

Le Nid d'Aigle The Eagle's Nest



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NOVEMBER 2016

Principal's Message

The school year is just clipping along at a fast pace. November is a great month for reflection and I hope as you look over your child's progress report, you take the time to reflect on his/her learning style and learning needs. This report is not an evaluation of your child's achievement. Rather, the purpose is to give students and parents early and specific feedback regarding general progress during the first two months of the school year. The Progress Report will tell you how well your child is developing in their learning skills and work habits, as well as how they are progressing in the different subject areas. Instead of assigning a grade at this time, teachers will indicate how well your child is progressing: "very well", "well", or "with difficulty." The Progress Report also highlights areas of strengths and areas that need to be improved. Evaluation or marks are included on the Term 1 and 2 reports in February and June.

During the month of November we are encouraging "random acts of kindness." We had a kick-off assembly and are ready to embark on a month filled with kindness. On Friday we are celebrating with a pyjama day and asking students to bring a toonie to help raise money for the organization "Sleeping Children Around the World."

The JK to Grade 6 students will be attending our Remembrance Day assembly on the 11th day of the 11th month of the 11th hour in the gymnasium. We will start the assembly at 10:45 and finish at 11:15. The ceremony will be simple and sombre. You are welcome to attend if you wish. All students will receive a poppy, and all donations are welcome.

The plans for the 3rd annual Holiday Market are well underway. It should be a great day so come out to get some of your holiday shopping done and enjoy some baked goods as well. The big day is **Saturday, November 26 from 10:00am to 3:00pm.**

Important Dates

- Friday, November 4, Photo Retake Day (starting at 9 am)
- Friday, November 4, Pajama Day (Raising money for bedkits/\$2.00 donation)
- JK Observations (November 7th to 10th)
- Thursday, November 10th River Run Centre for Grades 5 and 6 (1:15 start)
- Friday, November 11th Remembrance Day Assembly 10:45am to 11:15 am
- Monday, November 14th JK FI Registration Information Night (6:30pm)
- Tuesday, November 15th Progress Reports go home
- Monday, November 21st at 6:30pm School Council Meeting
- Thursday, November 24th Pajama Day
- Thursday, November 24th, Evening Parent Teacher Interviews (3:40pm – 7:30 pm)
- Friday, November 25th, P.A. Day Parent Teacher Interviews (8:30am to 3:30pm)
- Saturday, November 26th Holiday Market (10am to 3pm)

Important changes to Junior Kindergarten French Immersion registration and selection process

The Junior Kindergarten registration process for the upcoming 2017-18 school year has changed, including changes to how students register and are selected for the UGDSB French Immersion program.

Every UGDSB school that offers FI at the JK level will have a cap on the number of students who can enroll in FI, starting Sept. 2017. JK is the only access point to FI as of Sept. 2017. Parents and guardians must register their children in FI between Jan. 9 and Jan. 26, 2016 for their application to be considered 'on-time.' Please note that registration will take place in person, and that registration is NOT prioritized on a first-come, first-serve basis.

A Junior Kindergarten FI Registration information night has been scheduled on Nov. 14, 2016 in the EJ Library at 6:30pm.

For more information on JK registration and the FI registration and selection process, please visit www.ugdsb.on.ca/jkfi.

Parent/Teacher Interviews

Your child(ren)'s progress report will go home on Tuesday, November 15th, and in most cases, interviews with teachers will be on Thursday, November 24th from 3:40 p.m. – 7:30 p.m. and on Friday, November 25th between 8:30 a.m. – 3:30 p.m.

We are utilizing the on-line Upper Grand Interview Booking System, in an effort to help you more easily coordinate times for the various teachers with whom you want to meet. This booking system will open on at 8:00 a.m. on Wednesday, November 16 and will close on Wednesday, November 23rd at 11:00 p.m. **Kindergarten teachers will not be using this site.** The following is the URL to access the website:

<https://webapps.ugdsb.on.ca/InterviewSchedule/Account/Login>

The only information you will require to log into the system is your child(ren)'s **9-digit OEN number (located on the top of the first page of the progress report) and his/her birthdate.**

Once you have entered the booking site, you simply check off the teachers you would like to meet, as well as a time slot. That time slot then becomes unavailable to anyone else. Once you have finished booking your interviews, it is also possible to print out your schedule, complete with teacher names, time and location.

If you are unable to meet the teacher on the provided dates, please contact the teacher directly to arrange a mutually agreed upon time (519-763-7374).

If you have any questions or concerns about using this booking system, please do not hesitate to ask for assistance.

Bullying Awareness Week **November 21st - 24th**

During the week of November 21st – 24^h students and staff at Edward Johnson are going to be discussing and exploring the issue of bullying and its effects. Throughout the week, students will participate in activities and discussions in their classrooms. This is to promote awareness, empathy and give students the confidence and skills/strategies needed to handle bullying situations, whether they are a bystander or a target or maybe even bullying themselves.

The week will end on Thursday with a special performance called **“Find your Magic: The Anti-Bullying Show”** with Brent and Sarah.

Special Class Placement in UGDSB

Students who require special education programs and services receive support through the classroom teacher and the special education resource teacher at their home schools. However, in some circumstances, students can be referred to a special education class placement where focused instruction in the area of need is provided. These classes have smaller numbers and can provide targeted instruction to meet student needs. In elementary there are four specialized class placements for the following exceptionalities: Learning Disability, Mild Intellectual Disability/Language-based Learning Disability, Developmental Disability (Intellectual Disability), and Intellectually Gifted. Students need to have a diagnosis of an exceptionality before they can be eligible for class placement, and parents and the school team should feel like the placement would best meet the student's learning needs. Contact your school team if you would like to have more information on special class placement options.

Helping your child with difficult situations

Life is full of things that are hard to deal with. Sometimes children need help in dealing with these events. "Resiliency" is what helps adults and children to "bounce back" from the difficult events in life. The best way to help your child be more resilient is to model the skills for them. Here are some ideas that you can try:

1. Starting at birth, respond to baby's smiles and cooing by smiling and cooing back often.
2. Comfort your child when he or she is upset. Hugs and a quiet voice can go a long way in calming a child.
3. Teach your child to take deep breaths to calm down when they are upset and then talk when they are relaxed.
4. Help your child to see another way of looking at things: "I know that you want to play with that toy. Tom waited for the toy and now it is his turn. He would be sad if you took it away."
5. Instead of making your child say "sorry", talk about his or her feelings and the feelings of the other person involved in the event.
6. At night when you put your child to bed ask them to think of one positive thing that happened to them that day. You could share something too.
7. Point out your child's strengths: "Hey you rode that bike by yourself!"
8. Encourage your child to keep trying even if something is hard.
9. Read positive, happy stories together.
10. Give your child lots of time to play. Help them play with other children in a positive way.

If you would like more ideas and information on raising a resilient child go to <http://www.reachinginreachingout.com/resources-parents.htm>



Monthly Environmental Activities to help celebrate our planet

NOVEMBER 25TH IS BUY NOTHING DAY!

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

Celebrate Buy Nothing Day on November 25th!

Buy Nothing Day is an awareness day highlighting society's habit of buying too many things.



Founded by Vancouver artist Ted Dave, *“The first Buy Nothing Day was organized in Canada in September 1992 as a day for society to examine the issue of over-consumption. In 1997, it was moved to ‘Black Friday’, which is one of the busiest shopping days in the United States.”* <https://en.wikipedia.org>

Image from <https://www.permaculture.co.uk/articles/buy-nothing-day-2012-approaching-could-you-stop-spending-one-day>

Repair, reduce, re-use, recycle – 4 R’s are best!

“It’s time for a new kind of materialism, based on an economy of better, not more... that makes things which last and can be repaired many times before being recycled, allowing us to share better the surplus of stuff we already have, from furniture to tools, cars, fridges, clothes and food. ‘Repair, reduce, re-use, recycle’, could be the basis of a new economic model.”

<https://www.theguardian.com>

Some great ideas for your family on Buy Nothing Day!

- Instead of shopping, enjoy a day in the great outdoors by walking trails or going to the park.
- Recycle school supplies such as binders, workbooks, pens and pencils instead of buying new.
- Donate clothes, books, toys and games your family does not need any more.
- Think of things you can make or do for people as gifts without spending any money.

“Either way, there’s no doubt that going without buying anything for an entire day is quite a challenge in the modern world, and will serve to make you think about what your life is really about.”

<https://www.daysoftheyear.com/days/buy-nothing-day>

Talking About Mental Health November 2016 – Technology and Video Games

Between checking text messages and playing the latest video game, how much time do you and your children/youth spend on technology?

“Technology is not really the problem, the lack of balance is,” says Doriann Shapiro, Social Worker, Problem Gambling Institute of Ontario (PGIO). “Because we are in a technological age, youth are often also using tech for writing and research. But when they are totaling over seven hours a day, finding balance between that is the challenge.”

“Problem video gaming has harmful effects on an individual’s social, occupational, family, school, and psychological functioning,” says Lisa Pont, Social Worker, PGIO. “It can result in a loss of control, withdrawal, and escape from difficult feelings.”

Here are some tips from Centre for Addiction and Mental Health (www.camh.ca) and Problem Gaming Institute of Ontario (www.problemgambling.ca) that can help:

1. Consider how you use technology. You are modelling behaviours for your children/youth.

2. Before giving your children/youth access to technology, talk to them about safe use. Communicate openly and honestly. Discuss possible effects and the dangers of using the Internet and social media.
3. Talk to your children/youth about how to integrate technology into their lives in ways that respect others. For example, some families have “no texting” rules during mealtimes and family events.
4. Be aware of your children’s/youth’s Internet activities and what they access. Create rules that both you and your child agree to, based on their age and past Internet use. You can also consider V-chip technology for the TV, which can block access to programs and channels, and parental controls for smartphones and computers.
5. Spend time learning about the Internet and video games popular with youth. Participate with your children/youth in these activities. They are more likely to listen to you if they think you know what you’re talking about.
6. Have your children/youth use a shared computer in an open area of your home where you can monitor what they’re doing.
7. Help your children/youth lead balanced lives. Set limits around your children’s/youth’s use of technology. Encourage them to take part in “offline” activities such as sports, music, drama and in-person get-togethers with friends and family.
8. Help your children/youth set priorities. For example, doing homework comes before spending time texting or playing video games.
9. Remember that you own the equipment (e.g., computer, cell phone) your children/youth are using—or you’ve likely given them the money to buy it. If your children/youth are not using the technology in ways that you approve, you have the authority to cut off access or control their use in other ways (such as using a secret password to set the administrative rights on your home computer).
10. If you have seen signs that indicate your child/youth may be developing a problem from their technology use, (such as: increased time playing/online, avoiding other activities including other interests and school, sleep problems, poor hygiene, less time with friends/family, lying about their gaming/internet use) talk with your child/youth about your concerns. You could also contact your family physician to get guidance and support for the whole family.

Homewood Community Addiction Services provides support for youth and families with gaming addictions: 519 836 5733.

Here are some useful resources.

Books:

My Parents Aren't Noobs by Michelle Nogueira and Anthea Helps

Sofa Boy by Scott Langteau

Doug Unplugged (book and DVD) by Dan Yaccarino and Chris Patton
Websites:

www.problemgambling.ca

www.camh.ca

Have a mentally healthy November!

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

Follow me on Twitter @drlynnwoodford.

Concussions

Concussions can have a serious effect on a young, developing brain. Proper recognition and response to concussion in the school environment can prevent further injury and can help with recovery. Children and adolescents are among those at greater risk for concussions due to body trauma at any time.

Although falls and motor vehicle accidents are the leading causes of concussion, there is a heightened risk due to concussion during physical activity which includes physical education classes, playground time or sports activities.

To address this increased risk of concussions and to prevent and identify the signs and symptoms of concussion, the Board is committed to increasing awareness for all students, staff, parents, volunteers and health care practitioners to support the proper management of concussions.

The Board's concussion procedure is available on the Board website or by following the link on our school website page at <http://www.ugdsb.on.ca/johnson/index.aspx>. Learn more about concussions by watching a short video Concussion Management and Return to Learn.

Board Wide Fundraising Initiative for Syrian Newcomers in our Community

Thursday, November 24th

We have been pleased to welcome almost 75 Syrian newcomer students into our Upper Grand schools since last January. We are hoping that you will consider helping us in a board wide fund raising initiative to raise funds to help Syrian newcomers settle into our schools and community. We have partnered with Orca Book Publishers to raise funds by selling their newly published book entitled, "Stepping Stones: A Refugee Family's Journey" by Margriet Ruurs through our school and board websites. For every book that is sold through our board or school websites, Orca will donate \$10 to our local settlement agencies to support Syrian refugees.

This unique picture book was inspired by the stone artwork of Syrian artist Mizar Ali Badr, who was discovered by chance by Canadian children's author Margriet Ruurs. She was immediately captivated by the strong narrative quality of Mr. Badr's art, and,

using many of Mr. Badr's already-created pieces, she set out to tell a story about the Syrian refugee crisis. *Stepping Stones* tells the story of Rama and her family, who are forced to flee their once peaceful village to escape the ravages of the civil war raging in their homeland. With only what they can carry on their backs, Rama and her family set out to walk to freedom. Mr. Badr's stunning stone images illustrate the story. This book is a dual-language (English and Arabic) edition.

To order this book, please visit your school's website or the board website and click on the buy button to place your order. Payment is made directly to Orca and the books are shipped directly to your address from their warehouse. Payment for the order will go through at the time of purchase and it will include shipping. Orca will keep track of how many books are sold in our board and will send us \$10 for every book sold, which will then be donated to a local resettlement agency.



For more information, please see the attached flyer or contact Bonnie Talbot at bonnie.talbot@ugdsb.on.ca or 519-824-4420.



Winter Clothing for Students in Need

Students need warm coats, boots, hats and mitts during the winter months. Unfortunately many children in our schools do not have proper warm clothing for our frigid winter weather. Consider making a donation to the Upper Grand Learning Foundation **Free to Achieve Fund** that provides needed winter supplies for children who would otherwise go without. Tax receipts are provided for donations of \$20 or more. For more information visit the [UGLF website](http://www.uppergrandlearningfoundation.ca) at www.uppergrandlearningfoundation.ca