

# Paisley Road Public School

---

Kirk Runciman, Principal  
Sheena Grinwis, Vice Principal

406 Paisley Road, Guelph, ON N1H 2R3  
School Website: [www.ugdsb.on.ca/paisley/](http://www.ugdsb.on.ca/paisley/)

Gayle Erskine, Office Co-ordinator  
Stephanie Sambells, Administrative Office Assistant

Tel: 519-822-0675  
Fax: 519-822-7767

## Newsletter for January 2023

### From the Principal's Desk

Happy New Year! I hope everyone had an opportunity to enjoy the company of family and friends during the holiday season. The school staff would like to take this opportunity to express a sincere thank you for the tremendous support that the school has received over the past year. The staff greatly appreciates everything that has been done to assist the students and staff at our school. A special thank you to our School Council members for all the work they continue to do for our students and school community, including raising funds to purchase valuable resources,

Best wishes for a healthy and prosperous 2023!

K. Runciman  
Principal

### JK Kindergarten Registration

*Kindergarten registration begins January 10<sup>th</sup>. Please note that **the deadline for Junior Kindergarten French Immersion is January 27<sup>th</sup>. There is no deadline for English Kindergarten.*** Please see below for more information regarding the JK registration process.

1. Pre-register online at [www.ugdsb.ca/kindergarten](http://www.ugdsb.ca/kindergarten) from January 10th to January 27th, 2023, at 4:00 pm.
2. Once you have registered, make sure that you have received a confirmation email to your inbox (please check your spam folder if you do not receive it in your main inbox folder).
3. Make an appointment with your school to provide the required documents – this appointment can be done online or in person.
4. If applying to French Immersion, you must complete the application process, including submission of all required documents by **4:00 pm on January 27, 2023.**

### Important information regarding JK French Immersion;

- \*Junior Kindergarten (JK) is the only entry point to French Immersion (FI). For the 2023-24 school year, those are children born in 2019.
- \*A JK FI enrolment cap is in place for each of our French Immersion schools.
- \*JK FI placement at one school, is for that school only.
- \*Placement in JK FI is not transferable between schools from the placement date to December 31<sup>st</sup> of the student's JK year.
- \*Application can be made for JK FI at one school only. Applications in more than one school will void all applications.
- \*A Junior Kindergarten FI enrolment cap is in place for each of our French Immersion sites. At Paisley Road Public School, the cap is 29.

- \* If the number of on-time Junior Kindergarten FI registrations exceeds the school's enrolment cap, a random selection process will be initiated to determine entry into the program
- \* On-time registrations for French Immersion Junior Kindergarten are **NOT** prioritized on a first-come, first-served basis
- \* If the number of registrants exceeds a school's enrolment cap, students will be placed into Junior Kindergarten FI or onto a waitlist in the following prioritized order:
  - \* Registrants with siblings in FI home school in UGDSB (in-area)
  - \* Registrants without siblings in FI home school in UGDSB (in-area)

### **Waitlists**

- \* Waitlists will be created where the number of on-time applicants exceeded the number of spaces available. Students not offered placement through the random selection process will be placed on a waitlist.
- \* A waitlist may also be created where a school which didn't require random selection has more applications than available spaces at any time during the school year.
- \* Late applications will be placed on a waitlist on a first-come, first-served basis.
- \* To remain on a waitlist the student must be registered in a UGDSB regular track (English language) school.
- \* The waitlist will remain in place until the first day of the child's SK Year.
- \* Late, in-area, applicants will be considered on a first-come first-serve basis, subject to available space.

### **Family Literacy Day – January 27<sup>th</sup>**

ABC Life Literacy Canada is encouraging Canadian families to have "15 Minutes of Fun" learning together. Learning can happen at any time. Practicing literacy together every day has tremendous benefits for both children and parents. Here are some great ways to get started:

- Read a "wake up" story in the morning (after reading your bedtime story the night before).
- Search online for fun places to go in your community. Pick out a spot for your next family day trip.
- Make up a new recipe together and post it online.
- Tell knock-knock jokes together while doing the dishes.
- Create a story with your family: take turns writing one sentence at a time, then read the whole story aloud when you're done.
- Write a review of a book you read together as a family. Send it to the author through email or snail mail.
- Organize a book swap at your school or with your friends.
- Track your trip to school, the park, and the grocery store on a map. Find a different route to take to each place.
- Learn to play a musical instrument. What about the ukulele? • Write a note to include in a grown-up's lunch – ask them to write back!
- Make a popsicle stick model with your family.
- Write your names graffiti-style using chalk on your sidewalk – you may need to shovel first!
- Play a board game together.
- Look up the words to your favourite song online. Have a sing-off with your friends!
- Count how many steps it takes to get from your bedroom to your kitchen. Find out who in your family has the most steps to a snack!

### **No Bus Days!**

On days when school buses are cancelled in the morning, ***they will not be running*** at the end of the school day. If you wish to drive your child(ren) to school on days when buses are cancelled, you must pick them up at the end of the day. Parents can access bussing information through the Student Transportation Services website at <http://www.stwdsts.ca/>. If you use the Student Transportation Services website, please focus on the Division 1 yellow card to access transportation information specific to schools in Guelph.

### **Cold Weather and Warm Clothing!**

Though we have experienced a warmer than usual winter so far, students should be wearing hats, mitts, boots and a winter coat during recess. Proper attire during the winter months, when the students return to in-person learning, will help ensure they enjoy their time outside while being comfortable in the process.

## **Use the Six E's to Teach About Responsibility**

You can help your child develop the trait of responsibility by using the six E's:

1. Explain it. Talk about what responsibility means. Give some examples
2. Examine it. Look for examples of responsibility. Did a character on a TV show take responsibility for his actions? Point it out. Talk about it with your child.
3. Exhibit it. Your personal example is still the strongest way you teach.
4. Encourage it. Help your child think about ways he/she can be responsible. He might start to clean up his/her room every day. When he/she does, be sure you notice what he/she's done and give praise.
5. Expect it. Set rules and consequences. Now that your child knows what you expect, make sure he/she follows through. It's not enough to pick up after your child two days a week. Expect your child to do it every day and invoke appropriate consequences if he/she does not.
6. Evaluate it. How is your child doing? After a few weeks, talk again. Communication is imperative!

## **Is It Bullying Or Conflict?**

Is conflict the same as bullying? People may sometimes confuse conflict with bullying, but they are different. Conflict occurs between two or more people who 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 point of view. 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 will develop and the situation will worsen through repetition.

## **Transitions and Transition Planning**

While it may feel like it is early in the year to think about transitioning to the next school year, many plans are well underway to ensure that students have a successful transition. For students who are changing schools, visits may have already begun. Such transitions can be very stressful for students, just as it can be stressful for adults to move houses or change jobs. With careful planning and a collaborative approach toward supporting the transition, this stress can be minimized. New requirements from the Ministry of Education came into effect in September, 2014 requiring all students with an Individual Education Plan (IEP) to have a transition plan. This plan includes goals and actions to meet each goal, and considers the strengths and needs of the student. Some goals may address smaller transitions throughout the day, such as moving from recess to the classroom or from one activity to another, or larger transitions, such as moving from one school year to the next, or from one school to another. For many students, the supports provided to the whole class are all they need to have a successful transition, which means they may not need a specific transition plan goal and actions on their IEP at this time. However, for students that have challenges with transitions -- large or small -- a plan should be in place.

When planning for any transition, the student's physical, emotional, and learning needs are considered. As a parent, your collaboration with the school team is crucial to make sure that the needs of your child are fully understood, and that actions taken at home and at school will ensure a successful transition. Physical needs, such as changes made to a washroom for a student in a wheelchair, may be part of a plan, just as visits and pictures of a new school may be helpful meeting the emotional needs of a child. A student's current teacher will also share successful strategies and accommodations with next year's teacher, this will help the new teacher prepare for the learning needs of the student. As a parent, you can play an important role in transition planning for your child, you know your child best. Whether planning for next year's new classroom, or for a new school, working together with school staff to provide visits to the new school, talking about the transition in a positive way, and looking at pictures of the new teachers and building may give the reassurance that your child needs. Preparation is crucial for transitions to be successful, and a team approach between home and school is key. More information about transition planning from the Ministry of Education is available. The new rules for

transition planning for students with special education needs can be found at: <http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf>. The Ministry also has a resource guide for transition plans with a focus for secondary students available at the following link: <http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.pdf>

## **WHAT IS MINDFULNESS?**

Mindfulness is a way to turn off auto-pilot and bring awareness to the present. It may seem easy but in a world full of schedules, appointments, deadlines and other daily stressors it can be a challenge to disconnect ourselves from auto pilot. Daniel J. Siegel defines mindfulness:

“Mindfulness in its most general sense is about waking up from a life on automatic, and being sensitive to novelty in our everyday experiences...Instead of being on automatic and mindless, mindfulness helps us to awaken, and by reflecting on the mind we are enabled to make choices and thus change becomes possible”

Mindfulness is not only turning off auto pilot and staying aware but doing so non-judgementally – of yourself, of others, of your experience. In that age of social media likes, followers, and commentaries this non-judgmental stance is something we could all benefit from doing. Jon Katat-Zinn writes:

“Mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally”

## **WHAT ARE THE BENEFITS?**

Research in the area of mindfulness shows benefits in the following areas:

- Improved working memory
- Lowered anxiety levels
- Reduced emotional reactivity
- Reduced stress
- Regulating emotions
- Less distractable
- Enhancing sleep

## **SO WHAT CAN YOU DO?**

There are many ways to bring mindfulness into your life from a regular time every day to finding opportunities for mindfulness skills in daily life.

- Bring mindfulness to a walk by focusing on what you see, hear, feel. Listen to the sound of your steps, notice the feeling of your legs, notice what you smell.
- Try listening to someone mindfully by not crafting what you are going to respond and thinking ahead but rather listen fully to what the other person is saying – sounds easy but you will be surprised!
- When you or your child are having a difficult time take a moment and focus just on breathing, in and out. Notice what your body feels like. Notice thoughts that pop into your head – **AND LET THEM GO.** Just “be” for even 2 minutes. It can be very powerful to take even just one or two minutes! And a great example to set for your children.

So perhaps you can find some time in your day, your week, your month to turn off auto pilot and practice a little mindfulness!

*Jenny Marino, Mental Health and Addictions Lead, Upper Grand District School Board*



# Lost & Found

Pandemic Stories of Discovery as told by Kids in Canada

## Online Program

The Children's Reading Room is proud to work with the Canadian Children's Literacy Foundation to offer the new program, Lost & Found: Pandemic Stories of Discovery as Told by Kids in Canada.

If you have children ages 7-12 and are interested in teaching them about story-making, we invite you to register for our free online Lost & Found workshops. In these workshops, children will learn about writing, art, movement and oral storytelling while shaping their own pandemic narratives. They will also have the chance to share these stories in a national, public, online gallery.

Registration is open now. The online program consists of 4 online sessions which will take place from 4-5:15 pm on Tuesday, Jan 10, Thursday, Jan 12, Tuesday, Jan 17 & Thursday, Jan 19.

We ask for one parent/caregiver to stay with their child/ren for the duration of each online workshop.

Please email [info@childrensreadingroom.org](mailto:info@childrensreadingroom.org) or call 226 706 9845 to register. We require the following information...

- Parent/Guardian's full name
- Child/ren full name/s
- Phone number
- email address

Please share widely with your contacts! Thank you!



**Lost & Found**  
Pandemic stories of discovery  
as told by kids in Canada.



## Monthly environmental activities to help celebrate our planet

### **JANUARY is the time to carry out your Eco Resolutions!**

“There will be more waste plastic in the sea than fish by 2050” Dame Ellen MacArthur

#### **It’s a brand new year and the perfect time for positive change. For example, let’s end plastic pollution.**

Based on the daily news, it’s never been more critical to increase your environmental efforts. The *Earth Day Network* is calling to end plastic pollution. Imagine a future free from harmful plastic garbage! Single-use plastics are especially wasteful and many plastics are also not properly recycled and take up precious landfill space or pollute our oceans, killing marine life and washing up on pristine beaches. Plastic garbage ‘islands’ are appearing in seas and oceans all over the world.

<https://www.nationalgeographic.org/encyclopedia/great-pacific-garbage-patch/>

#### **Tips on how to reduce single-use plastics:**

- Extend your use of cloth shopping bags beyond the grocery store. Use them at all other retail stores too.
- Avoid buying over-packaged food. The choice is yours. Do you need to buy the carrots that are shrink wrapped on a Styrofoam tray?
- Let the restaurants you frequent know that you would them to join the growing movement to ban the use of straws. Many have implemented a 'serve-straws-upon-request' policy.
- Tap water is best. Bottled water can deplete our precious groundwater resources and produce unnecessary green house gas emissions through the production and transport of plastic bottles. Carry a reusable water bottle instead.
- Lug a travel mug to your local coffee shop. (The plastic lining makes coffee cups unrecyclable, and they all end up in the garbage and in our overflowing landfills.)
- Write letters to the government asking them to fix a problem that you are concerned about such as: mandating the reduction of plastic packaging, banning Styrofoam, or promoting research for recyclable coffee cups or coffee pods, etc.