



École FA Hamilton

January 2018

Newsletter

Important Dates

Jan. 7 - School resumes

Jan. 8 - JK registration opens

Jan. 9 - Swiss Chalet lunch

Jan. 10 - Grade 1 to Guelph Civic Museum

Jan. 16 - Boston Pizza lunch

Jan. 17 - School Council (special guest, Bill McKenzie, Information and Communications Technology Consultant, will join us - all are welcome)

Jan. 18 - JK registration closes

Jan. 23 - Subway lunch

Jan. 24 - Grades 5 & 6 to River Run; **Retro Night from 5-7 PM**

Jan. 28 - Parent Involvement Committee meeting at 7 PM at the Board Office ([Click here if you're curious!](#))

Jan. 30 - East Side Mario's lunch; January assembly (t-shirts will be distributed)

Jan. 31 - Grades 3 & 4 to River Run

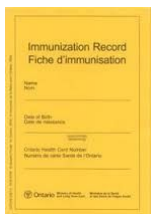
Feb. 1 - PA Day - No School

Wednesday - special lunches - [sign up here!](#)
[here!](#)

Fridays - pizza lunches - [sign up](#)

[Click here to see our whole calendar!](#)

FI JK Registration is from January 8-18



Each UGDSB elementary school that offers FI has a Junior Kindergarten enrolment cap. JK is the only entry point for French Immersion in UGDSB.

Kindergarten registration for the 2019-20 school year will be open Jan. 8-18, 2019. The 'on-time' application window will close at 4 p.m. on Jan 18, 2019.

Parents/guardians may continue to apply for JK FI after this date and time, however those

applications will be considered 'late'. For more information on the JK FI application process, visit www.ugdsb.ca/jkregistration.

Keep reading for more information regarding the French Immersion application and selection process.

Important information about JK FI in the UGDSB:

- Junior Kindergarten is the only access point to French Immersion. For the 2019-20 school year, those are children born in 2015
- A JK FI enrolment cap is in place for each of our French Immersion sites - FA Hamilton's cap is 35 students
- If the number of on-time JK FI applications exceeds the school's enrolment cap, a random selection process will be initiated to determine entry into the program
- JK FI placement at one school is not transferable to another school within the UGDSB
- You can only apply to attend one school in the UGDSB. Application in more than one school will void all applications
- On-time applications for French Immersion Junior Kindergarten are NOT prioritized on a first-come, first-served basis
- In the event that there are more JK FI applicants than pupil spaces at this school, a random selection process will occur
- Students will be placed into JK FI or onto a waitlist in the following prioritized order:
 - Applicants with siblings in FI home school in UGDSB (in-area)
 - Applicants w/o siblings in FI home school in UGDSB (in-area)
- Waitlists will reflect those students not placed, in order of random selection, followed by:
 - Out of area applicants (pending approval – if space remains)
 - Out of district applicants (pending approval – if space remains)
 - Late applicants on a first come first-served basis
- To remain on a waitlist the student must be registered in a UGDSB regular track school

Avoid School Suspension by Keeping Immunization Records Up-to-date!

Parents are now responsible for directly reporting immunization records to Public Health. Schools will not be collecting immunization data forms, but request parents report directly to Public Health through one of the following ways:

Online: ImmunizeWDG.ca

Email: vaccine.records@wdgpublichealth.ca

Fax: 519-836-2986



Call: 1-800-265-7293 ext 4396

Parents can use the new [Immunization Connect Ontario \(ICON\) tool](#) to report vaccines, view vaccine records or print a copy of their child's online record. This online record will show parents which vaccines are overdue or have not yet been reported to Public Health.

If your child requires a vaccine, then you will receive a letter from Public Health in January. You will have several weeks to get immunizations up-to-date, but if you do not let Public Health know by March 14 at 4 PM that the missing vaccines have been administered, then Public Health will issue suspension orders and students will not be permitted to attend school starting on March 19. If a student is not vaccinated for medical reasons, reasons of conscience or religious beliefs, an exemption form must be submitted to Public Health. The forms are available at www.wdgpUBLICHEALTH.ca.

Public Health is committed to helping students to update their vaccination records so they can avoid suspension from school.

Forest of Reading



The Forest of Reading® is Canada's largest recreational reading program! This initiative of the Ontario Library Association (OLA) offers eight reading programs to encourage a love of reading in people of all ages. The Forest helps celebrate Canadian books, publishers, authors and illustrators. More than 250,000 readers participate annually from their School and/or Public Library. All Ontarians/Canadians are invited to participate via their local public library, school library, or individually.

Thanks to the generosity of our School Council and our families, we are participating in 3 of the programs here at FAH: Le prix peuplier (French picture books for primary students); Le prix Tamarac Express (French novels for junior students); Silver Birch (English novels for junior students).

Goals of the Forest of Reading

- Love of reading: Create a meaningful experience for young readers and create exciting opportunities for reluctant readers to create lifelong readers.
- A proven head start: The results are in! Children who read for fun have higher literacy scores, have more success in science and math, and are more socially and civically engaged (Reading for Joy, P4E, 2011).
- Libraries at centre stage: With fun activities, prizes and more, the Forest of Reading puts libraries at the heart of the action!
- Reading Canadian: Help support and celebrate Canadian books, publishers, authors and illustrators by taking advantage of the Forest's curated, all-Canadian reading lists for all ages and levels.

The kick-off assembly for Juniors will take place on January 18th. Primaries will learn about the program during the week of January 14th as they visit the library with their class. Be sure to ask your

son or daughter about it at home that week!

Bus Cancellation Procedures

There are several ways you can find out if the buses are cancelled. You can check the UGDSB app; you can check the transportation website; you can follow the Transportation Consortium on Twitter; and you can listen to the radio.

UGDSB app - search "upper grand" where you get apps

Transportation website - <http://www.stwdsts.ca/>

Follow on Twitter - [@stwdsts](https://twitter.com/stwdsts)

Listen to the radio - FM 106.1 or AM 1460



If you choose to drive your children to school on days when the buses are cancelled, then you must also pick them up by 3:05 PM. If there are no buses in the morning, then there will be no buses in the afternoon, even if the weather has improved. You are responsible for picking up children by the end of the school day - grs. 1-6 at the back, K's at the side. If you are not able to pick up your children by 3:05 PM, then you will have to keep them home for the day. Unfortunately, we do not have staff available to supervise children after the bell.

In the morning, if you are driving children to school, then the procedure will be different on a no-bus day. You will be allowed to enter the parking lot to drop-off your children. You may not park in the lot, but you may pull up to the sidewalk and let your children hop out. There will be staff there to make sure students go safely to the appropriate area. If you want to walk your child to the back of the school, then you will still have to park on the road like usual.

Cold Weather



I would like to remind parents and guardians to send their children to school dressed warmly enough to be outside during recess breaks, even on very cold days. It is healthy for children to get fresh air and exercise during the day. It helps them to concentrate and learn better.

Please send a scarf to cover the face, snow pants, a warm coat, a hat, mittens and insulated, waterproof boots. Extra mitts and socks are nice in case things get a little damp at first break and don't completely dry by second break.

If your family is going through a difficult time financially and you need some support to ensure that your children are warmly dressed, then please call me at the school (519-836-0080 ext. 223). There is funding that we can access through the Board to help out.

Change of Pick-up Plans

Please read this carefully so you are aware of the procedure for changing pick-up plans at the end of the day.

If your child normally walks and you will be picking up, then please write a note to the teacher in the agenda indicating that you will meet the child at the back of the school at 3:05 PM. Likewise, if your child normally takes the bus and you will be picking up, then please write a note to the teacher in the agenda indicating that you will meet the child at the back of the school at 3:05 PM. If someone other than you is picking up, then your child will be sent to the office and will be released to the designated adult after showing Mme Manni some ID to prove they are who they say they are.



If there is no note in the agenda, nor a call to the main office outlining the new plans, then your child will be sent home following the normal routine. We cannot rely on children to tell us if there are special dismissal plans for them because they are often a bit mixed up when it comes to scheduling, and we don't want to risk an unsafe situation for children.

Tobogganing Safety



In order to comply with safety guidelines outlined by OPHEA, students at FAH will not be permitted to sled or toboggan at recess. Teachers may choose to take their classes out to slide during DPA, and students may bring sleds or toboggans from home for those times. GT snow-racers, inner tubes and plastic discs will not be allowed because they are either very heavy or difficult to control.

It is strongly recommended that students wear a CSA approved hockey or snow sport helmet while tobogganing.

Retro Night



We are hosting our third annual Retro Night from 5:00 p.m. - 7:00 p.m. on Thursday, January the 24th! M. Adams will drag all his ancient video-game systems out of mothballs and set them up ALL over the school (NES, Genesis, ATARI, gamecube, wii, etc.). We will also have some board games set up in one classroom for our less screen-interested friends! Pizza will be for sale ahead of time, as well as a collection of retro-themed treats. This

event will raise money to buy our new Leadership Team T-shirts for 2018/19, and if we are lucky, some cool new leadership resources.

Report Bullying

Stop a bully

ONLINE REPORTING TOOL

We take all incidents of bullying seriously. If your child is the victim of bullying or sees bullying behavior at school, please encourage him/her to speak with someone at school or use our board's online reporting tool. Report Bullying gives students and parents 24/7 access for reporting bullying. You don't have to identify yourself – just your school – and your message gets sent directly to the school principal for follow-up. You'll find the

Report Bullying button on our school's website.

Conflict and Bullying - What's the Difference?

Is conflict the same as bullying? People may sometimes confuse conflict with bullying, but they are different. Conflict occurs between two or more people have a disagreement, a difference of opinion or different views. Conflict between students does not always mean it is bullying. Children learn at a young age to understand that others can have a different perspective than their own, but developing the ability to gain perspective takes time and the process continues into early adulthood. In conflict, each person feels comfortable expressing his or her views, and there is no power imbalance. Each person feels able to state his or her view point. How people deal with conflict can make it positive or negative. Conflict becomes negative when an



individual behaves aggressively by saying or doing hurtful things. Then the conflict is an aggressive interaction. Conflict only becomes bullying when it is repeated over and over again and there is a power imbalance. Over time, a pattern of behaviour may emerge where the person who behaves aggressively in the conflict may continue or even make it worse. The person who is the recipient of the aggressive conflict may feel less and less able to express his or her point of view and feel more and more powerless. That is when negative conflict may turn into bullying. A school will respond to bullying and conflict differently. For example, in the case of a conflict, a school staff member may try to have the students come together to tell their side of the story and help them resolve the situation together. In the case of bullying, a principal will consider progressive discipline, which may include suspension or expulsion.

Suspension/Expulsion Overview

Responses to inappropriate behaviour must include progressive discipline and must be developmentally appropriate and take into consideration any special education needs that the student might have. Responses may include one or more of the following:

- ask the student to stop the behaviour

- identify the behaviour as inappropriate and disrespectful
- explain the impact of the behaviour on others and the school climate
- model appropriate communication
- ask the student for a correction of the behaviour by restating or rephrasing the comments
- ask the student to apologize for the behaviour
- ask the student not to repeat the behaviour
- ask the student to explain why and how a different choice with respect to the behaviour would have been more appropriate and respectful

The infractions for which a suspension may be imposed by the Principal include:

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs
- being under the influence of alcohol
- swearing at a teacher or at another person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- bullying (including cyber bullying)
- student does not have up to date Immunization records
- persistent opposition to authority, habitual neglect of duty or any other a serious breach of the Board's or school's Code of Conduct
- committing physical assault on another person that does not require medical treatment
- use of profane or improper language not directed at a person in a position of authority

The infractions for which a Principal shall suspend and may consider expulsion include:

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- committing sexual assault
- trafficking in weapons or illegal drugs
- committing robbery
- giving alcohol to a minor
- bullying, if the student has previously been suspended for bullying and the students' continuing presence in the school creates an unacceptable risk to the safety of another person
- an activity that is motivated by bias, prejudice or hate based on race, colour, national or ethnic origin, language, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or another similar factor

Mitigating Factors to be considered by the Principal are:

- whether the student has the ability to control his/her behaviour
- whether the student has the ability to understand the foreseeable consequences of his/her behaviour
- whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school
- the student's academic, discipline and personal history
- whether other Progressive Discipline has been attempted with the student

- whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason
- the impact of the discipline on the student's prospects for further education
- the student's age

In addition, the student's IEP and special education needs are to be considered.

Days of Significance in January, 2019

Let's celebrate and/or acknowledge customs, traditions and days of significance from many cultures and faith traditions! If you have a suggestion or idea, please contact your child's teacher or Mme Bibby. If you are interested in coming in to share ideas with us, we would love to hear from you!

Jan 1	New Year's Day Gantan-sai New Year	Canadian Government Buddhism/Shinto
Jan 5	Mehergan (1st Full Moon in 2019) Prakash Twelfth Night	Zoroastrian Sikhism Christianity
Jan 6	Feast of the Epiphany /Dia de los Reyes	Christianity Eastern Orthodox and Western
Jan 7	Fest of the Nativity/Orthodox Christmas Ethiopian Orthodox Christmas	Christianity Eastern Orthodox Rastafarian
Jan 13	Baptism of Jesus Birthday of Guru Gobind Singh Maghi Punjabi Lohri	Christianity Sikhism Sikhism Hinduism (Punjabi)
Jan 14	New Year (on the Gregorian Calendar)	Christianity Eastern Orthodox
Jan 15	Makara Sankranti	Hinduism
Jan 14-17	Thai Pongal (January 14 Main Festival)	Hinduism/Tamil
Jan 17	Pasha Putrada Ekadashi	Hinduism
Jan 20	World Religion Day	Baha'i
Jan 21	Feast of the Wedding of Cana at Galilee Mahayana New Year Martin Luther King Jr. Day	Christianity Ethiopian Orthodox Buddhism USA Federal Holiday

Jan 21-25	No Name Calling Week	Gay, Lesbian & Straight Education Network (GLSEN)
Jan 27	International Day of Commemoration in Memory of the Victims of the holocaust St. Sava Devine Service	United Nations Christianity Serbian Orthodox