.on.ca/policy.



Police Protocols

“The Upper Grand District School Board is working with local police services and school boards to update our shared protocol, which defines the working relationship between police and schools. Your feedback is wanted! From now until Sept. 30, we’re welcoming members of the public to review the draft protocol and provide their input. For more information and to review the draft protocol, [visit the board website.](#)”

Staff for 2016-2017

Kindergarten

Mme Tipler
Mme McMillan
Mme Brown/M. Barker
Mme Junemann
Mme Young
Mme England
Mme Zadro
Mme Reynolds

Grade 1, 1/2

Mme Nibaruta
Mme Holmes
Mme Zakaib

Grade 2, 2/3

Mme Hartmans
Mme McLeish

Grade 3, 3/4

Mme Woodward
Mme Hemsley

Grade 4/5, 5/6

Mme Mui
M. Devenny
Mme Burkhart

Primary Science

Mme Richardson

Kindergarten Numeracy

M. Barker

Junior English

M. Perry

Teacher Librarian

M. Adams

Special Education Resource Teacher

Mme Cantin

Educational Assitants

Mme Bopara
Mme Whitehawk
Mme Luccisano

Child and Youth Counsellor

Mme Fairfield

Office Coordinator

Mme Manni

Custodial Staff

M. Wilson/M. Freer
Mme Bradburn

Principal

Mme Bibby

Superintendent of Education

Mme Talbot