

School Email
sixteenth.avenue.ps@yrdsb.ca

School Web Site
www.sixteenthavenue.ps@yrdsb.ca

School Telephone Number
905-884-5598

Principal
Tim Gervais

Vice-Principal
Nicole Ricketts

Administrative Assistants
Lezlie Hood
Siva Sivatharsini

Superintendent of Schools
Lois Agard
905-884-4477

Trustee
Simon Cui

School Council Chair
Sue Arabanian

April Upcoming Events & Dates

Earth Month
Autism Acceptance Month
Sikh Heritage Month
2 - Autism Acceptance Day & beginning of Autism Acceptance Month
2 - Good Friday (No School)
5 - Easter Monday (No School)
6 - School Council
8 - Holocaust Memorial Day
April 12-16: Spring Break
14 - Vaisakhi
14 - Day of Pink
19 - Grade 8 Graduation Photos
20 - Ridvan
22 - Earth Day
30 - Holy Friday (Eastern)

APRIL

Character Trait

COURAGE

Sixteenth Avenue Star

Administrator's Message

April 2021

Dear Families of Sixteenth Ave. P.S.

Spring has arrived, and with it, warmer days. Many of our families have celebrated significant faith or cultural days, like Nowruz, Pesach and Easter. Vaisakhi and Ridvan are approaching quickly. Although we are still navigating through difficult times, the encouragement of our traditions and celebrations offers us time to enjoy our family members (even virtually) and hope for our return to normalcy.

Learning continues to be the focus here at Sixteenth Avenue. Spring has brought out inquiry throughout our school. For example:

- primary students are learning about substances and mixtures in their ice inquiry.
- a junior class is creating and analyzing a variety of media texts (e.g., stop motion animation)

intermediate students are investigating structures and mechanical systems.

Our amazing support staff continues to provide supports to our learners with academic success and emotional well-being. We recognize the continued stress we are all facing. Yet, our staff continues to provide engaging learning during these times.

Potential School Staff Shortages:

We continue to work with York Region Public Health to ensure our schools are safe for students and staff. In previous years, where no occasional teacher or other staff member was available, schools combined classes for short periods. During the global pandemic, physical contact must be minimized, and cohorts must be maintained. As such, we may face specific situations where schools are required to close to in-person learning due to self-isolation requirements, even if COVID-19 case counts do not appear significant. We will continue to take all necessary planning and precautions to keep schools open but may also need to make difficult decisions to close to ensure safety.

Black Foundation of Community Network Presents

The Friday Focus parent workshop for Black parents called *Foundations Of Financial Literacy*. More information can be found: [here](#).

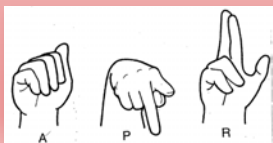
Thank you for your cooperation, flexibility, patience, and understanding as we continue to manage the continuing pandemic complexities. We appreciate your continued partnership and support.

Tim Gervais
Principal

Nicole Ricketts,
Acting Vice-Principal



Signs of the Month





SIXTEENTH AVENUE PUBLIC SCHOOL

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Class Placement for 2021-2022

Much of the planning for the new school year is already underway! We will be discussing organizational structures, special education delivery models, teaching assignments and timetabling very soon.

One of the most important tasks that usually begin in late May is the placement of students into new classes for September. Homeroom teachers in consultation with receiving teachers, appropriate support staff and school administration devote much discussion time to the generation of classes that strive to best meet the needs of all of our students. Class placement is a complex process that takes many hours of thought and discussion. Decisions are made following careful consideration of a number of criteria: balance of student abilities, interests and talents, gender balance, class size (consistent with Board and Ministry guidelines), learning style, learning partners and social factors. While friendship issues can play a role in the comfort level of some students, please note that, at particular developmental stages, some friends learn best in separate classes.

Often, parents have new and/or important information to share about their child which lends assistance to class placement decisions. Student and peer relationships and peer interactions that exist outside the school's awareness, student interests and learning styles are items of information which are appreciated prior to the placement process.

Parent input that is received by the Principal (tim.gervais@yrdsb.ca) prior to Thursday, May 13th, 2021 will be considered (and shared) during placement meetings. Please avoid naming a teacher as staffing can vary. Input after May 13th, 2021 may not be considered due to the complexity of the task. Please be advised that while such input is valued, it cannot drive class placement decisions since school-wide limitations and a variety of other factors will, at times, take precedence. Final decisions regarding student placements remain the responsibility of the principal. Class placement information will be shared on opening day in September. Thank you for partnering with us in this very important task!

Sixteenth Ave. P.S. — Class Placement for 2021-2022- Parental Input

Name of Student: _____

Grade in 2021-2022 _____ Current Teacher: _____

Please include an explanation in the following areas:

1. Positive Social Relationships (students who work well together).

2 Learning style (independent, small group, need for teacher direction....)

3. Student interests (sports, arts, reading...)

4. Other Considerations (e.g. Special Education, ESL, etc.)

Parent name: _____

Parent Signature: _____

For consideration, please e-mail this form to the attention of Mr. Gervais (tim.gervais@yrdsb.ca) by
May 13th, 2021

Visit our new website

YRDSB has refreshed its Board website to make it easier for families to find the important information they are looking for at www.yrdsb.ca.

The new website has been designed to be mobile friendly, translatable, accessible, searchable, easy to navigate and to better reflect York Region District School Board and our community. This includes:

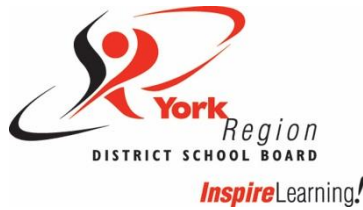
- Built-in translation tool
- Enhanced search capabilities
- Built-in accessibility features to meet accessibility legislation
- Revised navigation based on user testing, website analytics and research
- Quick access to six of our most accessed pages, including school calendars and school transportation information.

The new website also includes:

- A [Family Resources](#) that provides quick access to online tools like Edsby, Google Classroom and School Cash Online, as well as links to information about translation tools, IT support for families and more. Use the “need help” button to access tips and support in using these tools.
- Updated [Online Student Tools](#) pages provide quick access to students to online learning platforms and resources to help with homework. Use the “need help” button to access tips and support in using these tools.
- An enhanced [newsroom](#) with access to the latest news, events and videos so you can find out what’s happening around our Board.
- Easy access to information about [supports for students](#), [elementary school](#) and [secondary school](#) programs, [adult learning opportunities](#) and more.

Information about COVID-19 and schools, including update information, screening tools and frequently asked questions can still be found at www.yrdsb.ca/school-reopening.

We hope that the website makes it easier for families to find and access the information you are looking for. When you visit the new website, please take the time to share your feedback, so we can continue to ensure our website meets the needs of the community we serve.



Student Mental Health and Addictions Newsletter April 2021

YRDSB Mental Health services are provided by YRDSB psychology and social work personnel

Social Connection and the Power of a Listening Ear

A year later, we continue to experience uncertainty with lockdowns and social distancing; we long for social interaction with peers, friends, and families beyond our immediate social circles. This month's newsletter will focus on the importance of maintaining and expanding our social connections by offering a listening ear while following Public Health guidelines.

Restrictions limiting in-person interactions have left many parents and students feeling a sense of isolation, sadness, anxiousness, and frustration, among other feelings. The importance of offering a listening ear could not be more pronounced as many feel disconnected and alone. According to [CMHA](#), 'really listening' is the key to a meaningful connection. Active listening is a part of effective communication skills that can support building a real connection with other people. It can take some getting used to, especially when behind a mask and distanced six feet apart or even behind a virtual screen.

The importance of offering a listening ear to understand what a person might be experiencing is a small act that can make a meaningful difference. [Leon F. Seltzer Ph.D.](#) explains why feeling understood is essential to our wellbeing and how it connects us to others, allowing us to feel welcomed.

Included below are some tips to build connection safely by offering a [sympathetic ear](#):

- Reach out in a manner that feels safe and follows Public Health guidelines i.e., phone call, zoom, text, and other creative ways.
- Take the time to let the other person know you are there for them. *"I am here for you. I am listening. Tell me what's on your mind..."*
- Show empathy and understanding by validating what is being said. *"I hear you, and it makes sense why you would feel this way."*
- Acknowledge their feelings.

- Be present in the moment with the person.
- Listen to understand and take the necessary time to absorb the information.
- Ask questions when appropriate. The questions should be curious, open-ended, and ones that do not contain an answer. *"Can you tell me more about what that was like for you?"*
- Pay attention to body language by facing the person to show you are listening.
- Avoid advice-giving, interrupting, making assumptions, or judgments.
- Let the conversation flow.
- Be honest about how much time you can offer to connect.

Following these tips should help you get started on building meaningful connections through the act of listening.

[School Mental Health Ontario](#) has created various resources for educators, parents and families, and students regarding supporting student mental health by developing healthy relationship skills. Check out some more tips from School Mental Health Ontario on [reaching out](#), so you can be your best to support your children.

Mental Health COVID-19 Page

COVID-19 has presented unprecedented issues and concerns for our community, our country and the world. As we focus on keeping ourselves healthy and containing the spread of COVID-19, we must also keep ourselves mentally well.

The link below is dedicated to supporting student mental health during this pandemic. Resources for students, parents/guardians as well as community resources are listed. In addition, there are various links to YRDSB mental health supports as well as community supports available during the school closure. Please consider taking some time to familiarize yourself with the [Mental Health and Community Supports During COVID](#).

Continue to check out the [YRDSB website](#) for updated information as well as the Twitter account @YRDSB

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4 Tips For De-Escalating Behaviors

MAKE A MORE POSITIVE IMPACT ON THE LIVES OF THOSE AROUND YOU.

If you've been looking for a better way to deal with challenging behavior that you may face on a daily basis, try these four tips and see the results.



1 Create a New Language.

How can we change the way we address those around us? For example, instead of saying, "John, stop pacing around a disrupting everyone else," try saying, "John, I can see you're anxious about something. Why don't you walk with me away from everyone else and we can talk about it?"

2 Re-Evaluate Rules.

How flexible can you be while still providing for the necessary safety of everyone? Ask yourself "Why do I have that rule?" or "Who does that rule benefit?" It can be easy to cling to rules that make it more convenient for us. Are there things we are able to compromise on?

3 Choose Wisely What You Insist Upon.

We can't always give individuals what they're asking for, or maybe we just can't right at the time they're requesting it. People don't have to do anything we request of them, so we have to be creative in deciding which of our rules are negotiable, and which are non-negotiable. When considering the non-negotiables, can we offer options?

4 Practice Limit Setting.

We can't make others do anything. Limit setting is borne of this realization. But limit setting is not intuitive. It's a skill we need to practice. Try out these phrases: "First...then..." | "If you are able to... then I will..." | "We have options. Let's talk about what they are."

Thinking about the words to use, especially words you would choose when you are calm and rational, and practicing them with a partner, can better equip you for the crisis moment when everyone's fears and anxieties are high.



Get More Tips!

Visit crisisprevention.com to learn more.

DE-ESCALATION TIPS IN LIGHT OF CORONAVIRUS ANXIETY

1

UNDERSTAND THAT BEHAVIOR IS COMMUNICATION

Look for signs of anxiety in body language, tone and cadence. Understand that crisis behavior reflects a need and consider what it is the other person might want.

2

AVOID THE POWER STRUGGLE

Challenging or exercising authority over a person can escalate negative behaviors. Considering options you can offer allows flexibility to address both parties' needs and desired outcomes.

3

USE LIMIT SETTING

Behavior can't be forced but setting limits can help us influence behaviors. Framing acceptable behaviors or outcomes can encourage the other person to choose the most productive option.

4

PRACTICE RATIONAL DETACHMENT

Don't take behaviors personally. Stay calm. Find a positive way to release the negative energy you absorbed during the conflict. Keep in mind, you can only control your own attitude and actions.

5

DEVELOP THERAPEUTIC RAPPORT

Learn from the conflict and help the other person to learn from the experience. Focus on identifying and preventing the pattern of behavior in the future. Finally, put time and effort into repairing the relationship.



Visit www.CrisisPrevention.com/ReduceConflict where you can find additional tips and information on how to maintain calm and de-escalate crisis situations. The tips are applicable for situations one might encounter in public to those in close relationships including working from home parents and grocery, restaurant and retail staff.

Managing Your Own Anger

A Guide for Parents

PARENT
SERIES





A Guide for Parents

Countless educators and human service professionals have benefited from CPI's highly effective approach to limit setting. This guide explains how parents can use these same skills and techniques when dealing with their own children.

For 40 years, the Crisis Prevention Institute has helped millions of individuals begin a journey of positive, supportive, and empathetic caring for people of all ages. With a focus on healthcare, education, human services, and dementia care, CPI sets the standard for best practices in evidence-based workplace violence prevention. Our training is designed to support the safety and well-being of both staff and those in their care. We teach the skills that help professionals de-escalate verbal and physical crises in the workplace, with an array of solutions that address the full spectrum of risk levels.

10850 W. Park Place, Suite 250
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crisisprevention.com
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You will learn:

- ✓ How dealing with **your anger affects** the way your **children deal** with **their own anger**.
- ✓ **Healthy ways to manage** your anger.
- ✓ How **the body responds** to anger—**psychologically** and **physically**.
- ✓ **Four steps** to express anger in **positive** and **productive** ways . . . and much more!



The Emotion of Anger

One of the challenges of parenthood is dealing with the inevitable angry feelings that we sometimes have when our children misbehave. Anger is a normal human emotion. How you deal with your anger is the more important concern.

Most of us connect the emotion of anger with behavior that we don't like—even though we may be guilty of it ourselves. Some of the ways that people deal with their anger include:

- **They pretend that nothing is wrong.**
- **They lose their tempers and say (or do) things they later regret.**
- **They withdraw and sulk.**
- **They express their anger indirectly by taunting others or using sarcasm.**

When we are angry with our children and do the things that are listed above, we teach our children that this is the way to deal with angry feelings. We shouldn't be surprised when our children yell, hit, pout, or ridicule if that is what we are doing ourselves.

Pretending that we're not angry when we are is not the answer. This seldom works anyway, and it does not solve the problem that led to our anger in the first place. Instead, it is important to separate the emotion of anger from the behavior that is so often displayed by angry people.

Anger expressed in a healthy way can provide a positive example for your children: that it is possible to be angry without being aggressive.

But how do you manage your own anger?

Anger management is a skill, and like any skill, it requires practice. Here are some guidelines for getting started:

1. Be aware of your body's response to anger.

When you feel yourself getting angry, notice how your body is responding physiologically. Anger isn't just a psychological response that exists only in your mind.

Anger has physical aspects, as well. You may notice that your heart is beating faster, your breathing is shallow, and there may be a knot in the pit of your stomach.

2. Breathe deeply.

Deep breaths will help to calm your body and increase the supply of oxygen to your brain—oxygen that will help you to think clearly and calmly. Don't discount that old advice to take a deep breath and count to ten. It really does have a purpose.

3. Ask yourself, "Why am I angry?"

Take a brief break to calm down and ask yourself these questions. Why am I allowing my children to trigger my anger? Have they hit a sore spot? Made me feel insecure or inadequate in some way? Could I be overreacting because of other stresses in my life—trouble at work or financial concerns?

4. Decide if you want to speak up.

Do you want your child to know that you are angry? At times, it may be an opportunity to teach your child that it is possible to express anger without yelling, hitting, or other undesirable behavior. At other times, you might decide not to discuss your anger with your child but simply carry on in a calm, patient manner.

Expressing Your Anger

If you do want to express your anger to your child, here are some steps to follow:

1. **Be direct, specific, and brief.**

Stick to one issue at a time, and don't bring up the past. If you're talking to your teenager about their messy room, don't bring up the fact that they missed their curfew last Saturday night.

It is difficult enough to resolve one problem at a time; don't get out your laundry list. Bringing up past issues is likely to cause confusion and resentment.

2. **Focus on feelings, not blame.**

At some point you have probably told your children not to blame others for their actions or feelings. In the same way, don't blame your child for yours. ("You made me so mad that I couldn't help losing my temper with you!")

Try to avoid using phrases such as "you always" or "you never." Words like this will only put your child on the defensive.

3. **Listen to your child's response.**

We owe it to our children to hear their side of the story. Try to put yourself in your child's position and listen for their real message. What are they trying to tell you?

4. **Be realistic about your expectations.**

Parents often think they can force their children to think or behave in a certain way. This is seldom true, and even if it were, it is contrary to one of the goals of parenthood—to help our children become independent adults who can think for themselves and make their own decisions.

Anger is a difficult emotion for many of us to deal with, and it is one that can easily be triggered by the challenging moments of parenthood. What better incentive to **improve the way we deal** with this emotion than to **think about the positive legacy** we can leave our children **if we teach them** that anger can be **expressed in positive, productive** ways.



Whatever steps you've decided to take, remember that it takes time and effort to change old behavior patterns. Try to be patient with yourself—and your children.

Thank you for reading! We hope you found this resource helpful. Connect with us on social media!



facebook.com/cpi.training

twitter.com/cpi_training

youtube.com/crisisprevention