

# Le Nid D'Aigle The Eagle's Nest



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OCTOBER 2016

## Principal's Message

We have enjoyed a lovely warm September and a smooth start to the school year at École Edward Johnson. It was great to see so many families attending the Open House and participating in our Terry Fox Run. Students have been busy in their classes as they settle into the routines. The extra-curricular cross country running and soccer clubs are in full swing. In particular, I have really enjoyed saying "hello" to all the familiar faces this year!

In our last newsletter, I mentioned that we are trying to keep our hallways safe and manageable for students. Thank you to everyone who is respecting our request for parents to come to the office and have their child paged, rather than going directly to the classroom. It really does help.

Eddie the Eagle is back! Many students were acknowledged for their random acts of kindness during the month of September and three lucky students' names were drawn at the end of the month. Eddie's eagle will be particularly sharp this October as he scouts for those acts of kindness and reminding us that:

*"Make it a habit to tell people thank you. To express your appreciation, sincerely and without the expectation of anything in return. Truly appreciate those around you, and you'll soon find many others around you. Truly appreciate life, and you'll find that you have more of it." - (Ralph Marston)*

Please note some upcoming dates:

- QSP Magazine and Gifts School Fundraiser Kick-Off (Wed. Oct. 5, 2016) ends October 28
- Zumba Family night at EJPS! Thurs. Oct. 6 from 6-7 in the gym
- First Pizza Day, Friday, October 7<sup>th</sup>
- Thanksgiving Monday, October 10<sup>th</sup>
- IWalk To School Week (Oct. 11 – 14 inclusive)
- School Spirit Wear orders due October 11, 2016
- CCAT for grade 3 students (October 12 to 14 inclusive)
- School Council Farm Fresh orders are due October 17
- School Council Meeting, Monday, October 17 (6:30pm – 7:30pm)
- VIP program for Grade 6 students Tues., October 18 (Drug Awareness)
- Cross Country Meet in morning (8:45 – 11:35) Wed., October 26
- Little Jammers starts Monday, October 24 to December 12
- Movie Night at EJPS (Thurs., October 27, 5:45 – 7:30 pm)
- PA Day, Friday, October 28

Looking forward to a fantastic October!

Katherine Wainman

### Bully Prevention Plan 2016-2017

Thanks to participation from our parent, student and teacher community, we have created our Bully Prevention Plan for this school year. You will find it posted on the school website. Please contact the school if you have any inquiries or suggestions.

### 2016 Fall Food Drive!

We are having a food drive for the Guelph Food Bank! The food barrels will be collected on October 12<sup>th</sup>. We need non-perishable food items such as: canned beans and soup, baby food, toiletries, tuna, and much more. Diapers and toiletries are also needed. We appreciate all your help!

## Composting club

Our "Compow!" club has started at Edward Johnson. Students from grades 4,5 and 6 have volunteered to pick up the compost in each class for a period of a week, twice a year. At the end of the school year, we'll have a pizza party to celebrate their efforts to improve the environment.

### Benefits of composting:

Composting keeps a valuable resource out of the landfill. Less water is wasted since compost helps with moisture retention. It extends the life of landfills, as compost is a large part of the waste stream.

Adding compost to your garden will not only fertilize, it actually feeds your soil with a diversity of nutrients and microorganisms that will improve plant growth. Chemical fertilizers on the other hand provide a quick burst of a limited number of nutrients that can wash away into our rivers and streams. Compost also increases soil stability, improves drainage and helps retain moisture.

## EcoSchools

Edward Johnson has once again registered for EcoSchools designation. Through a series of environmental stewardship and activities throughout the school, this year we are working to reach EcoSchools gold! More information will follow in the coming weeks.



## OCTOBER IS INTERNATIONAL WALK TO SCHOOL (IWALK) MONTH!

IWALK is an international awareness event that celebrates active travel by encouraging students to walk or bike between home and school in the month of October. This year IWALK Week at Edward Johnson Public School is October 10-14, 2016.

The ParticipACTION Report Card on Physical Activity for Children and Youth (2015) found that school aged children (5 to 17 year olds) in Canada are not getting the recommended 60 minutes of moderate- to vigorous-intensity activity per day. Walking and riding are great ways to be active and it is well known that students who use active travel 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](http://www.saferoutestoschool.ca) for more information and resources on active school travel.

## **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.*

### **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 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.

### **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!"

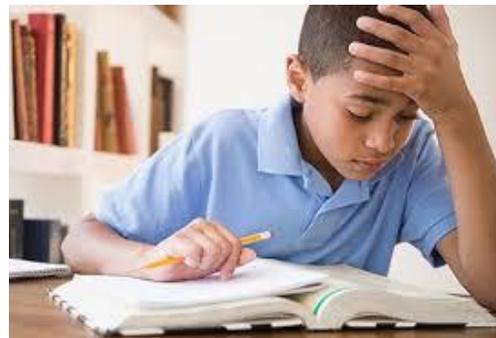
Have a mentally healthy October! *Dr. Lynn Woodford is the Mental Health Lead for the Upper Grand District School Board.*

## Evolving Classroom



"The reason so many people think math is the most difficult is the inaccessible way it is often taught."<sup>1</sup> 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.



<sup>1</sup> Boaler, Jo. *Mathematical Mindsets*. Jossey-Bass: 2016, pg 96.

# 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.<sup>2</sup>

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.”



Monthly Environmental Activities to help celebrate our planet

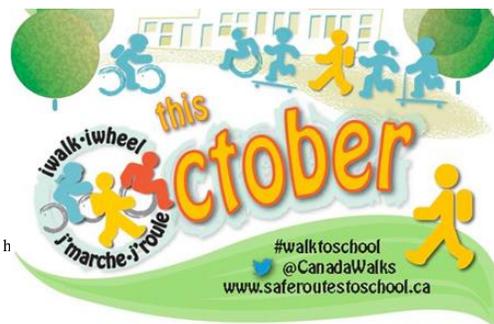
**OCT 5<sup>TH</sup> IS INTERNATIONAL WALK TO SCHOOL DAY!**

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

**Participate in International Walk to School Day on October 5<sup>th</sup> 2016!**

In October we celebrate active travel by encouraging students to walk or bike between home and school. Walking or cycling to school gets

2 Boaler, J. (n.d.). Parents’ Beliefs about Math Change Their Children’s Achievement. Retrieved September 22, 2016, from <http://change-childrens-achievement/>



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?

### Student Lunchroom Behaviour Expectations and Responsibilities

1. Stay in your seat unless given permission
2. A hall pass is needed to use the washroom or drinking fountain
3. Clean up your eating area and put your garbage away
4. Use an indoor talking voice
5. Stay in your designated classroom
6. Leave in an orderly fashion when dismissed by monitors
7. Listen to Lunchroom monitors and supervisors.



### Student Punctuality

Being on time is an important life skill that we encourage all our students to display. When students arrive on time, they receive an overview of the day's activities and allow the teacher to efficiently complete the general housekeeping activities such as taking attendance or the collection of forms and money. They hear the announcements which inform them of general school information and are a part of the opening exercises. Being on time also eliminates unnecessary disruptions to classes. We appreciate the effort made by most students to be on time. Punctuality is a benefit for the students as well as a courtesy to others.