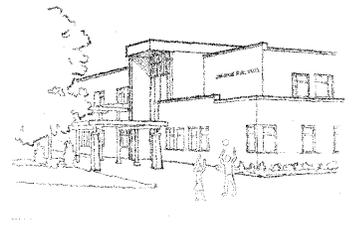


École John McCrae

NEWSLETTER – OCTOBER 2017

189 Water Street, Guelph, Ontario N1G 1B3
Phone: 519-824-0028 Fax: 519-824-7067 Website: www.ugdsb.on.ca/jmc/



Principal: Leslie Newman

Vice Principal: Olivier Cutz

Office Co-ordinator: Kathy Lambkin

PRINCIPAL'S MESSAGE

It was wonderful to see so many of our parents out for our fall Open House. It was good to say hello to familiar faces and to meet new parents. Although M Cutz and I tried to talk to as many people as possible, we know that there were people who didn't get to say hello. Please know that you are welcome to drop by and say hello another time.

Although we had some minor changes to classrooms, our start-up was very smooth. Thank you for trusting us with making the best decisions on where to place your children. Some students were disappointed for a few days, but they all seem settled into their classes and are working hard.

Much of our staff is the same as last year, with a few additions. We welcomed Jacqueline Edwards (2C), Nico Gallagher (5-6C), Stéfane Paquette (7A), Suzanne Dougan (EA) and Jocelyn Bowers (EA) to John McCrae. We are very lucky to have them working at our school.

Although it's hard to believe, Thanksgiving will be here before we know it. I am always thankful for this time of year as my children return home to visit from University (which I always enjoy). If we get weather similar to the first three weeks of school, we will be very lucky.

As always, our first and most important commitment is to your children. We want them to love learning and enjoy their experience at John McCrae. If there are problems that we can help with, please let us know.

Leslie Newman

FIRST NATION, METIS, 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

FIRE SAFETY AND LOCKDOWN DRILLS

We have had our three fall fire drills and we will continue to practice our fire safety and lockdown procedures. If you happen to be visiting during these drills we would ask that you follow the same procedures as the students and staff (exit the building immediately upon hearing the alarm).

CURRICULUM NEWSLETTERS

Be sure and look for grade and subject specific newsletters which will be posted on our website by the end of the month. Just click on the link to read about what your child is learning about at school this term, what teaching strategies the teachers are using and how students are being assessed. It's just one click of the button to get the answer to, "What did you do in school today?"

PA DAY

Friday, October 27th will be a Professional Activity Day. There will no school that day.

TERRY FOX WALK

Special thanks to all who helped in organizing our annual Terry Fox Run which took place on Thursday, September 28. We had a wonderful time walking for Terry! Thanks to the many parents who volunteered to line the walking/running route and count money. As always, it was a great success. Donation totals will available in next month's newsletter.

THANKSGIVING FOOD DRIVE

Thanksgiving is a time for giving and here at JMC we would like to give to those in need in our community. Mme Campbell will be running the **Thanksgiving Food Drive** this year. We will be collecting non-perishable items for the **Chalmers Community Services Centre** here in Guelph. Please think about donating to the food drive which runs from **Monday, Monday, October 2 to Friday, October 13**. Let's fill up our bins so that everyone in Guelph can have a happier and healthier start to the autumn season. Merci beaucoup!

SCHOOL COUNCIL MEETINGS

Next School Council Meeting - Please join us for the next School Council meeting on Tuesday, **October 10th** from **6:30 p.m. to 7:45 p.m.** in the school library. This meeting will be focused on discussing events / activities that School Council will be holding throughout the year. If you require childcare, please contact Mme Newman at leslie.newman@ugdsb.on.ca before Friday, Oct. 6th.

School Council meetings run from 6:45-8:00 p.m. Mark your calendar for future dates of School Council meetings:

- November 14, 2017
 - December 12, 2017
 - January 9, 2018
 - February 13, 2018 – Nutrition, Physical Literacy and Mental Wellness Workshops followed by meeting
 - April 10, 2018 – Parent Night: Internet Safety and Screen Time (all parents welcome!)
 - May 8, 2018
 - June 12, 2018
-

ART IMAGE

What is ART Image? ART Image is an art education program that is funded by School Council and delivered to grade 1-6 classes by parent volunteers. The program fits with the provincial curriculum and the children love it!

We are seeking "ART Image" volunteers for the 2017-2018 school year! Most classes still require more volunteers and many are without any. **You do not need any previous art experience to be a volunteer!** ART Image guidebooks contain well-researched lesson plans that provide step-by-step teaching instructions. Each lesson includes a fun art activity. Volunteers often work in teams. Experienced volunteers can help new volunteers learn more about the program.

If you would like to volunteer or have questions please contact your ART Image coordinator: Deanna Kruger, artimagecoordinator@gmail.com

PICKING UP AND DROPPING OFF STUDENTS

Thank you for diligently using the sign-in and sign-out procedures and wearing visitors badges when at John McCrae. Please also note the additional safety procedures we have in place at McCrae.

1. No matter what the reason (even dropping off a child), we ask that every visitor and volunteer check into the office and obtain a visitor badge.
2. When leaving the school, all visitors and volunteers must sign out and return their visitor badge to the office.
3. At the beginning or end of the day all parents are asked to drop-off and pick up their Grades 1-8 children at the side library doors. **We would really appreciate if you did not come into the school, but rather, help them to become independent by allowing them to go into the school and hang up their own bags.**

4. Parents picking their children up during the day need to report to the office. Their children will be called down to meet them.
5. Any parents visiting the playground need to check into the office and obtain a visitor badge. They will also be asked to identify themselves to the staff on yard duty.

DRIVING AND PARKING

It's always busy at our school during the morning drop-off and afternoon pick-up times! We continue to be a growing community with a number of buses picking up our students. The parking lot is closed to parent vehicles for student drop-off and pick-up from 8:20-8:35am and 3:05-3:20pm. Please help keep our school community safe by following the instructions of our street/parking patrollers and not asking them to move pylons.

Please consider having your child walk home from school or part way home where a less busy pick-up point can be arranged. Parking along many of the arterial streets is currently permitted by the City of Guelph as long as you obey the no parking signs posted, remain one meter from a private driveway and are nine meters from a stop sign. We ask that you watch for our street patrols, follow their directives, and always keep our emergency routes open for the safety of all our students, staff and families.

Thank you so much to our street patrols for being on time and at their post every day. Thanks also, to the parents and students who are patient and follow the direction of our safety patrols as they do their job in keeping our students safe. We know that sometimes you have to wait quite a while to cross the street, but we appreciate your understanding and cooperation.

MEDIC ALERT BRACELETS

Safeguarding your child's health is a priority. The Canadian Medic-Alert Foundation has created a *No Child Without* program aiming to provide students, from age 4 until 14, with the 24 hour protection of MedicAlert emergency information services, at no cost. For more information and/or to enroll your child, please contact MedicAlert at:

Call: 1-877-282-5378 (Toll free)

Online: www.nochildwithout.ca

CHILD ABUSE PREVENTION POLICY & PROGRAM

The Upper Grand District School Board places a high priority on the safety of our students. The Child Abuse Prevention Policy is evidence of our commitment to this priority. The following is a quote from the policy:

“Every citizen in the community shares a responsibility for our children. School officials and teachers share this collective community responsibility for creating safe and nurturing environments for children. Under the Child and Family Services Act, this responsibility includes the legal requirement to report to the local Children’s Aid Society any suspected child abuse or other situations where a child may be in need of protection. Teachers and other Board employees have a special opportunity to know and understand children during their most influential years of development. They are in a unique position to be able to see early signs of maltreatment, and to know or hear about the abuse and neglect that is often suffered by children.”

As required in the Policy, we will be teaching age-appropriate lessons to help our students identify abuse and protect themselves from abusive situations. The goal is to provide children with the tools they need to keep themselves safe. The lessons cover a broad range of safety issues including bullying, stranger danger and abuse by a known and trusted adult.

You will be informed before these lessons begin. For grades 1, 3 and 5, the lessons will be team taught by our Child and Youth Counselor and classroom teachers. There is no formal program in grades 2, 4 and 6, although the safety concepts are reviewed by classroom teachers informally. Students in grades 7 and 8 will also participate in a Red Cross program presented by the school’s Child & Youth Counselor entitled “**It’s Not Your Fault**”. These two hour presentations will occur in homeroom classes.

We encourage you to discuss with your child at home, the concepts taught in the Child Abuse Prevention Curriculum.

For more information regarding the Child Abuse Prevention Policy and/or Programs please contact Mme Newman or Mme Longtin, our Child and Youth Counselor.

PETS

Please understand that due to safety reasons **no pets of any kind are allowed at school or on school property without permission**. Teachers may give permission for pets to be brought to school as part of a special display or project, although they must be consulted first. Some children are highly allergic to certain animals, while others are sometimes fearful of them due to prior experiences. While walking your dog or playing in the playground with your children, please encourage all who use our school and city walks and grounds to be sure and scoop whatever is left behind! We appreciate your understanding in this matter.

KIDS HELP LINE

Students and parents should be aware of the toll-free help line that is available 24/7 for students of all ages. This line provides anonymous, confidential, and non-judgmental support from professional counsellors. The phone number is 1-800-668-6868. Their web site is: www.kidshelpphone.ca. We will be displaying posters in the school throughout the year to remind our students of this service.

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.

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.

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.

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 by October 18.

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.

If your child has an IEP, you should have received a Parent/Guardian IEP Questionnaire. Your input helps provide us with information to plan for your child.

GRADE 7 AND 8 STUDENTS – FUNDRAISING

Please return your *Fresh From the Farm* orders by Tuesday, October 10th. Remember – the money you raise will go into your school bank account for your Grade 8 year-end trip.

OCTOBER 4 – WE PARTICIPATED IN WALK TO SCHOOL DAY AND WALK AT SCHOOL DAY!

Walk to School Day is an international event that encourages students to be active on their journey between home and school. The Wellington-Dufferin-Guelph Active and Safe Routes to School (ASRTS) committee encourages parents and guardians to walk, bike or wheel to school with us on Walk to School day October 4th. The ASRTS committee is encouraging schools with bused students to also participate by organizing a walk around the school yard at lunch or before bell time.

Walking and riding to school are great ways to include physical activity into the day, and it is well known that students who use active travel to get to school arrive alert and ready to learn.

As a parent you can help your child learn about walking or riding to school safely:

- Be a good role model. Demonstrate road safety rules with your child (e.g. looking both ways when crossing the street).
- Plan a walking or riding route. Assess potential hazards with your child. Encourage your child to stick to the route.
- Remind your child about personal safety. Point out the houses of people you know where they can go for help if needed.
- Adopt a buddy system. Walk with a “walking buddy” – a sibling or a friend.
- Ask that electronics like iPods and cellphones be put in their bag while walking to school. Pedestrian safety is compromised by texting, earphones, and cellphone conversation.
- Talk about the rules of the road and [pedestrian safety](#).

Visit www.saferoutestoschool.ca for more information and resources on active school travel.

UG2GO

Our board has a wonderful resource for all of our students that can be accessed 24/7 from school or from home. It’s called UG2GO and includes Learn360 (educational video streaming), Student Link (a site children use at school that gives them access to web sites that are kid friendly and relate directly to their current units of study), Tumblebooks (a site that has hundreds of books children can click on and have read to them), Overdrive (eBooks and audiobooks), and much more.

When students are at home they can go to this URL: <https://www.ugdsb.on.ca/ug2go>

They will be prompted to enter the same Windows username and password that they use at school to get onto the school network. Once they enter their Windows username/password they will enter the site and they can then click on any of the resources and be taken directly to the individual resource without the need for any additional passwords.

Please take a few minutes to explore the site with your child. It is an important tool that will aid them in their education, and may make your life easier when it comes to homework and projects. We are excited that students will be able to access information from anywhere and at anytime in this information age!

PUBLIC HEALTH NEWS

Have a Happy, Healthy Halloween

Are your kids buzzing with excitement about trick or treating? The real trick is balancing treats with healthy foods and eating them in moderation. The article below gives parents and teachers tips to help kids have a happy and healthy Halloween. It includes creative ways to celebrate Halloween and recipes for healthy spooky treats. Read the article here:

<http://bit.ly/2wcAUHe> For more information visit www.wdpublichealth.ca

Are you frustrated by your child's eating? Would you like them to enjoy more vegetables?

Join us for "Getting to Yum: How to get kids to enjoy eating a variety of fruits and vegetables." In this presentation, scientist and author Karen LeBillon will help you teach your kids to explore and enjoy eating. Learn the 7 secrets of raising eager eaters and change dinnertime reactions from YUCK to YUM.

Saturday October 21, 2017

2-4 pm Bishop Macdonell Catholic High School, 200 Clair Road W. Guelph

Cost is \$10 which includes the book "Getting to Yum"

Register by October 9th at <http://bit.ly/2wce1nh>

TALKING ABOUT MENTAL HEALTH – BUILDING RESILIENCE

Resilience is our ability to recover from difficulties and adapt to change; to be able to function as well or better after a challenge. Resilience is an important part of good mental health. We all can develop resilience, and we can help our children and youth develop it as well. The following tips are taken from Resilience Guide for Parents and Teachers, by the American Psychological Association. For more information see: <http://www.apa.org/helpcenter/resilience.aspx>

Tips for building resilience:

1. **Make connections**

Teach your child how to make friends, including the skill of empathy, or feeling another's pain. Encourage your child to be a friend in order to get friends.

2. **Help your child/youth by having them help others**

Children and youth who may feel helpless can be empowered by helping others. Engage your child/youth in age-appropriate volunteer work, or ask for assistance yourself with some task that they can master. At school, brainstorm with children about ways they can help others.

3. **Maintain a daily routine**

Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Encourage your child/youth to develop their own routines.

4. **Take a break**

While it is important to stick to routines, endlessly worrying can be counter-productive. Build regular breaks into school and home routines.

5. **Teach your child/youth self-care**

Make yourself a good example, and teach your child/youth the importance of making time to eat properly, exercise and rest. Make sure your child/youth has time to have fun.

6. **Move toward goals**

Teach your child/youth to set reasonable goals and then to move toward them one step at a time. Moving toward that goal — even if it's a tiny step — and receiving praise for doing so will focus your child/youth on what they have been able to do rather than on what they haven't done, and can help build resilience.

7. **Nurture a positive self-view**

Help your child/youth remember ways that they have successfully handled hardships in the past and then help them understand that these past challenges help them build the strength to handle future challenges.

8. **Keep things in perspective and maintain a hopeful outlook**

Even when your child/youth is facing very painful events, help them look at the situation in a broader context and keep a long-term perspective. An optimistic and positive outlook allows your child/youth to see the good things in life and keep going even in the hardest times.

9. **Look for opportunities for self-discovery**

Tough times are often the times when children/youth learn the most about themselves. Discuss with your child/youth what they learned after facing a tough situation.

10. **Accept that change is part of living**

Change often can be scary for children and youth. Help your child see that change is part of life and new goals can replace other goals.

Have a mentally healthy day!

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

Follow me on twitter: @drlynnwoodford

CHANGING OUR BELIEFS AND ATTITUDES ABOUT MATH

Myth of the math person – Most people believe that math is one of those subjects that you either “get” or you “don’t get.” This way of thinking cannot be further from the truth; there is no such thing as a math person. Everyone can achieve in any subject with hard work, perseverance, and someone to guide them. The key to shattering this myth is developing a growth mindset in our teachers and students, and a math classroom where students are challenged by engaging problems and supported in their learning.

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.

Growth Mindset Homework Help Tips

*Let your child struggle with math problems – See if they have the perseverance to work through their struggles. We need to break the math myth that we need fast answers to be good at math.

*Never let your child hear you say: “I was never good at math” – Research studies have shown when parents tell their children they were not good at math, their child’s achievement is immediately affected.²

*Ask your child if they can solve a math problem in another way – This shows that your child has multiple strategies at their fingertips and they are flexible with their math thinking.

*Ask your child to explain the reasoning behind their response – “Why did you (add / subtract / multiply / divide)?”; “What does your drawing represent?”

Online Resources

Parents’ Beliefs about Math Change Their Children’s Achievement – <https://goo.gl/psL33d>

“We now know that the messages we give students can change their performance dramatically, and that students need to know that the adults in their lives believe in them.”

TL Talk: The Gift of Failure – Interview with Jessica Lahey – <https://goo.gl/oo7xFc>

“Jessica is the author of the New York Times bestselling book, *The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed*.”

How to Learn Math: for Students – <https://goo.gl/OCywaf>

“How to Learn Math is a free self-paced class for learners of all levels of mathematics. It combines really important information on the brain and learning with new evidence on the best ways to approach and learn math effectively.”

¹Boaler, Jo. *Mathematical Mindsets*. Jossey-Bass: 2016, pg 96.

²Boaler, J. (n.d.). Parents’ Beliefs about Math Change Their Children’s Achievement. Retrieved September 22, 2016, from <https://www.youcubed.org/think-it-up/parents-beliefs-math-change-childrens-achievement/>