

École Sir Adam Beck Junior School Newsletter

November 2023

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Toronto, Ontario M8W 2C2
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<https://schoolweb.tdsb.on.ca/siradambeck>

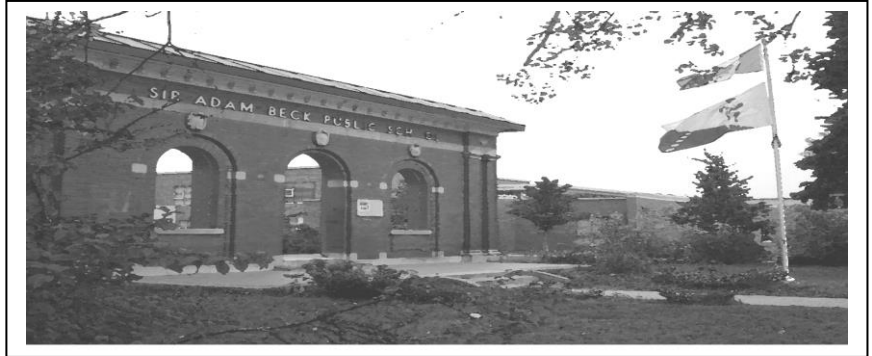
Upcoming Events

- November 5: Daylight Savings – Clocks turned back 1 Hour
November 6: PARS Early French Immersion Application Opens
November 6: School Council Meeting, 6:30 PM Google Meet:
<https://meet.google.com/jpj-hpuj-ban>
November 7: Photo Re-Takes Day
November 10: Remembrance Day Assembly
November 10, 24 Council Pizza Days
November 13: Progress Reports sent home
November 13 – 17 Scholastic Book Fair
November 17: PA Day – Parent/Guardian Conferences
November 24: Movember Jersey Spirit Day
December 1: PARS Early French Immersion Application Deadline

Hindu Heritage Month
Indigenous Education Month

**Character Attribute for November is
Empathy**

Principal Michael Kanalec
Superintendent Dr Debbie Donsky
Trustee Patrick Nunziata
School Council Co-Chairs
Sara Chow, Japmeen Johal
Title Photo Credit: Steve Burazin



Will your child be absent from school?
Call our Safe Arrival Number: **1-833-250-2290**

Principal's Message:

Fall is the perfect season to go out for a walk/run. We encourage our families to continue walking to school as much as possible each week in support of our Eco schools *Walk to School* initiative. This helps to decrease the cars on the roads around our school and alleviates the congestion in our busy parking lot. If your child is bussed to school or you are unable to walk to school, please consider other creative ways that can be done at home to decrease automobile travel.

The month of October was a busy one for our SAB athletes. The cross country and soccer teams made strong showings in their tournaments and meets. For more details, please see the SAB Athletics update on page 14. Congratulations to our athletes of the month: September: Nora P. (Room 122), Aarav A. (Room 209), Dylan D. (Room 211), Oliver B. (Room 210) and Grant K (Room 214), October: Artem K (Room 122), Remi M. (Room 121), Brooke N. (Room 211), Bo M. (Room 210) and Mayuri M. (Room 207)

Over the upcoming weeks teachers will be connecting with parents/guardians as part of the upcoming reporting cycle. Progress reports will be coming home on November 13th. Students in grades 1-5 will have the opportunity to present as part of the student-led conference format. Details of the online booking system will be announced soon via an email sent to all SAB families.

Fall and winter weather conditions will be arriving shortly. Our classes will continue to go outside regularly throughout the day. Please check the forecast daily and help your child select the appropriate outerwear. We appreciate everyone's effort in keeping their children home when they are not feeling well. On pages 11/12 of the newsletter, we have included an important message from Toronto Public Health regarding a number of steps that can be taken to help keep children and others safe from an increase in respiratory viruses among children, including Respiratory Syncytial Virus (RSV), Influenza and COVID-19. Thank you for helping to keep our school community healthy this winter.

Families who will be trick or treating are reminded to carefully review the Halloween Safety Tips in addition to being extra cautious on this busy dark night. We ask that Halloween treats be kept at home and not sent to school as part of your child's lunch. Treats sent in to support the Candy for Kids campaign are welcome – see page 6 for details.

Yours in partnership,
Michael Kanalec
Principal

Lunchroom Supervisors Needed

Do you have an hour to spare in the middle of the day? Interested in becoming Supply Lunchroom Supervisors please contact the school at 416-394-7670 for more details.



November 2023 Council Corner

Email: sabschoolcouncil@gmail.com

Facebook: <https://www.facebook.com/groups/290183431386941>

Website: <https://schoolweb.tdsb.on.ca/siradambeck/School-Council>

Meet your new School Council Executive!

We'd like to welcome the parent volunteers who were voted in at the last Council meeting as our executive and will be voting members for this new school year.

Position	Volunteer
Executive Co-chair	Japmeen Johal
Executive Co-chair	Sara Chow
Executive Secretary	Shauna Stokley
Executive Treasurer	Brooke Hilditch
Communications Coordinator	Christie Carson-Ginger
Communications Coordinator	Jessica Kuhn
Equity Liaison	Mike Norman
Safe and Caring Schools Representative	Gina Vivian
Parent Liaison	Jessie Singh
Fundraising Chair	TBD
Voting member	Helen Kwan
Voting member	Lara Flynn
Voting member	Meagan Lau

The purpose of the Council is to improve student achievement and enhance the accountability of the education system. If you have questions or ideas, please approach any of us or come out to a Council meeting yourself. The next hybrid meeting is on **Monday, November 6th at 6:30 p.m.** All SAB parents are by default considered **School Council Members-At-Large**, and are welcomed and encouraged to participate in meetings, discussion and volunteer opportunities.

We are always looking for members at large to help with various initiatives. Email sabschoolcouncil@gmail.com if you are interested.



Join our [Facebook group!](#)

Take a moment to join our Facebook group to stay up to date on all school and Council initiatives.

Scan the Code and ask to join!

SAB Parking Lot Safety UPDATE

The SAB Kiss and Ride program has been running successfully for 2 months. Here's what parents, volunteers, staff and our Safe and Caring Schools Committee say about the program:

What's going well?

- Fewer incidents or near misses
- More families using alternative drop-off points or walking/cycling to school
- In general, we have a safer parking lot. It is easier for families with the youngest children to use the lot, and for the buses to safely drop off children.

Where we still need help...

- Volunteers - [sign up here](#)
- Using extra caution on bad weather days, where the parking lot has extra car traffic and visibility is poor
- Using the accessibility parking only when needed and with a permit - we have more cars with accessibility needs than we do spots (only 2), so please seek alternative parking if you are able to do so

Reminders on options for safe drop off to avoid the morning traffic crunch:

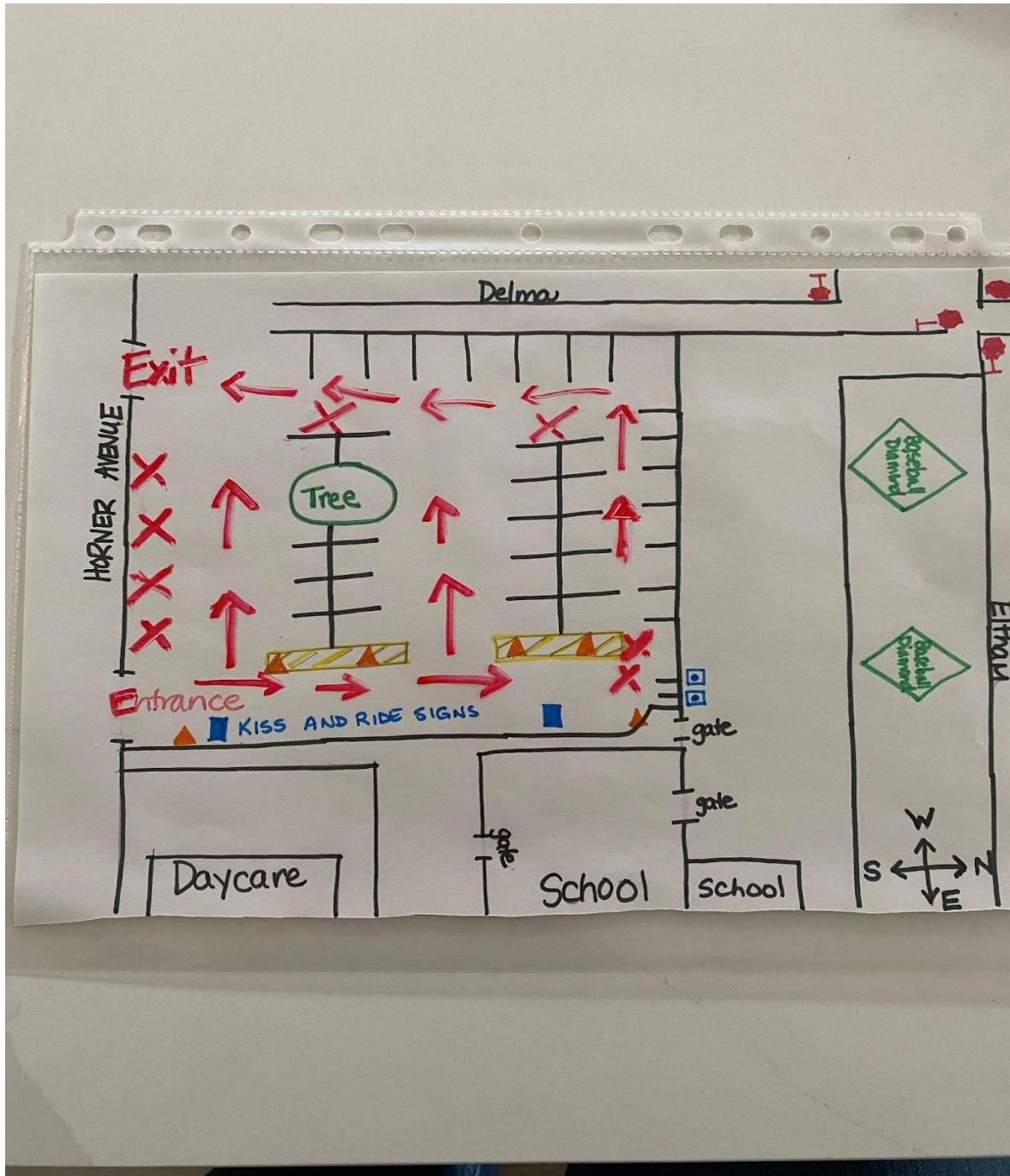
- 1) **Eltham Street, along the north field.** Kids can walk themselves across the field or walk with a parent.
- 2) **Arrive early.** The SAB Parking is busiest within 5 mins of the bell, so even arriving 10 mins early can save you lots of headaches. School yards are supervised by a staff member starting at 8:20am, before the bell.
- 3) **Alderwood Community Centre Parking Lot (East end of building).** While designated for the community centre and skating rink, that can be used for short-term, parking overflow.
- 4) **Walk, bike, scooter** - if that's accessible to you

5) **Kiss and Ride Program***. SAB kids can be personally escorted with a volunteer to their class drop off area, parents don't even need to get out of the car. Daycare kids of all ages still need to go with a caregiver for daycare policy / sign-in purposes.

* Kiss and Ride is offered to parents exclusively for the morning drop off. Safety volunteers remain on duty during both morning and afternoon drop-off/pick-up times.

There are only 2 ways to Kiss and Ride:

1. Pull up your vehicle to the curb, by the Kiss and Ride signs. Parent/Caregiver stays in the car. Your child/children must be able to independently get out of your vehicle from the RIGHT-HAND side towards the school, without assistance.
2. Your child/children will be assisted by a parking safety volunteer (with the neon vest) and escorted to the proper gate, where SAB staff are on yard duty.



SAB Parking Lot Kiss and Ride Zone Diagram: Please enter, exit and drive in the proper direction in the parking lot. There is no idling or parking of cars where the red "X" is indicated. Only park in designated parking spots, please.

MEMORIAL TREE: The tree located in our parking lot is to commemorate a young student that was tragically lost from an accident that occurred here many years ago. Please ensure children are not playing, corraling and jumping off the ledges around this area. A parking lot is not a safe place for children to play. Keep your kids close and within reach when entering and exiting your vehicle.

The Kiss and Ride program requires volunteers to keep our students safe. If you're interested in volunteering and would like more information, please email sabschoolcouncil@gmail.com
Or [sign up to volunteer here](#)

Pizza Lunch - Volunteers Needed

We are always looking for Pizza Day volunteers. Email sabpizzalunch@gmail.com. Valid police check on file required. Volunteers meet in the gym at 10:45 AM and aid in handing out pizza until approximately 12:15 PM The list of lunch dates is available here: [Calendar](#)
Thanks in advance for your support.

Diversity, Inclusion and Equity Corner

Diwali is on Sunday November 12th this year. Diwali, Bandi Chorr Divas, Deepavali is celebrated throughout South Asia. It is celebrated by Hindus, Sikhs, Buddhist and Jains. It's a celebration of light over darkness, good over evil, fighting against the unjust for the greater good for all. Diyas (clay candle holders) fireworks and sparklers are lit up. Sweets and delicious food are shared with family and friends. Happy Diwali to all those celebrating.

November is Hindu Heritage month. It is an opportunity to celebrate the Hindu way of life, examine its impact and contributions to the world culture, and recognize values which promote compassion, tolerance, and inclusion.

This year's theme is Vasudhaiva Kutumbakum: The World is One Family.

Vasudhaiva Kutumbakam is a Sanskrit word that means, 'The World is one Family.' It is based on the spiritual idea that every human being is born with a divine spark and is a part of one divine universal consciousness. This ancient message of oneness aims to promote friendliness, acceptance, compassion, and a sense of belongingness towards all others, despite differences of culture, languages, or thoughts. The word Vasudhaiva means "earth" and therefore this message of caring and compassion is also meant for all living creatures and the non-living environment.

November is Indigenous Education Month at the Toronto District School Board. This month is an important reminder to centre First Nations, Métis, and Inuit perspectives, voices, histories, and contemporary realities across the TDSB. Throughout November, students, staff, and community members honour a number of important days to deepen knowledge, to learn from our shared history, and to build stronger relationships between Indigenous and non-Indigenous Peoples.

“A Spoonful of Sugar Helps the Medicine Go Down.....”

Sir Adam Beck Junior School’s Candy for kids

Beginning on Wednesday, November 1st until Friday, November 3rd, the staff and students of Sir Adam Beck will be accepting donations of excess Halloween candy to donate to Dr. Simone’s charitable organization, **Canadian Food for Children**. The purpose of this collection is multi-faceted. The people that Dr. Simone provides food for are often suffering from starvation and as a result it is very difficult for them to swallow and keep down the food and medicines they are given. Because they do not eat regularly, they do not produce the saliva necessary to break down food and medicine when it is introduced into their system. Dr. Simone gives the families hard candies to suck on before feeding them and administering medicine. By sucking on the candies they produce saliva and are better able to break down and swallow their food. We all know that it doesn’t take long to collect a substantial amount of candy on Halloween night and for this reason we ask that you donate whatever you can to this very worthwhile cause.

Ideally we will be collecting candy that promotes a sucking motion and will also ship well. Items such as suckers, lollipops, rockets, hard candies, toffees, jelly beans, jujubes etc. are greatly appreciated. We kindly ask that you make sure that all donations are peanut/nut free. If any of the candy has come into contact with peanut/nut products, we ask that you put it into a ziploc bag before sending it to school.

Who is Dr. Simone?

Dr. Simone is a Canadian doctor who has dedicated his extra time to servicing the less fortunate of the world. He co-founded **Canadian Food For Children** in 1985 alongside his wife, a registered charity with the Canadian government that feeds the poor in developing countries throughout the world.

Early French Immersion (JK Entry)

The Early French Immersion program begins in Junior Kindergarten (JK). Families who wish to have their child participate in an Early French Immersion Program **must** apply in **November**. To apply, please visit www.tdsb.on.ca/pars.

For September 2024 entry, **the application process will open on November 6, 2023 and close on December 1, 2023**. Applications that are submitted after the deadline will be marked as late and accommodated if space in the program is available.

In February, only those families who applied in November and have accepted an offer of placement for their child via the [central application process](#) can register in Early French Immersion.

To learn more about the TDSB's kindergarten program, including home tips on preparing your child for school, visit the [Kindergarten Links and Resources](#) page.

Below is a Q&A that may support some inquiries which you may receive from local parents/caregivers during this time period:

When the on-line application system (PARS) opens...

How do I apply to Early French Immersion?

- Please invite parents/caregivers to visit www.tdsb.on.ca/pars. They will select the program from a drop-down menu on the right (Early French Immersion) and follow the prompts. This process is not first come first served. In the weeks following the close of the application, offers of placement will be **sent to the email address provided** by the parent/caregiver. Please encourage them to check this email frequently and follow the prompts in the message when the offer is made.

*My child is not in the TDSB and does not have an OEN. **ALL families will be non-TDSB families who have child(ren) born in 2020.***

- For non-TDSB students, the parent/caregiver selects the “Non-TDSB Student” option on the PARS site and follows the steps to generate an identification number. They must then continue the application procedure with this number.

I can't get on the website.

- Please reassure the parent/caregiver that the application is not handled on a first come, first served basis. If there is an internet issue, the parent/caregiver may try again. If there is a problem with the site, please let us know via email and assure the parent/caregiver that it will be taken care of and they should try again in the next couple of days.
- If the parent/caregiver cannot access the internet from home or has any other challenges using the on-line system, please offer them assistance at the school or have them call our office. With a DOB, anyone can submit the application for the parent/caregiver.

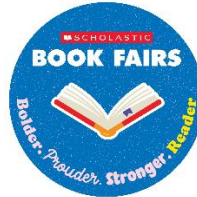
When will I hear?

- Offers of placement will begin in the days following the application deadline and they will continue for the weeks following. Not all families in a given area will receive their offers of placement at the same time, but all will receive one.
- Please encourage the parent/caregiver to check their email frequently (including their junk mail). Please do **not** offer a firm date when the offers of placement should be completed.

Is it a first come first served process?

- No. All applications received by the deadline are treated with the same priority and are guaranteed a place **in the program** (we cannot guarantee placement in a given school).
- All applications received after the deadline will be held on a waitlist *and considered subject to available space until the end of September of the entry year.*

November Library News



Hello from the library!

November is going to be a very busy month in the library!

1. The Scholastic Book Fair will be held the week of November 13 - 17th. Students will have the opportunity during the school day to purchase their favourite books to bring home. Parent-teacher interviews are taking place in the evening of the 16th and the morning of the 17th, so parents be sure to stop by too! The gift of a book is a wonderful way to promote reading. If you would like help grow your child's classroom library, you can also purchase books from their teacher's wishlist. Every purchase earns our school credits so that we can continue to build our library. Also, if you are interested in volunteering to help work at the book fair, please send me an email. Parent volunteers during the day time will be needed. *You must have a valid police check.



2. November 8th is "I Read Canadian Day". The purpose of the event is to raise awareness of great books written by Canadian authors. During the week of November 6 - 10th, students will be hearing great stories by Canadian authors.
3. November is TDSB's Indigenous education month. We also celebrate Diwali, it's Hindu Heritage month, Remembrance Day and the TDSB character trait is empathy. Our readings this month will reflect these themes.
4. The last week in November will be another non-fiction week. Students are encouraged to try reading about new topics. Reading non-fiction books encourages students to develop and extend their vocabulary, build a repertoire of background knowledge, allows them to explore different text features and helps children make connections to the natural world.

Thank you to all the parents who continue to remind their child/children to return their library books on their designated library days. Students are working towards 10 returns to get a prize.

If you have any questions about the library, don't hesitate to contact me via email:



kathy.botham@tdsb.on.ca

Happy reading!

Parent Teacher Interviews/Student Led Conferences Online Booking System

This year we will continue to use an online booking system for our families. The system will open on November 6 – details will be announced soon via an email sent to all SAB families.

1. Follow the link to the booking site
2. Enter your details – please use full names
3. Select the teacher(s) you wish to see
4. Select the appointment time that suits your family.
5. Please contact the teacher directly by email or school phone (416 394 7670) if you have any special circumstances regarding scheduling an interview time.

Parent-Teacher Interviews

Regular parent-teacher communication is an important part of student learning. Parent-teacher interviews are scheduled throughout the year after report cards are sent home. Progress Reports are scheduled to be sent home on Monday November 13, 2023. This year we will continue to use an online booking system for our families. Details of when the system will open for bookings will be announced soon via an email sent to all SAB families. Thursday November 16 after school and the morning of Friday November 17 (PA Day) are the dates set aside by the Board for these conferences to take place, but they may also take place at another mutually agreed upon date/time determined between the family and teacher.

These interviews are your opportunity to ask questions about your child's progress and to discuss any issues. In addition to regular scheduled parent-teacher interviews, you can request a meeting at any time during the school year by contacting the school or your child's teacher directly.

Student Led Conferences

Student-led conferences offer authentic opportunities for students to share their learning with their parents/caregivers. They engage and motivate both students and parents to participate enthusiastically in the teaching-learning process. Student-led conferences strengthen the relationship between home and school and also bring students and parents closer together. Students feel empowered to take ownership of their learning and teachers receive valuable feedback that impacts on their instructional decision making. Parents see their children through a new lens – in action in their classroom environment – and gain insight into their thinking and behaviour.

One of the main goals of education is to help students become independent learners and competent communicators who are eager to participate in society and make the world a better place. Such students and future citizens need to be aware of their own strengths and needs. They need to be self-motivated problem solvers and action-oriented, creative thinkers. Preparing for and participating in student-led conferences teaches students to be reflective, to self-assess, to set goals and to communicate effectively.

A block of time is scheduled for the conference. The student actively leads the conference and is accountable for effectively sharing evidence of his/her learning. Students feel safe because the teacher is present in the room to assist on an as-needed basis. Several conferences may be in progress at the same time. The environment is safe and welcoming.

Students learn to assess, select, reflect on and talk about the work in their portfolios. As students prepare for the conference, they learn to monitor their own progress and refer to the task-related learning intentions and success criteria to guide them. They collect artifacts that demonstrate their learning and set goals to move their learning forward. The work samples take many forms, including

photographs, recordings, video clips and print, and may be assembled for sharing in a variety of ways, including the traditional portfolio or an electronic folder.

Students choose what work to share and how to share it with their parents. They have many opportunities to practise various conference roles with their peers, younger students and the teacher. Because they are sharing with a real audience, students are motivated to do their best. All of the learning in preparation for the conference is relevant and authentic. Plenty of time for talk and interaction helps students become comfortable taking the lead and talking about their learning.

During the conference, parents/caregivers are empowered as partners in the education of their children. Student-led conferences strengthen the relationship between home and school. Parents discover what their child is learning and how he/she is learning. They also discover their child's perception of him/herself as a learner and how they might help their child at home.

The collaboration among staff, students and parents leading up to the conference builds a common understanding and common language relating to assessment and learning and results in a deeper understanding of the teaching- learning process. Parents and students develop a common vocabulary to discuss the learning. Students learn how to set goals and use success criteria to monitor their progress. They also learn how to communicate their ideas effectively. The assessment becomes the learning, and the feedback that occurs throughout the process and during the conference itself becomes an important component that drives the learning forward.

Mary Jean Gallagher is the Chief Student Achievement Officer of Ontario and the Assistant Deputy Minister, Student Achievement Division, Ministry of Education.

Research and experience reveal the following as benefits of student-led conferences:

- greater accountability in students for their own learning
- increased pride in achievement among students
- increased confidence by students to take on leadership roles
- increased learning independence in students
- more positive student-teacher relationships
- increased parental participation in school life
- improved communication with parents, resulting in deeper understanding of and confidence in what happens at school

Kinney, Patti. (2005) Letting Students Take the Lead. Principal Leadership, p.35.



Remembrance Day

On Friday, November 10th, students and staff at our school will mark Remembrance Day with classroom activities and by participating in our Remembrance Day Ceremony. As students learn about the importance of Remembrance Day, our teachers make connections between global events and students' lives by promoting peace within our school community.

John McCrae

In Flanders fields the poppies blow
the foe:

Between the crosses, row on row,
we throw

That mark our place; and in the sky
hold it high.

The larks still bravely singing, fly
who die

Scarce heard amid the guns below.
poppies grow

We are the Dead. Short days ago

We lived, felt dawn, saw sunset glow,

Loved and were loved, and now we lie,

In Flanders Fields.

Take up our quarrel with

To you from failing hands

The torch; be yours to

If ye break faith with us

We shall not sleep, though

In Flanders Fields.

Reduce the Spread of Respiratory Viruses

Dear Parents/ Guardians/ Caregivers,

You and your child play an important part in protecting our school communities to reduce the spread of respiratory viruses this fall and winter:

Reduce virus spread

- Stay home if sick or have symptoms of being sick, even if they are mild.
- Use the [TPH screening questionnaire](#) or the provincial [COVID-19 Self-Assessment Tool](#) before attending school or work if there are symptoms of illness.
- [Clean hands](#) often.
- [Cover their cough](#) or sneeze with a tissue or their elbow.
- Wear a well-fitted, high-quality [mask](#) in crowded indoor settings with poor ventilation, especially if at higher risk of getting very sick

Get the updated COVID-19 and flu vaccine this fall

- Both vaccines are important to prevent serious illness.
- The updated COVID-19 vaccine targets the XBB variant and will better protect from the variants spreading now and [long-COVID](#).
- Everyone six months and older can get the updated [COVID-19 vaccine](#) and [flu vaccine](#) starting October 30th, 2023 at:
 - Toronto Public Health [fixed-site vaccination clinics](#). Book an appointment at [TPHbookings.ca](#). Only one appointment is needed to get both vaccines.
 - Participating [pharmacies](#) or health care provider's office.

It is also important to have your child up-to-date with routine vaccinations

- In Ontario, the [Immunization of School Pupil Act \(ISPA\)](#) requires all students to be up-to-date with certain vaccines, or have a [valid exemption](#). This includes vaccinations for measles, mumps, rubella, diphtheria, tetanus, polio, pertussis, meningococcal and chickenpox.
 - Toronto Public Health (TPH) will be sending letters to some parents to ensure their child is compliant with the ISPA legislation.
 - Parents must report any vaccines not given by TPH through [Immunization Connect \(ICON\)](#).
 - Students who are not up-to-date can be suspended from school.
- Students in grades 7 to 12 can get the [hepatitis B, human papillomavirus \(HPV\) and meningococcal vaccines](#) through the [Student Immunization Program \(SIP\)](#).
 - How to get these free vaccines:
 - **SIP school clinics** will offer hepatitis b, human papillomavirus (HPV) and meningococcal vaccines during school hours to grade 7 and 8

students who attend the school. Visit the [School Immunization Program webpage](#) to see the school clinic schedule.

- [TPH fixed-site vaccination clinics](#). Book an appointment at [TPHbookings.ca](#).
- **A health care provider's office**. Ask your health care provider to [order these vaccines](#) for free from TPH and report it through [ICON](#).

More Information

Visit [toronto.ca/health](#) to learn more about:

- [Respiratory Viruses: Information for Parents & Caregivers](#)
- [Childhood Vaccines – Quick Reference Guide](#)

Questions?

Contact Toronto Health Connection at 416-338-7600 or PublicHealth@toronto.ca.

Sincerely,

Nicole Welch BSc., MSc., RN
Director/Chief Nursing Officer
Child Youth Health and Development
Toronto Public Health

Important Reminder – Bussed Students and Bus Drop Off and Pick Zone

NO Parking Zone: Drop off/Dismissal Time

Please do not park on the North East side of the school (Eltham Drive) as it is our Bus Loading Zone at drop off and Dismissal time.

To ensure the safety of our bussed students we kindly request parents/guardians to remember to send a written note to school in the event that arrangements are made for your child to be picked up by yourself or by your designate on any given day.

Please refrain from picking up your child from the bus lines at the end of the day without prior notice.

Thank you for your understanding and support in this matter.



PET DOGS ON SCHOOL PROPERTY



This is reminder that dogs are not allowed on school property during the school day (8:20AM – 3:25PM)

Some of the members of our school community have allergies and/or are uncomfortable (uneasy) with dogs in close proximity. If you do enjoy walking your pet after hours please do remember to pick up after your pet.

LOST AND FOUND

Our lost and found has already accumulated many misplaced items. Please be sure to drop by during parent teacher conference week to have a look and reclaim any missing items. Unclaimed items will be donated to a local clothing drive when we break on December 22nd for the holidays.

Hallowe'en Safety Tips

Hallowe'en provides an opportunity for parents and children to spend time together creating costumes, carving pumpkins, planning trick or treat activities and participating in family parties. Hallowe'en is a big event at schools and provides opportunities for parties, creative activities, art programs and impromptu history lessons. Hallowe'en is also a time for students, parents, and schools to take extra care to ensure safety and security.

TRICK OR TREAT SAFETY

If parents are concerned about trick or treating, here are some basic safety rules to follow:

- Children should NEVER eat any treats until parents have had a chance to go through them and inspect them. Parents should look for tampering of packages and discard any they believe to be unsafe or unknown.
- Have your child carry a flashlight.
- NEVER go into a stranger's house.
- NEVER trick or treat with people you do not know.
- Trick or treat only at homes you know.
- Children should always stay in groups if no parent is present.
- Younger children should ALWAYS be accompanied by an older person.
- Accompany your child when trick or treating.
- If you can not accompany your child then know the route your child will take.
- Flame resistant (retardant) costumes are in order. Keep costumes short and remind children to stay away from pumpkins with candles in them.
- Remind children to stay away from pets they do not know.
- Remind children of road safety rules. Cross only at corners. Do not criss-cross the road. Go up one side of the road and down the other side. Never cross between parked cars. Walk facing on-coming traffic if there is no sidewalk
- If adults are driving their children, drive slowly, with lights on and be cautious when pulling to the side of the road.
- Children should wear their own shoes when trick or treating. Wearing costume shoes/boots can be dangerous and uncomfortable.
- Remind children that not everyone celebrates Hallowe'en, and to avoid any homes that have no lights on. Also remind children not to run through neighbours yards or gardens.
- With older children, be sure to know what other events (such as parties) they plan on attending.
- Set time limits when children should return home.



SAB Athletics



Cross Country

The month of October was a busy one for our SAB athletes. We had 129 participants attend the first cross country meet at Centennial Park and 22 students advanced to the Conference Finals. Of those students, 2 made it on to compete in the City Finals. Congratulations to Zoe L. and Neeka L. A big congratulations to the entire cross country team for representing SAB with pride and demonstrating great commitment by showing up to all of our practices, despite the sometimes cold and wet weather.



Soccer

Congratulations to our grade 5 girls' and boys' soccer teams on a great season. The girls advanced to the conference playoffs at Swansea P.S. After winning their semi-final game against St. George's JPS, the girls lost a close conference finals match to Briarcrest JPS and were proudly awarded the finalists banner. Congratulations to both teams on a great season!



A big THANK YOU!

We want to extend our gratitude to all of our parent volunteers during these sporting events. Your time and support is greatly appreciated. These events would not be possible without you.



Coming Up!

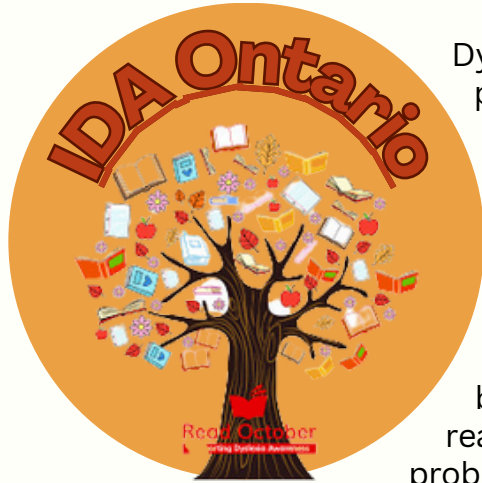
Grade 5 boys' volleyball tryouts will be held on Wednesday Nov. 1st and Thursday Nov. 2nd. Grade 5 girls' volleyball tryouts will begin in January. These tryouts will help determine the students who will make the grade 5 co-ed volleyball team.



From TDSB Psychological
Services to Your Family




OCTOBER IS DYSLEXIA AND LEARNING DISABILITIES AWARENESS MONTH!



Dyslexia is a specific learning disability that is related to how the brain processes sounds in spoken language. **Dyslexia impacts the ability to read accurately and fluently.** Spelling (and other areas of academics) may be impacted as well. One of the consequences of not being able to read is that these students avoid reading, which can lead to limited vocabulary knowledge and comprehension.

Dyslexia is not related to intelligence. Many smart and talented people have dyslexia. It is often confusing to caregivers when their bright children suddenly encounter significant difficulty when learning to read, despite trying their best. Ongoing learning issues can lead to other problems, like school absenteeism, mental health struggles, or a lack of motivation at school. The good news is that children with dyslexia can learn to read, but they usually need specialized instruction in order to do so. The Ontario Human Rights Commission 'Right to Read' report has recommended that all school boards begin providing science-based reading instruction. Known as **Structured Literacy**, this approach helps children master reading skills by using an explicit, systematic, cumulative, and structured approach. When taught to read in science-based ways, approximately 95% of students can learn to read (Fletcher & Vaughn, 2009).



The term learning disability describes a range of learning challenges (including specific terms like 'dyslexia' or 'specific learning disorder'). **Here are some signs to look for if you suspect a learning disability in your child.** If you have concerns, check out the Learning Disabilities Association of Ontario for more information, or speak with your child's school support team:

READING

- Feels like they get "lost" when trying to read
- Mispronounces common "sight" words
- Has difficulty "sounding out" words (blending letter sounds together correctly)

WRITING

- Lots of spelling errors
- Has messy writing and/or difficulties with letter spacing, direction
- A noticeable difference between their oral responses and their written responses

MATH

- Struggles to understand multi-step word problems
- Trouble recognizing patterns or math symbols
- Difficulty applying learned math rules to different questions

Growing Resiliency in Students with Learning Disabilities: How to Help

By: Sumbel Malik, M.Psy.

Developing resiliency is important for all children, and it can be especially important for the well-being and growth of students with learning disabilities (LD's). **Resiliency is the ability to cope with or adapt to moments of hardship, challenge, or stress.** Here are some resilience building strategies to try at home:

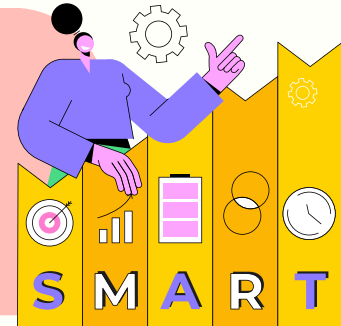
1 LEARN FROM MISTAKES.

Making mistakes is okay and in fact, is a great way to encourage skill building for challenging things. Parents can model “growth mindset”, a concept pioneered by psychologist Carol Dweck, that says mistakes help us learn and that just because we can't do it YET, doesn't mean we can't learn it!



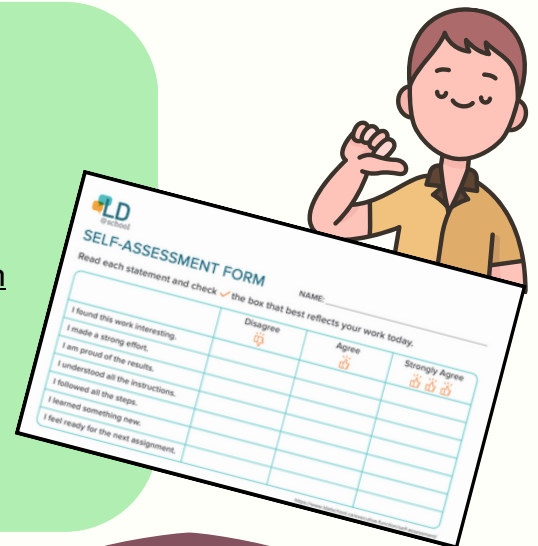
2 SET GOALS AND BE PERSISTENT.

Making goals with your child can help foster motivation, a sense of purpose, and pride when they reach their goal! For kids with LD's, they will likely need more supervision, modelling, and support at first. It can help to use SMART goals or goal calendars. Building in rewards and praise for goal-setting can be helpful too!



3 ENCOURAGE SELF-ADVOCACY.

Children with LD's really benefit from extra support and specific learning tools, yet they may feel shy or embarrassed to ask for help or advocate for their needs. By increasing your child's awareness of what they need to succeed and how (or who) to ask for help, they can become a good self-advocate at school. Practice self-advocacy with these sentence starters from Understood.org. You can also use a self-assessment form with your child to help them understand what work is easy, hard, and how to get help. There are many helpful self-advocacy resources for caregivers to use at home at the website LD@Home, including this self-advocacy card template.



4 HELP YOUR CHILD BE OPTIMISTIC ABOUT THEIR LEARNING POTENTIAL.

Help them to recognize their strengths (in all areas of life) and discuss how they can use their strengths and talents to solve problems or make hard things easier. Use these easy at-home activities from School Mental Health Ontario to practice “noticing the positive” and recognizing strengths at home. Or make this accomplishment starter kit from Understood.org with your child!





Developing Healthy Coping Skills

By: Paul Szego, Ph.D., C. Psych.



As caregivers, we spend a lot of time and energy dealing with challenging behaviour and what caused it. Rather than focusing on the specific incident that caused the behaviour, it can be more helpful to look at what skills your child is missing that made dealing with the incident so difficult.

As the child psychiatrist Stuart Albon says, **“Kids will do well when they can”!** Without useful coping skills, children deal with challenges in the best way they know how - and this often leads to inappropriate or unhelpful behaviours. A lot of children and teens are still developing the skills needed to deal with the world, and we can help them to develop the skills they need to cope with challenges.

PROBLEM SOLVING:

- *What it is:* Being able to come up with other options and solutions when obstacles arise and you can't immediately think of a way to proceed or achieve your goal, instead of getting so upset and/or angry when things don't go as planned (like not knowing what an answer is or knowing how to figure out what the answer or solution might be) that you stop or give up.
- *How to help:* Ask what your child(ren) think might help them accomplish or get closer to accomplishing their goal, like trying for just one more minute, looking for more/different information, getting supplies, or just taking a break to come back when feeling more patient or focused.

FRUSTRATION TOLERANCE:

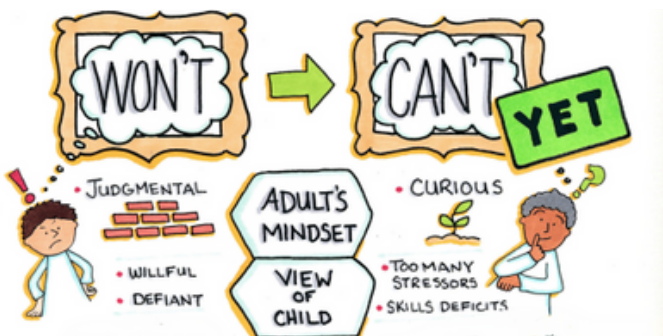
- *What it is:* Being able to remain calm or calm down easily when things aren't going as you hope or want them to, like when you're not getting your way, not getting a turn with a toy or having to share, losing when playing a game, having to stop something fun when you want to keep playing, or not being able to get or do what you want.
- *How to help:* Help your child(ren) either deal with the obstacle that's getting in the way (e.g., offering another option) or with the big emotion that comes up (e.g., offering some comfort).

FLEXIBILITY:

- *What it is:* Being able to go along with unexpected changes instead of getting “stuck” on needing to have things be a certain way, refusing to do things differently, demanding that things have to be a certain way, or having big emotional reactions like anger or worry when things go differently than expected or wanted.
- *How to help:* Practice being flexible by making small changes throughout their day, like what's for dinner or when they're going to get to do a favourite activity. Discuss what the new or different option will be like, and how your child(ren) can cope with them.

KEEP IN MIND:

- It's best if these skills are taught in the moment as they occur.
- Model calm kindness, and gently correct any inappropriate language or actions that may occur.
- Validate your child(ren)'s feelings by acknowledging their frustration, and big emotions.
- Offer emotional support, like a hug or some reassuring words.
- Don't assume that they have the skills or strategies to deal with their big emotions. Instead, assume that they want to develop these skills, and help them to.



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