



GLENBROOK ELEMENTARY SCHOOL

OCTOBER NEWSLETTER



Valerie Smith, Principal * Kaye Martin, Vice-Principal * Sandi Mitchell, Office Coordinator

Administrator's Message:

What a great start to the school year! September has been a busy month at Glenbrook Elementary school. We have yet again, increased our student population since the end of last year. With this increase, we had some reorganization in our Kindergarten division. We now have four kindergarten classrooms, each with a teacher and an early childhood educator (ECE). Thank you to parents, students, and staff who demonstrated flexibility, and a positive attitude, when changes had to be made. We would like to take this time to share some changes to staff. We welcome back Charity Hunter (ECE), who will be working with Ms. Ward. The children, staff, and parents are happy to see you return! On a sad note, Ms. Squirrell, Ms. Thompson, and Mr. Height will be moving on to contract positions. Glenbrook's loss is another school's gain. Your enthusiasm and positive attitude will be missed!

At the end of September, we had our first P.A. Day. Staff collaborated with grade partners, with a focus on the math curriculum and ways to increase student achievement. Along with academic success, staff are also concerned about the whole child. Character Education is emphasized in class, in the halls, our assemblies, and on the yard. We continue to encourage students to be 'gritty', which means making an effort when things get tough and to never give up. Research shows that a child's ability to persevere in the face of challenges is a great predictor of future success, both academic and life success. Be sure to praise your child for effort because effort matters!

Also, this past month, some of our junior and intermediate students represented Glenbrook at our soccer tournament. Our students demonstrated great sportsmanship and heart! On October 5th, our cross country meet is taking place for grades 1-8. Good Luck!

Thank you to all the staff, parents, and community members who have helped to kick off a great year at Glenbrook. Your dedication, commitment, and hard work are appreciated!

Enjoy this season of changing colours.

Yours in education,

Valerie Smith & Kaye Martin



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@GlenbrookES

Safety Reminder

We would like to remind parents not to bring dogs onto the school yard, when dropping off and picking up your child. Some children in our school have allergies and/or fear of dogs. To help our school feel safe for all, we ask you leave your furry friends at home.

We'd also like to remind parents to stay to one side of the pylons, at dismissal time, when waiting for your child. With the increased population of students, our yard gets congested and chaotic very quickly. This becomes a safety issue, when students leave without letting their teacher know who they have gone with. We thank you for your patience and understanding with this process.

Attendance

If you know that your child will be late or absent, please call the office (519)-925-0580 (ext:100) before 8:30 a.m. When students are absent and we have not been informed as to the reason, we attempt to contact parents/guardians. If we are unsuccessful in reaching a parent, guardian, and/or emergency contact, we contact the police to report missing students, if we believe a child to be at risk.

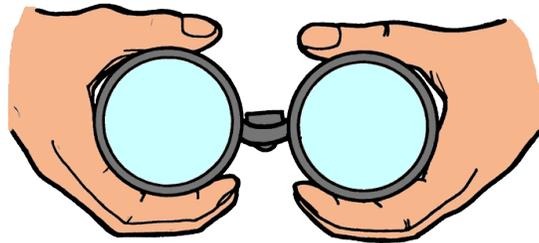
Please make sure you have returned your child's verification form with updated contact information.



Supervision

In order to allow for and ensure the safe supervision of our students during the entire school day, we will be altering our supervision schedule by 5 minutes in the morning. Beginning on October 30th, 2016, the school yard will be supervised by staff beginning at 8:15am. This will allow for the safe arrival of students in time for the regular start of the instructional day at 8:30am. Our dismissal time will remain at 2:50pm.

Supervision begins at	8:15am
1st learning block	8:30 – 10:30
Nutrition Break/Recess	10:30 – 11:10
2nd learning block	11:10 -12:50
Nutrition Break/Recess	12:50 – 1:30
3rd learning block	1:30 – 2:50
End of day dismissal	2:50pm



Teachers will be making this change in the front your child's agenda as a reminder of our school day schedule. Please keep this new supervision start time in mind when sending your children to school or dropping them off at our Kiss & Ride. Thank you for your cooperation in this matter.

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.

Reporting Bullying

Report Bullying
ONLINE 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

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's 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.

North Dufferin Boundary Review and French Immersion (FI) Feasibility Study

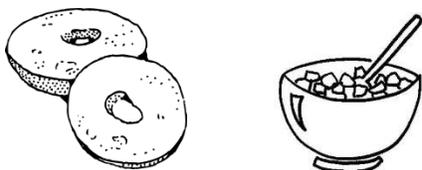
There is a **Boundary Review Public Information Session being held on October 19, 2016, from 7-9 p.m. in the gymnasium at Centennial Hylands ES.** This meeting will include a staff presentation of the Initial Boundary Review Report including staff's preferred boundary option. There will be an opportunity for parents/guardians to ask questions and provide feedback. All are welcome to attend.

The staff option reassigns part of the Centennial Hylands ES boundary to Primrose ES. At the same time, the Princess Elizabeth PS and Mono Amaranth PS FI boundaries are modified, with some JK-7 FI students from North Dufferin reassigned to the proposed new FI program at Centennial Hylands ES. These changes are recommended for implementation starting in 2017/18.

Please visit www.ugdsb.on.ca/ndbr for more information about this review including reports, timelines, delegation opportunities and an online form where you can submit comments to staff and trustees.

The Breakfast Club

The breakfast club has had a great start to the school year, welcoming many smiling faces in the morning. Students are welcome in room 201 from 8:00am to 8:30am, and should come in using the kindergarten doors at the back of the school.



Hallowe'en

Hallowe'en is a fun and exciting time for children, but one that can also be scary. We ask that you consider our younger students, when considering what costume your child will be wearing to school. Costumes should not include masks and/or weapons of any kind. If you do not wish to wear a costume, consider wearing the colours orange and black. We hope you have a safe and fun time trick or treating!



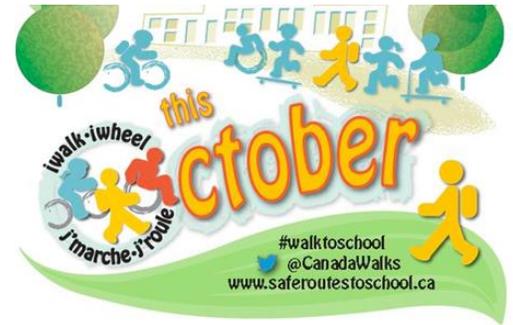


Monthly Environmental Activities to help celebrate our planet OCT 5TH IS INTERNATIONAL WALK TO SCHOOL DAY!

It is vital to teach our children to respect and take care of the environment.

Participate in International Walk to School Day on October 5th 2016!

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 or biking to school can benefit kids

by Katherine Martinko

- **Walking is known to improve academic performance.** Children 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 *Last Child in the Woods*, kids certainly aren't spending enough time outside these days. Those few minutes of walking can provide inspiration.
- **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.

Urban affairs journalist Christopher Hume says, *“Walking is a reflection of how we feel about the environment in which we live.”* Children will learn to love their town even more if they get to know it on foot. Why not gather a group of friends and participate in Walk to School Day?



Learning Commons News

A big thank you to the Glenbrook community for your support during the first book fair of the year. It was a great success. Students have started checking out books and enjoying the new additions to the library. **Please remember to help your child look after their library books by placing them away from pets, food, drinks, and very small children.**



Individual Education Plans (IEPs)

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

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.

Smoke-Free Environment

The Upper Grand DSB provides a smoke-free environment for its students, staff and others while on school Board property, in accordance with the Smoke-Free Ontario Act. This policy refers to all forms of tobacco, and any processed form of tobacco that may be smoked, inhaled or chewed, including e-cigarettes.

Smudging is the tradition of using sacred smoke from sacred medicines (e.g., tobacco and sage) that forms part of the indigenous culture and spirituality. Smudging is allowed in schools under the Smoke-Free Ontario Act. Parents will be informed using the school's usual forms of communication when smudging is going to occur in our school. Participation by staff and students is optional in a smudging ceremony.

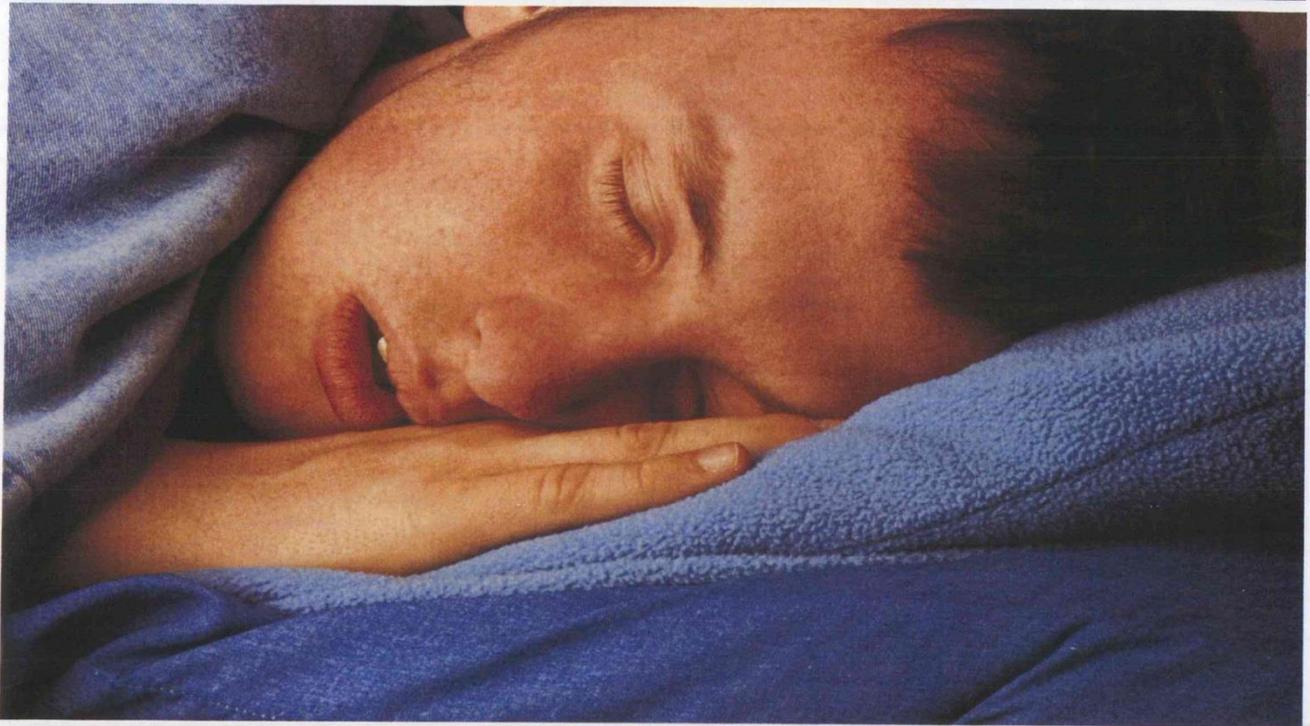
OCTOBER 2016

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3	4	5 Cross Country Walk to School Day! World Teacher Day! 	6 Grade 7/8 HepB/HPV Vaccination	7 Picture Day 	8
9 	10 Thanks- giving Day! World Mental Health Day	11 Parent Council Meeting 6:30pm	12	13	14	15
16	17 Joint Parent Council Meeting 7pm	18 IEPs go home MADD presents to Grade 7/8	19	20	21	22
23	24 Kindie library trip	25 Kindie library trip	26 Take Me Outside Day National Pumpkin Day	27 Raise the Bar conference Gr 7/8	28 P.A. Day! NO SCHOOL	29
30	31 Hallowe'en Primary Dance					

**Learning Disabilities Awareness Month*

DUFFERIN CHILD AND FAMILY SERVICES

655 Riddell Road, Orangeville, ON, L9W 4Z5



PARENTING YOUR SCHOOL AVOIDANT CHILD

**Tuesday,
October 4th
2016**

6:30pm – 8:30pm

**DCAFS is a Scent Free
Environment**

**A one night introductory
workshop to explore
evidence based approaches
to understanding why
kids don't go to school
and how to help.**

(no cost or registration required)



dcafs
Dufferin Child & Family Services

children's mental health
developmental support
child protection

