



James Park News June 2017

Together We Can ... Learn, Belong, Take Care of each other and this place
Please help us as we strive to do our best at school

Dear Parents/Guardians,

Before the school year comes to a close, I would like to provide you with some important information.

Firstly, thank you for all your support and commitment to our school throughout the year. Your countless volunteer hours truly make a big, positive difference to our school! Much appreciated! As you must have heard by now, Mrs Bigioli and Ms Lajeunesse are retiring this year. Mrs Bigioli and Ms Lajeunesse dedicated 35 and 25 years, respectively, to teaching. We thank them for their passion and energy they poured into their profession over the years and wish them all the best for their well-deserved retirement. Also, leaving us for various reasons are: Ms Burns, Ms Chand, Mr. Costa, Mr. Hansen, Ms Lee Mr. Short, Ms Siuda, Ms Stewart and Ms Umali. Thank you for fitting in so well with our staff this year and I hope that our paths will cross again soon! All of you will be greatly missed!

On the other hand, I am very excited to introduce the following staff members to the 2017-18 school year at James Park: Ms Bailey (Skill Development), Mr. Djekanovic (Behaviour Support and Resource), Ms Meneses (K/1 and 1/2 Montessori) and Ms Oliverio (Music). At this point in time, it is not clear who will be covering Ms Weiseman and Ms Kolbe's maternity leaves, but I hope the district and I will be able to staff these two positions at the very beginning of the school year.

Starting School in September

Parents and Guardians of Kindergarten and other students who are brand new to our community: WELCOME! If you have any questions in regards to the upcoming school year, please do not hesitate to contact me at mjankowiak@sd43.bc.ca.

Please review the attached information regarding the schedule and school supplies for Kindergarten carefully. For parents/guardians of Grade 1 to 5 students, we are asking you to send your child(ren) to this year's classroom at 8:55 a.m. on Tuesday, September 5 for approximately 45 minutes. If your child is new to James Park and in grades 1, 2, 3, 4 or 5, please go to the library, upstairs on the second floor.

School supply lists for Gr. 1 to 5 are posted on our school's website at

<https://www.sd43.bc.ca/school/jamespark/Parents/SchoolSupplies/Pages/default.aspx>

If your child will attend Kindergarten this year, please make out a cheque for the amount of \$50.00. If you are paying by cheque or cash, please clearly indicate the name of your child with your payment. All of your child's kindergarten supplies will be covered by the \$50.00 for the entire year.

Please review the gradual entry schedule for Kindergarten students below. The first full day of school for Grade 1 to grade 5 students will be on Wednesday, September 6.

In September, Kindergarten parents will also have the opportunity to participate in the Childhood Experiences Questionnaire (CHEQ). You should have received CHEQ information already. Here is another link providing you with information about the questionnaire:

<http://earlylearning.ubc.ca/cheq/>

On behalf of the James Park Community and myself, I wish you and your children an excellent summer holiday, hoping that you can create some fun memories that can be shared in September. Until then, stay safe and see you in the new school year!

Marco Jankowiak
Principal, James Park Elementary

School Calendar

Please establish an easy link to our website at

<http://www.sd43.bc.ca/elementary/jamespark/Pages/default.aspx>

Tues, Sept 5	9:00 – 10:00	School Reopens
Thur, Sept 21		Family Night
Fri, Sept 23		District Pro D Day
Wed, Sept 27	9:00 – 12:00	Student Portraits
Fri, Sept 30		Terry Fox Run



Welcome to James Park

**Where
Together we can**

Week 1: September 5th to 8th

All students arrive for taking attendance in the gym at 8:55 on September 5th. Parents/caregivers stay with their Kindergarten child and if you also have an older child in the school, please arrange a meeting spot for going home after attendance.

Once in the gym:

- You will have a quick introduction by the Principal, Mr. Jankowiak
- Posters will be set up on tables, where you can sign up for a Welcoming Conversation* later in the week
- The sign-up sheet will be our way of knowing that you were here (ie, in attendance)
- The school will contact any family that does not arrive and sign up for a Welcoming Conversation

* A Welcoming Conversation is a 30 minute meeting between the parent(s), the student and the teacher. They are very important. Due to fluctuations in our enrollment at James Park, and the fact that some of our teachers will be new to the school as well, your child may not be in the class of the teacher who does the Welcoming Conversation. That's okay, however, as our teaching staff is highly collaborative and all K/1 teachers will get to know all K/1 students.

All students will be dismissed within approximately 40 minutes of arrival. Please make sure to set up a meeting spot with your older children, where appropriate. It tends to be quite crowded and fast-paced. Once families have left, teachers will spend the rest of the day in meetings and getting their classroom ready for the week ahead. The office will be busily counting numbers and phoning the "missing".

After 9:30, please feel free to meet up with friends and families on the playground and outside the building.

There will be no school for Kindergarten children during the first week, September 5th – 8th

The only time the Kindergarten student will come to school will be for the scheduled Welcoming Conversation, which will be approximately 30 minutes.

Grade 1 to 5 students will be participating in Family Group activities during the first week. You are welcome to bring your Kindergarten child/ren to school during those activities so long as you remain with the child. This can be a good time to watch older siblings and friends and get acquainted with the school.

Week 2: September 11th to 15th

All Kindergarten children will be assigned to classrooms. Please check on posted **class lists in the gym** if you have not found out your child's teacher beforehand.

Monday September 11th (Afternoon): Kindergarten children come to school **from 1:00 to 2:53**. Drop off and pick-up will be at the classroom door. Please send a snack if your child would normally eat at that time. Please make sure they are dressed for the weather and physical activity.

Tuesday September 12th (Morning): Kindergarten children come **from 8:55 to 10:55**. They need to bring a recess snack only. All children will be picked up in the classroom before the rest of the school starts lunch.

Wednesday September 13th (Afternoon): Kindergarten children come to school **from 1:00 to 2:53 p.m.** Drop off and pick-up will be at the classroom door. You can send a snack with your child, if they would normally eat a snack in the afternoon.

Thursday September 14th (Morning): Kindergarten children come **from 8:55 to 12:55**. They will need to bring a recess snack as well as lunch. Drop off and pick-up will be at the outside classroom door***.

Friday September 15th (All Day): First full day for all Kindergarten children. School day is **from 8:55 to 2:53**. All children need to bring a lunch and snacks.

*** For safety reasons, we will only dismiss Kindergarten students from the exterior doors.

Other Information

Lunch: Please help your child learn about healthy lunches and how to choose between a snack item and a lunch item. We ask that only healthy treats, with a minimal amount sugar, be sent. **Our experience tells us that sugar has a strong and negative impact on most children.** It is also helpful to label their food items: e.g. 1,2, 3, 4. So they know what to eat first. We have children

- ✓ Webpage and online calendar for up-to-date information and events.
- ✓ **Allergies:** Please inform your child's teacher during the welcoming conversations if they have any allergies. Also make sure all information is on the Online Forms.

We look forward to seeing you all in September. Have a fabulous summer!

Kindergarten Readiness at James Park Elementary

Welcome to Kindergarten! We, as your kindergarten teachers, are very excited to welcome you to our school and classes! When preparing for September here are some skills to build with your child, which will help him/her make a smooth transition to Kindergarten:

- Some knowledge of rhymes and nursery rhymes
- Ability to write their first name and be able to identify the letters in it
- Manage a zipper on a jacket
- Some experiences using board games with dice
- Encourage independence in daily tasks; i.e. cleaning up own mess, help with setting the table, chores etc.
- Experiment with child sized scissors

- Encourage shoelace tying skills... or Velcro shoes or short shoelaces for September!
- Play! Just Play!

Over the years, we have found these skills to be highly beneficial for the success of our students. We look forward to seeing your child learn and grow over the coming year!

ABCs and 123s Do Not Equal School Readiness

Rebecca Mitchell, MA, RCC
Langley Child and Youth Mental Health, MCFD

Somewhere along the way we started to think that getting an early start on academics prepares children for school. According to Developmental Psychologist Dr. Gordon Neufeld, learning numbers and letters is not what prepares us for school. What really prepares us for school is becoming ADAPTIVE. That is being able to let go and accept when things cannot work, won't work or there is a limit or restriction. Adaptation enables us to let go and build RESILIENCE, the brain adapts to work around problems versus staying stuck in a cycle of frustration. The preschool stage is an important stage for adaptation but it is never too late. Interestingly enough what we need for adaptation to occur is to have our tears about what is not working in the context of caring relationship. So upset is necessary to build resilience and we need to be afraid of upset. Or we may respond to upset with negative consequences. Neither of these roads leads to adaptation and therefore a resilient brain. There are so many things that kids cannot control for when entering school, don't we want to send them more prepared to cope with this?

Although kids can adapt it does not just happen automatically, there is a process that happens in our Limbic System. The Limbic System has to register that there is no sense in trying to effect change on the situation. With this realization tears come and the energy is shifted from our Sympathetic (stress/work) Nervous System to our Parasympathetic Nervous System (rest/relaxation), enabling the brain to let go and rest. Our role is to be clear about those things that aren't working or won't change and make room for the upset in a comforting way. Acknowledge and communicate that "of course you feel sad or upset", things did not work out the way you hoped", "I understand it's hard and I am here to help". We need to communicate to our children that we can handle their upset in order for their brains to register that they can survive upset. If we do not think that we can handle difficult things we have not become resilient. When we hit a wall and the tears come in a caring context, the brain gets that you survived this. What happens next is adaptation and the ability to let go. Dr. Neufeld states that "children do not need us to talk them out of their upset or combat it with reasoning, they need for us to help them adapt".

CHEQ Survey for K Parents

The Childhood Experiences Questionnaire Pilot Study Phase III: Electronic Version

Parent/Guardian Consent Letter

Principal Investigator:	Dr. Alisa Almas, Research Associate, Human Early Learning Partnership, alisa.almas@ubc.ca (604-827-1518)
Primary Study Contact:	Maddison Spenrath, Implementation Manager, Human Early Learning Partnership, maddison.spenrath@ubc.ca (604-827-4050)
Date:	June 2017

Dear Parent(s) /Guardian(s) /Caregiver(s),

We invite you to take part in a project aimed at gathering important information on your child's experiences in their environments prior to Kindergarten. The Childhood Experiences Questionnaire (CHEQ) is an online questionnaire, completed by parents, that focuses on experiences in specific areas of development that are strongly linked to your child's health and well-being, education and social outcomes. This project is administrated by the Human Early Learning Partnership (HELP) at the University of British Columbia (UBC). This research has been funded by the Ministry of Children and Family Development. You are being contacted because your school district is working with us on this project in the 2017/18 school year.

What is the purpose of this project?

The purpose of the CHEQ is to gather information on children's early experiences so that teachers, school districts and communities can provide better supports and services for families and children in British Columbia. The CHEQ includes questions on: Health & Well-being; Early Learning & Care; Language & Cognition; Social & Emotional Well-being and Community & Context. If you'd like to learn more about the CHEQ please visit: <http://earlylearning.ubc.ca/cheq/>

Do I have to participate?

Your participation is voluntary and you can choose not to complete the CHEQ. You may withdraw at any time. There are no risks if you take part. If you have any questions about the CHEQ you may contact Maddison Spennath, Implementation Manager at HELP, via email at maddison.spennath@ubc.ca or by phone at 604-827-4050 in Vancouver.

How do I complete the CHEQ?

Taking part means you will complete the CHEQ in the first few weeks of September at a Parent Meeting organized by your child's school. The CHEQ will take about 20 minutes to complete online using a computer. A trained CHEQ Administrator will be present to guide you through the completion of the questionnaire and to answer your questions. The CHEQ is available in English with an option for questions to be read aloud in English. If you prefer to listen to the questions being read please bring earphones with you.

How is my child's privacy protected?

The protection of your child and your family's privacy is something we take very seriously. The school uses your child's name to administer the CHEQ and for your child's school's planning purposes, but does not disclose your child's name to HELP for research purposes. If CHEQ information is used in research publications or public documents, your responses to questions on the CHEQ will be combined with responses from other parents and your individual responses will not be identified in any way.

How will the CHEQ data be used and stored?

Your child's date of birth, Personal Education Number (PEN), and postal code are personal information that is stored separately from the answers you provide about your child on the CHEQ. This is to protect your child's privacy. Your child's personal information is kept in a secure research environment at UBC, to be used only for approved linkage and research projects. HELP is responsible for keeping all CHEQ data safe and only approves access to data for research, planning or evaluation under **provincial privacy laws**. Researchers who receive permission to use the CHEQ data for research will be provided data that cannot be connected to any individual student. The data from the study may be linked at the individual level with other data to learn about the factors that influence children's well-being, health, and school success. The data may be linked to other instruments, such as the Early Development Instrument, but **can only be used for research, planning or evaluation by HELP approved researchers, under an approved Research Agreement**. For concerns related to the privacy of your child's CHEQ data, please contact HELP's Privacy Officer at privacy@help.ubc.ca.

What happens after I complete the CHEQ?

The questions are divided into two parts. Your child's principal will retain a copy of your responses to questions from Part 1 (questions about child experiences) and information from this section may be also be shared with other school personnel connected with your child. School personnel will keep the CHEQ response reports for their students in a locked cabinet and follow their professional practice guidelines for safeguarding your child's personal information. Your child's school will also receive classroom and school level summary reports of questions from Part 1. In addition, HELP provides each school district with reports of the CHEQ results for each individual school and the school district. HELP researchers also create and make public maps and provide written community summaries of the results at the larger group level (neighbourhood, school district). This information is posted on HELP's website. **Class and school results are not made public** and student identification information is not connected in any way to the research findings. Your responses to questions from Part 2 (which includes questions on socio-economic markers, e.g. employment, education, income) of the CHEQ are confidential and are not provided to your child's school personnel. Identifying information is removed from these responses and these data are used for research purposes only.

How will your school and community benefit?

We expect that school districts and communities will benefit from this project in a number of ways. For example, this project helps show where there are large neighbourhood differences in the number of children who are healthy and ready for school; where groups of children are ready for school across communities, regions, and the province; and how social and economic factors may affect children's early development. The information from this project can help schools, program planners, and community members become more aware of ways to create environments to help children in their community thrive.

Where can I get more information on the study?

If you have any questions about this project and the collection and disclosure of information, please contact Maddison Spenrath (email: maddison.spenrath@ubc.ca or tel: 604-827-4050) or Dr. Alisa Almas (email: alisa.almas@ubc.ca or tel: 604-827-1518).

Thank you for your support of our project and willingness to take part.

Sincerely,
Dr. Alisa Almas, Ph.D.
Principal Investigator, Human Early Learning Partnership
University of British Columbia

**PLEASE HELP LOOK AFTER OUR SCHOOL THIS SUMMER**

Our school is an important place in our neighbourhood. We all want to do everything we can to eliminate vandalism on school grounds this summer. Schools are most at risk during:

- Summer evenings and nights especially when the weather is hot
- The week before school opens on Tuesday September 5, 2017
- Friday and Saturday evenings and nights during the month of September

What You Can Do

Keep your eyes and ears open for suspicious activities on the school grounds. Everything you see and hear helps. Note the physical characteristics and clothing of individuals. If you see automobiles, jot down license plate numbers.

Report All Suspicious Activities to the Vandal Watch Tip Line**604-927-7600**

*Call immediately when something raises your suspicions.
Do not wait for the damage to be done.*

Your Call is Anonymous and Confidential

No one will ask for your name or phone number. The Tip Line is available 24 hours a day. Security personnel will investigate and will take action or involve the police. Do not get involved in a confrontation yourself.

***KEEP THE TIP LINE PHONE NUMBER HANDY. MAKE SURE THE PHONE NUMBER IS
GIVEN ONLY TO RESPONSIBLE ADULTS.***

