



Ross R. MacKay Public School

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Principal: *Ms. T. Armstrong*
Office Coordinator: *Mrs. E. Lantz*

October, 2016

Principal's Message

We have had a very positive first month of school. Luckily, our enrolment remained fairly consistent with numbers submitted last spring so we did not have to reorganize classes. We currently have 107 students in our RRM family. Our staff and students feel settled in their classes and are teaching and learning productively.

I want to personally thank our organized and supportive Office Coordinator Mrs. Ellie Lantz. She has been instrumental in supporting me as the 'new to RRM' Principal. I have depended on her experience and familiarity with the school over the last few weeks.

We congratulate Miss/Mlle Cook who has secured a contract position teaching Grade 1 French Immersion at Paisley Road. This means we will be hiring a new Long-term Occasional Teacher for French and Primary Planning (replacing Madame Pearce who continues to be on leave).

Our staff enjoyed a productive Professional Activity on Friday. We delved deeply into our Math Curriculum...reflecting how best to teach expectations and how we will know that students have met the same expectations. Staff also spent time completing several mandatory online Health & Safety modules.

This past month, we have focussed on the Character Trait of Respect. The month of October will be all about Responsibility. We encourage you to talk to your children about what these words mean at home, school and in

the community. At the end of each month, we will have a Character Education Assembly to celebrate students who have displayed the trait we have been learning about as well as introduce the trait of the upcoming month.

Thanks to all families who donated a 'toonie for Terry'. We hope to have our postponed run this Thursday so if you didn't donate yet, feel free to send in your toonie this week.

All parents/guardians are invited to attend our first School Council this upcoming Wednesday, October 5 at 7PM in our Library.

All families are strongly encouraged to sign up for our new Cashless Banking System to pay for school food days, trips and activities. One such upcoming special event is the Ropes Course on October 20 and 21 at RRM. A permission form and payment request will be coming home by early next week. Check it out - it is an amazing opportunity for our students. <http://escarpmentclimbing.com/school-programs/>

Are you following Ross R MacKay on Twitter yet? Even if you are not on Twitter, you can check out our regular tweets as feed on our RRM website (address above)

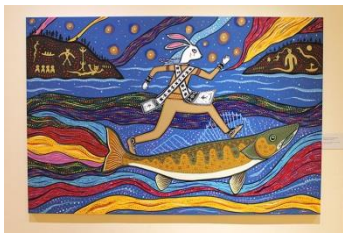
If you have any questions, concerns or compliments, you are always welcome to connect with me in person or through email or phone.

Thanks for sharing your children with us every school day!

Yours in education,

Ms. Tracy Armstrong

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.

Council's Corner (by Linda Campbell)



1. Our Breakfast Club is back! Thank you to all the parents who stepped forward to volunteer. Breakfast Club

will begin on Monday, October 3 at 8:25 am.

2. Our School Council has been acclaimed. Your 2016-2017 School Council members are: Linda Campbell - Chair, Cherie Jardine - Treasurer, Secretary - Open, Events/Fundraising Committee - Beth Corfield, Chris Collins, Angie Jansa and Sarah Lawson will be our Teacher Rep! Our first School Council meeting will be held on Wednesday, October 5 from 7 pm to 8 pm in the school library. Interested parents are welcome to attend as we get the school year started!
3. Our Open House/Meet the Teacher was a huge success! Thank you to all families who supported our pizza dinner and bought our new Ross R MacKay Spirit Wear! I would like to extend my gratitude to Cherie Jardine who helped me organize and run our first event of the year (before Council starts!) and Paula Wall for making our cool Back To School Photo Booth frame. I would also like to send a big thank you to Alex Stephens who helped set-up the gym for the evening. Watch for pictures from the event to be posted on the School Council bulletin board in the coming days.

I look forward to a great school year backed by our wonderful school staff and my new Council. If you have any ideas or suggestions for School Council, please feel free to email me directly at lcampbell961@gmail.com.

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.

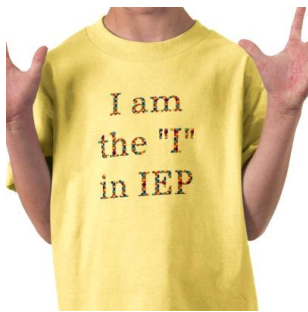
If your child is in a classroom with an anaphylactic child, or your child has

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.

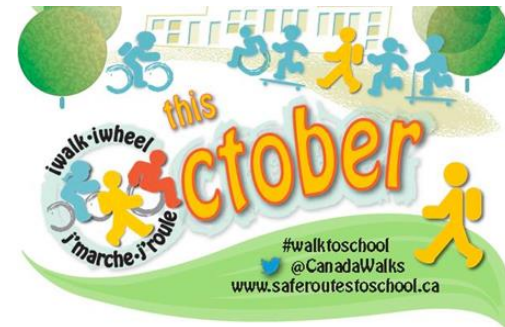
Follow her on Twitter @drlynnwoodford.

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.

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." (

Boaler, Jo. [Mathematical Mindsets](#). Jossey-Bass: 2016, pg 96.)

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?

Changing Our Beliefs & 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 both our teachers and students, and a math classroom

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 often 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.

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.¹

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."

¹ Boaler, 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/>

What is a MAKERSPACE?



A MAKERSPACE is a place where students can gather to create, invent, tinker, explore and discover using a variety of materials.

If you can donate any of the following, we would greatly appreciate it! We will be making MAKERSPACES in our Learning Commons (Library) Space.

WANTED:

paper towel rolls

cardboard

Lego

wooden bits and pieces

Velcro

plastic lids of all sizes

glue guns and glue

elastics

clothes pins

marbles

or anything else you may have on hand that kids could create with!

October Programmes at the Hillsburgh Branch, WCL for school age children

For October, we have one programme for school-age children. Here is the information:

Hallowe'en Mask-Off at the Hillsburgh Branch, WCL
98B Trafalgar Rd. Hillsburgh (behind Graham Animal Hospital)
519.855.4010

Drop by the library and pick up supplies to decorate a Hallowe'en mask. Return your mask for display and your name will be entered into a draw! (No registration required.)

Ages 3 to 12 years.

Saturday, October 1 to Saturday, October 29, during open hours

For preteens and teens (11 years and up) We have:

Teen MakerSpace at the Hillsburgh Branch, WCL

98B Trafalgar Rd. Hillsburgh (behind Graham Animal Hospital)
519.855.4010

Don't miss the chance to explore upcycling, new tech toys, and a variety of other hands-on projects. Please register.

For students 11 years and up.

Thursdays, October 6 and 20, 6:30 pm - 7:30 pm

Has your family read the October online Newsletter? If yes, please fill this slip and return to Ms. Armstrong for your chance to win a prize.

Family Name (s): _____ Signature: _____

