

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.

Never will we let her down
The Honour of our school
we will defend
Summitview's the best in town.



March/April 2017

6551 Main Street (905) 640-1102 (attendance line 605-640-1143)
<http://www.yrdsb.ca/schools/summitview.ps> (twitter feed link also)

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 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*.
- ⇒ *In June there will be transition visits at Harry Bowes and Glad Park for grade 1 & 2 French immersion students. New JK activity times in June are also available. Please contact the office.*

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





What is World Autism Awareness Day and Light It Up Blue?

World Autism Awareness Day (WAAD), observed on April 2, was adopted by the United Nations in 2007 to shine a bright light on autism as a growing global health priority. Every year on World Autism Awareness Day, Autism Speaks celebrates its international “Light It Up Blue” campaign. Thousands of iconic landmarks, buildings and homes across the globe unite by shining bright blue lights in honor of the millions of individuals and families affected by autism. Individuals everywhere wear blue in honor of our community.

Recently, some of our intermediate students went to Giant Steps, Autism School and Therapy Centre in Markham to support programming and get first hand experience in learning about some of the challenges. They had a great day of learning together!

AUTISM AWARENESS: Information for Classmates and Families

Whether you already know a student with autism or are just getting to know one, you’ll probably find this information helpful. If you make the effort to include, communicate, understand and respect, you’ll both be sure to get something out of your friendship.

MANY OF THESE STRATEGIES APPLY TO HOW YOU CAN TREAT AND BETTER UNDERSTAND ALL YOUR FRIENDS, ESPECIALLY WHEN THERE MIGHT BE INVISIBLE CHALLENGES!

Include, Communicate, Understand and Respect

Include

- Take the initiative to include him/her - s/he may desperately want to be included and may not know how to ask. Be specific about what you want him to do.
- Find common interests - It will be much easier to talk about or share something you both like to do (movies, sports, music, books, TV shows, etc.).
- Encourage him/her to try new things because sometimes s/he may be afraid to try new stuff.
- Don't ignore him/her, even if you think s/he doesn't notice you.

Communicate

- Communicate clearly - Speak at a reasonable speed and volume. It might be helpful to use short sentences. Use gestures, pictures, and facial expressions to help communicate. Speak literally - do not use confusing figures of speech (S/He may truthfully tell you, "the sky" if you ask "What's up?")
- Give feedback - If your friend with autism is doing something inappropriate, it's OK to tell him/her nicely. Just be sure to also tell him what the right thing to do is because s/he may not know.
- Take time to say 'hi' whenever you see him/her. Even when you're in a hurry and pass him/her in the hall, just saying 'hi' is nice.
- Be persistent and patient - Remember that your friend with autism may take more time to respond than other people. It doesn't necessarily mean s/he isn't interested.

Understand

- Remember sensory sensitivity - Your friend may be very uncomfortable in certain situations or places (crowds, noisy areas, etc.). Ask if s/he is OK. Sometimes s/he may need a break.
- Find out what his/her special interests or abilities are and then try to find ways to let him/her use them.
- Ask questions - Ask a teacher or aide if you're confused about something s/he is doing. There is a reason kids do things. If you figure it out, you might be able to help him/her.
- Go online for the "Autism Basics" and the "Asperger's Basics" brochures from Autism Speaks.
- If your friend is 'freaking out,' it's probably because S/he is trying to communicate something, not because S/he's just being weird. Something might really be bothering him/her or s/he might be afraid or frustrated and unable to communicate about it. Try to understand. Ask a teacher or another adult for help.

Respect

- Accept his or her differences and respect strengths just as you would for any friend.
- Don't be afraid - Your friend is just a kid like you who needs a little help.
- Stand up for him/her - If you see someone teasing or bullying a friend with autism, take a stand and tell the person that it's not cool. Don't tease. Sometimes s/he may not understand the teasing or sometimes s/he may think you are being friendly when you really are not. If other kids tease him/her, talk to them and tell them to stop. If you are concerned s/he is being bullied, tell an adult.
- Be helpful, but don't be too helpful. If you're too helpful, it may make him/her feel more different. Let him/her try to do it first by himself/herself, then help out if s/he needs it. Ask him/her to do things with you, but don't just explain it to him/her; show him/her what to do so s/he can imitate you.

Modern Learning: Update on technology

- ⇒ Green screen purchase through Mrs. Calvert's fundraising for the Arts
- ⇒ Cost share: \$5000 from fundraising (Pizza lunches and Winter Fair contributions) means \$12500 in spending dollars. Divisional decisions on what would best suit the needs of students = 9 laptops, 3 Chromebook, & 10 iPad Airs (6 will travel with French immersion program)
- ⇒ An additional 4 Chromebooks will be purchased out of regular funds
- ⇒ Light table for Kindergarten

IF YOU HAVE ANY POWER/USB CABLES AND PLUGS FOR

SCHOOL COUNCIL UPDATE

Recent Council meetings have included:

- ⇒ Streamlining process for Winter Fair
- ⇒ Greater community support needed for fundraising events; being on school council shouldn't equate to being the sole fundraising volunteers; how do we get more folks involved?
- ⇒ Parameters of fundraising - being mindful of the community needs as well as how many times we are asking for support:
 - September - Terry Fox Run
 - October - QSP (school—literacy) & Ski Lakeridge (gr 8 grad activities)
 - November - Clothing and food drives (community)
 - December - Winter Fair (school - technology, coaching coverage, funds for Families, wish lists)
 - March - Jump for Heart
 - April - The Arts bulb sales etc.. (school - the Arts)
- ⇒ School Improvement Plan - math problem - solving and inquiry; sample questions
 - student well-being - Zones of Regulation and tools that help self-regulation