



ONE HUNDRED
YEARS!
CENTENARY
CELEBRATION
COMING SPRING
2018!

CALL FOR
COMMITTEE
MEMBERS &
VOLUNTEERS.

Initial meeting: GYM
April 3rd, 2017 7:30pm

⚡ Pass along to alumni.

We are looking for key people (to head up subcommittees)
& volunteers for the following subcommittees:

- * COMMUNICATION: share info with community, alumni and media multimedia footage of events
- * HISTORY: historical info/archives
- * TREASURE: budget and purchases; fundraising
- * SPECIAL EVENTS: special activities at school leading up to/on day (around school)
- * PRESENTATION ASSEMBLY: order of ceremony; speeches, platform party; A/V
- * DISPLAY: displays of artifacts etc.
- * VOLUNTEERS: overseeing sign up for special events & on the day set -up/take down
- * GREEN TEAM: ensuring high environmental standards & beautification of school

Each subcommittee key person would sit on the overriding committee as liaison for their subcommittee.

**HOW MANY VOLUNTEERS WE GET WILL DICTATE WHAT KIND OF
CELEBRATION WE CAN PLAN
Many hands make light work :)**

Summitview P. S. eBulletin



Sing a song of praise for Summitview
How we love the green and white
Proving to the world that we'll be true
Shout it out with all our might.

Standing hand in hand, right to the end
Never will we let her down
The honour of our school we will defend
Summitview's the best in town.
Principal Boadway



February 2017

6551 Main Street (905) 640-1102
<http://www.yrdsb.ca/schools/summitview.ps>

Tentative organization and Student Placements 2017-2018

At this time each year, projected enrolment and staffing requirements are in progress.

For Summitview P.S., please note the following:

- ⇒ Projected enrolment for the English stream is estimated at 285 students (depending on JK); that will generate 11-12 classes;
- ⇒ Projected enrolment for the French Immersion stream is estimated at 3 classes per Primary grade; the grade 1&2 being at Harry Bowes P.S. for September and the grade 3s at Glad Park P.S.;
- ⇒ Staffing changes may occur right up to and into September 2017;
- ⇒ For the 2017-18, we again anticipate in the English stream that there may be single grade classes and/or split grade classes;
- ⇒ Each year staff go through a process to try to ensure that students are placed in a classroom setting that will address their needs, motivation, and also ensure a balance of students in each class (gender, academic ability, learning style, special needs etc.) with what staffing and organization parameters we have. Logistics of the primary class cap size, as well as meeting ETFO 'aiming mark' class sizes for J/I must also be considered in our reality of creating class organizations, especially when there may be only 1 or 2 classes per grade, and in some grades, not enough for a class on their own;
- ⇒ In May, SK-7 students are given the opportunity to indicate their learning strengths, what they want the next year's teaching team to know about their challenges and several students with whom they *work well, not necessarily friends.*

Special Considerations

Should you have any considerations you would like us to factor in with the other criteria, **please ONLY do so in writing, addressed to Mrs. Duckett-Wilson by April 28th, 2017 so that appropriate consideration can be made.**

Specific personality strengths or the TYPE of teacher can be listed, however direct reference to a particular teacher cannot be honoured given the limitations of projected staffing and school organization. Also, listing a single class friend is not typically considered, unless there are very unique circumstances and where it is deemed appropriate for both students.

It is also anticipated that students and families will be advised of classroom placements on the first day of school in September given the amount of adjustments that may need to occur prior to the first day of school. In special cases, or where possible for Kindergarten, we will let families know where we can.

Principal: M. Duckett-Wilson Superintendent: S. Bredin Trustee: L. Carruthers
Office Admin. : S. Allum/ N. George Lead Caretaker: B. Blundell



SCHOOL IMPROVEMENT PLAN: Mathematics

We have been continuing to work on our challenge of practice for Math:

- ⇒ French immersion math manipulatives and classroom resources are on par with English cohort classes;
- ⇒ Release time for teacher professional learning (January - May) with Stanford University;
- ⇒ Continued professional development time at staff meetings and PA days, devoted to balancing components of a comprehensive math program, effective use of manipulatives for concept acquisition and real life problem-solving, as well as using technology for engagement and reinforcement;
- ⇒ Alignment of the curriculum expectations, achievement chart and the actual experience in the classroom
- ⇒ Continued use of the steps to problem-solving across the school and explicit use of learning goals and co-created success criteria so that students can articulate their learning in *words, pictures and numbers*

Achievement Chart summary of assessment for mathematics:

Assessment in math courses is based on the following four categories.

1. Knowledge and Understanding
 - Are you able to use mathematical tools and ideas?
 - Can you demonstrate your understanding of mathematical concepts?
2. Application
 - Can you select the right mathematical tool or idea to apply to scenarios involving a realistic context?
3. Communication
 - Do you use appropriate mathematical form and vocabulary when answering questions?
 - Are you able to explain steps or the reasons you chose a particular plan in a solution?
 - Are you able to read and interpret mathematical scenarios?
4. Thinking
 - Can you develop and execute a plan to solve a problem that may require insight or the use of multiple mathematical tools?
 - Can you make and justify conclusions using mathematical models?

HOW YOU CAN HELP AT HOME?

- ⇒ Be patient when helping with homework; try to allow thinking and processing time and avoid 'rescuing' by showing how to get the answer.
- ⇒ Encourage tutorial websites like <https://homeworkhelp.ilc.org> (7-10) or www.khanacademy.com (gr 5/6 and up) - also on YouTube.
- ⇒ Involve your child/ren in the real life math you use— estimating total at the grocery store, how much will fit in a cupboard or container, measuring when cooking, exploring patterns for decorating etc.
- ⇒ Ask what their learning goal is this today or this week and how they need to reach it; if you don't see this information coming home, please prompt your teacher.

School Improvement Plan: Well-being and student voice go hand in hand

Summitview Stingers are typically caring, enthusiastic, and empathetic. However, as an administrator of over 15 years experience, and 25 as an educator, I see a growing trend (the past 6-7 years), especially in younger children, of uncharacteristically aggressive behaviours, and negative reactions to many unintentional and innocent peer interactions, both male and female, by students who are typically making positive choices, where it is also unrelated to bullying or specific needs of a particular child.

To address this at school, we will continue to:

- ⇒ Reinforce positive choices and behaviours;
- ⇒ Through media curriculum, educate students about the fantasy vs. the reality in age appropriate ways;
- ⇒ Address inappropriate aggressive behaviours with progressive discipline and restorative measures;
- ⇒ Reinforce **SOSS and SNAP** and **Zones of Regulation** as strategies to use when frustrated, angry, anxious, too silly or scared (see previous eBulletins); presentations have been completed school wide;
- ⇒ Have conversations about 'invisible challenges', and have students participate in activities that helps them better understand issues with proximity and personality differences/multiple intelligences that may impact the way each of us learn and play;
- ⇒ Use student reflection sheets that include character traits, SOSS and SNAP, restorative next steps and circle of friendship considerations;
- ⇒ New character trait slip for students randomly seen to be going 'above and beyond' (one to come home and one to post on our display if the student wishes it);
- ⇒ Comply with police/YRDSB protocols when students threaten to hurt someone with bodily harm, especially with an intended weapon, **regardless of age (see Caring and Safe schools policy 668).**

At home you can help by:

- ⇒ Consider how much time, especially in any one sitting, and the type of gaming your child is playing/watching, especially if older siblings are playing something more mature; check the ratings on the games; consider young children and some children with special needs have challenges discerning make believe from reality;
- ⇒ Talk with your child to understand the physical actions involved in an incident your child is relaying to you to help ascertain first if this was accidental, and then, the degree of severity of any aggression; eg. A child bumping into another while running for the line at bell time, is often expressed by young students now as 'he/she knocked me to the ground for no reason'. While the student was being careless, it is likely not a bullying or intentionally aggressive situation, though we would investigate regardless to establish this.

For more research and information, go to:

<http://mediasmarts.ca/violence/resources-parents-violence>

<http://www.camh.ca/en/education/Documents/www.camh.net/education/Resources>

<http://www.news.iastate.edu/news/2014/03/24/violentgamesbehavior#sthash.1kx0du9k.dpuf>

<http://public.psych.iastate.edu/caa/abstracts/2005-2009/05ga2.pdf>



STINGER OLYMPICS!
WE ARE LUCKY! IT IS EVERY YEAR, not every four!
February 23rd Olympic Nations SPIRIT Assembly
February 24th Olympics K-8
LET THE GAMES BEGIN!

SAFE ARRIVAL PROGRAM

Every morning we contact the parents of students who are absent from school and for whom we had had no prior notification. If you know your child is going to be absent for a medical appointment etc., please call or send a note the day before. Our line is 24/7: 905-640-1143. Additionally, it is important we know when your child is away on holiday and when he/she will be returning to school.

It is critical that we know when students are going to be away, to ensure they are safe. If you have not informed us, the school will call the home, business, cell and then emergency contact numbers provided. ***In the event that we are unable to contact you, it is YRDSB protocol for us to contact the police who will then attempt to locate you.***

From time to time, there may be overlap and we might call when you have already contacted us. Better safe than sorry and we thank you for your patience.

Bullying Prevention Measures

The York Region District School Board (YRDSB) has launched a new web reporting tool that allows students, parents and community members to report bullying incidents as well as positive behaviours and events related to our students and learning environments. The online tool, called **Report It!**, is a web button on the YRSB homepage (www.yrdsb.edu.on.ca) that links to an online form where users report bullying or positive behaviours that are consistent with Character Matters.

The development of this tool is the result of student feedback from an anti-bullying conference held last spring. It is meant for reporting **non-emergencies only** and deals solely with **student** issues. Follow-up will be determined by the severity of the incident and may involve sharing information with authorities. Users may submit reports anonymously (although anonymity cannot be absolutely guaranteed).

YRDSB is also asking students, parents, teachers and community members to "Take the Pledge" against bullying. To learn more, click on "The Pledge" image on the YRDSB website or go to www.ctvbarrie.ca.

Prevent Infection by Hand Washing!

It is that time of year when many children are getting ill with vague symptoms such as fever, sore throat, vomiting and diarrhea. If your child becomes ill with these symptoms, please keep them home from school until they have recovered. If the symptoms persist, please consult your family physician. Please remember that hand washing is the single most important procedure for preventing infections.

Recommendations on Hand Washing : Hands must be washed using soap and water:

- before preparing, handling, serving or eating food
- when hands are visibly dirty
- after personal body functions, such as using the toilet or blowing one's nose
- for parents, after changing diapers or cleaning up vomits



Next School Council: February 27th 6:30 Library

YRDSB protocols involving concussion related injury

SYMPTOMS AND SIGNS OF A CONCUSSION

Thinking Problems	Student's Complaints	Other Problems
Does not know time, date, place, period of game, opposing team, score of game General Confusion Cannot remember things that happened before and after the injury. Knocked out	Headache Dizziness Feels Dazed Feels 'dinged' or stunned; 'having my bell rung' Sees stars, flashing lights Ringing in the ears Sleepiness Loss of Vision Sees double or blurry Stomach ache/pain/nausea Just 'doesn't feel right'. Lights are bothersome	Poor coordination or balance Blank stare/glassy eyed Vomiting Slurred speech Slow to answer questions or follow directions Easily distracted Poor concentration Strange or inappropriate emotions (e.g. laughing, crying, getting mad easily) Not playing as well

A concussion should be suspected if a mechanism of injury for concussion occurred (i.e. hit to the head, face or jaw, collision, whiplash, fall) and in the presence of one or more of the listed symptoms and signs. All students need to consult a physician after a suspected concussion, before participating in any kind of physical activity.

The student must complete a minimum 2 visits with a physician and have the physician complete the designated areas of an assessment form before the student can return to school based physical activity.

RETURN TO PLAY PROCESS:

When a concussion is suspected by a physician, the student and parent(s)/guardian(s) monitor symptoms and signs of a concussion. As a part of this monitoring, the parent/guardian should communicate regularly with the teacher throughout Steps 1-4. It is very important that a student not do any physical activity if he/she has any signs or symptoms. The 'return to play' process is gradual and must follow the steps as outlined here:

- Each step must take a minimum of one day.
- If symptoms or signs of the concussion return (e.g. headache, feeling nauseated) either with activity or later that day, the student needs to rest for 24 hours, and return to the previous step.
- A student should never return to play if symptoms persist.
- The student may not participate in any school based physical activities until Step 1 and Step 2 have been **completed by a physician.**

Prior to beginning Step 3, the parent/guardian signature is required.

IF IN DOUBT, SIT THEM OUT!