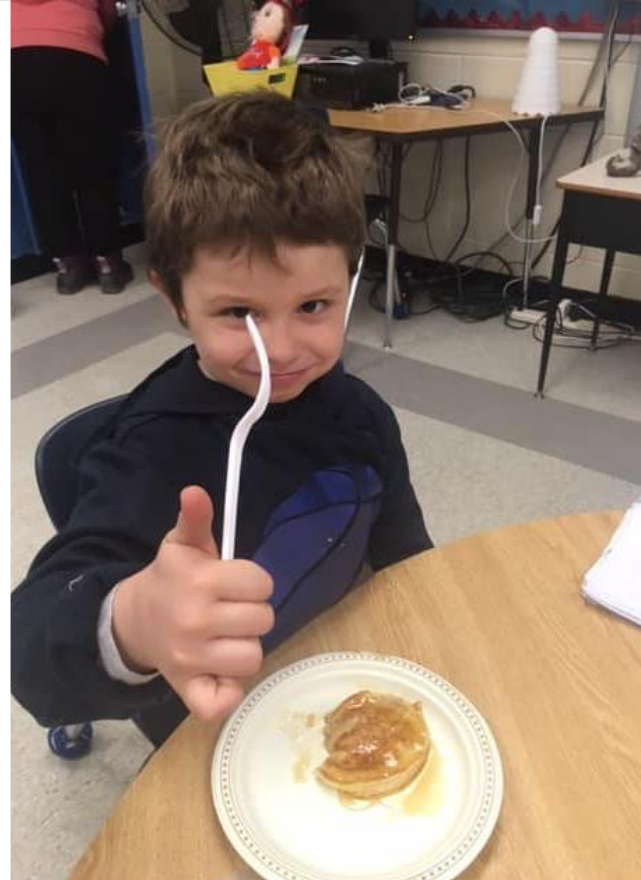


School Council Meeting

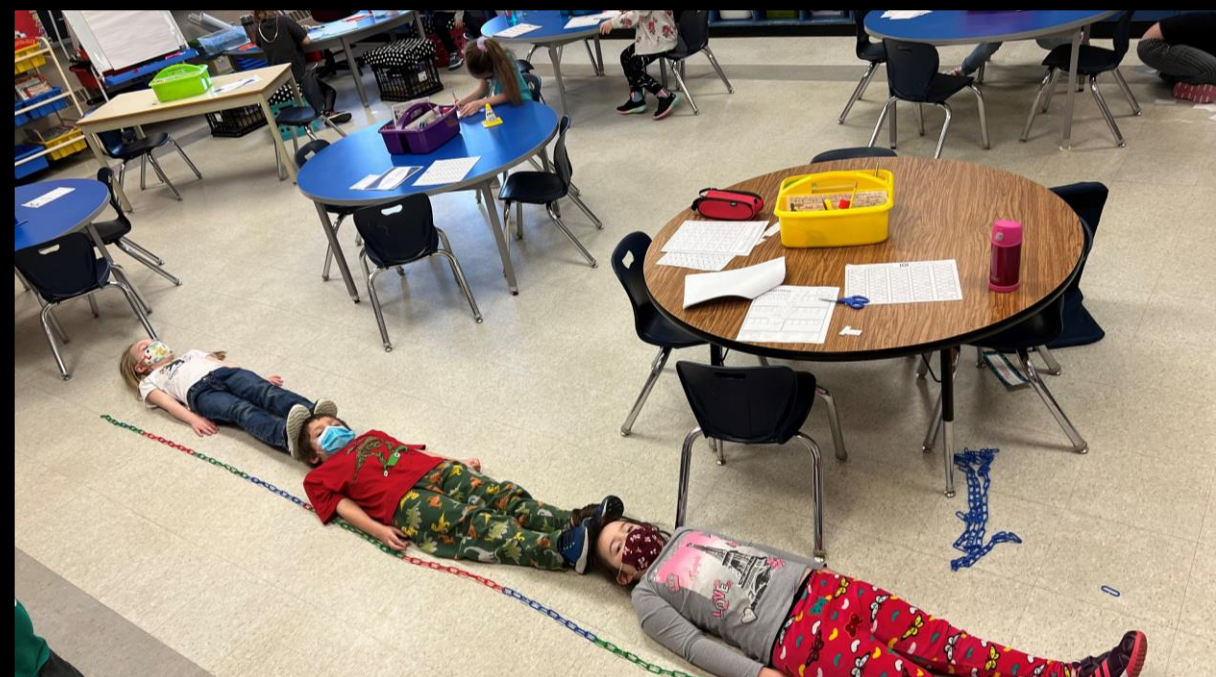
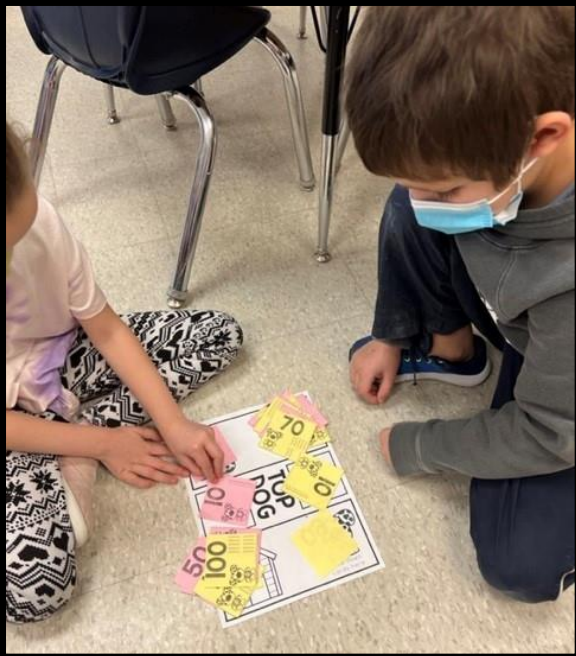
April 6, 2022



Student Report

Staff Report





The students in Room 111 celebrated the 101st day of school Dalmatian style. We sorted 101 treats showing a clear understanding of odd number, participated in a Math game using base ten to show the “Top Dog” (like the game of war), and wrote 101 words! We also measured using 101 nonstandard units. We did activities both in English and French. So much fun!

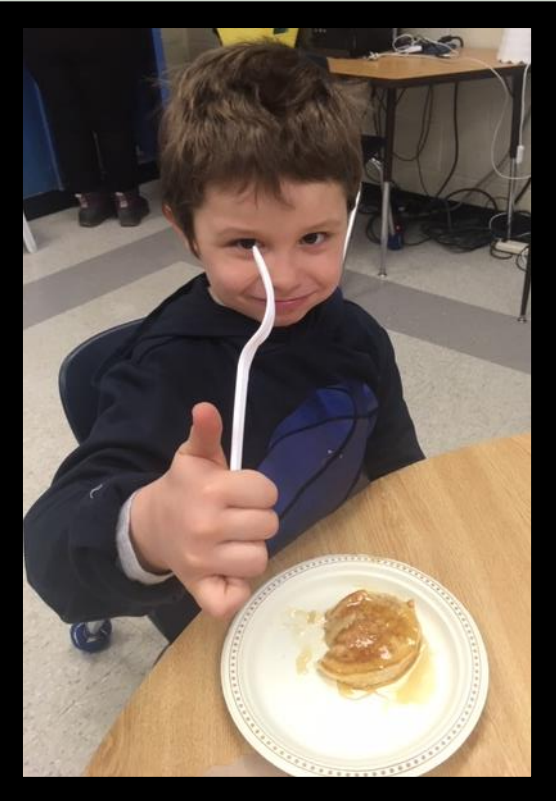
Ms. Lockett & Madame Edwards Grade ½



The students became interested in "Under the Sea". The class turned their classroom into an aquarium. A coral reef mural, wall/ceiling ocean decorations, invitations and passports were created. Students partnered up to research and present information on their favourite sea animals to the public. The tour was presented to some staff members and primary classes.



Mrs. McGrath, Mrs. Duncan & Mrs. Crowe, Kinder Rm 103



The students were exploring how maple syrup is collected and made the week of March 21-25. As a class we read several books, watch a couple of videos and then attended a Virtual Field Trip to the Sugar Shack through the Agscape program (Agriculture in the Ontario Classroom Program). On Friday March 25th we had a pancake breakfast in our classroom using real Maple Syrup to celebrate our learning.

Mrs. Miller & Mrs. Alexander, Grade ½

Novel study : Holes by Louis Sachar.

The classes read the novel and completed the "Hole-vivor" challenge. Just like the hit TV show survivor the students split into teams. Each week students had tasks to complete to gain "Points" for their team (creating a team poster, a map of Camp Green Lake) and weekly challenges (scavenger hunts, obstacle courses, jeopardy etc.). Other tasks that earned points included: journals, vocabulary words, letter writing, creating a brochure. All tasks and challenges covered cross curricular expectations. Students were very engaged in this novel study and so were we!

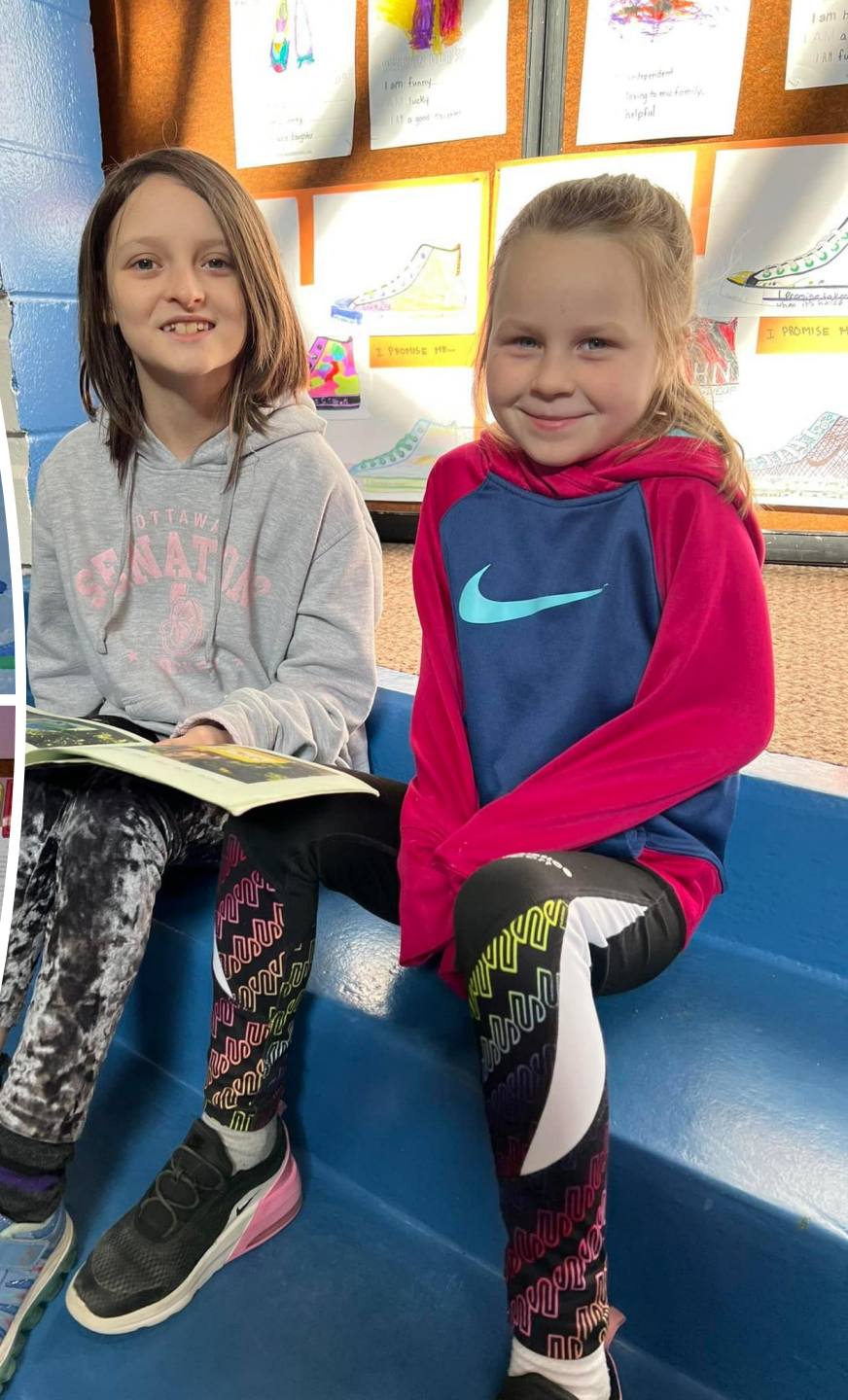
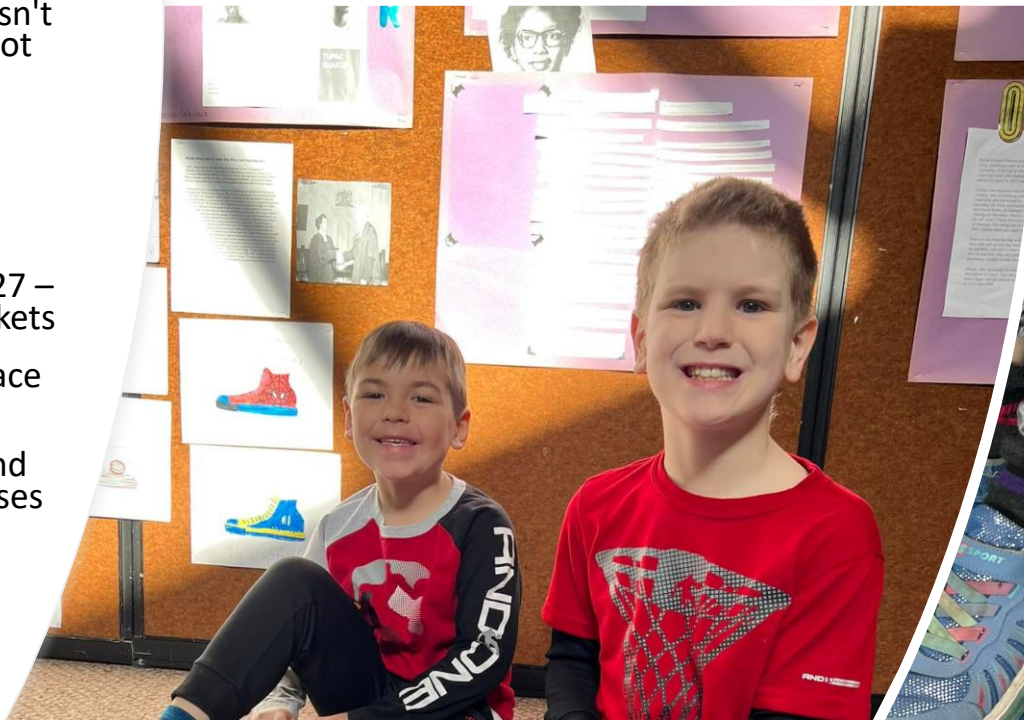


Mrs. Martin & Mrs. Bates, Grade 4/5, Mrs. Brunet & Mrs. PG, Grade 4/5



Administration Report

- Upcoming Indigenous presentations – end of April.
- IEPs went home with students on March 23,
- Three fire drills for Spring coming up
- Student arrival time – school doesn't start until 9:20. Students must not enter the yard until supervisor is present. Supervision starts at 9:10am.
- Welcome to Kindergarten face to face– May 4, 2022, 6:00pm
- Fundraiser – Fashion Show April 27 – connect with Tracy Staples for tickets
- Grade 8 moving on ceremony – face to face. Thursday, June 23, 2022
- Dan McRae, Principal of Equity and Inclusion worked with Junior classes on Monday, April 4.



Shared with families from UCDSB
through My Family Room email account

UCDSB Update & Reminders



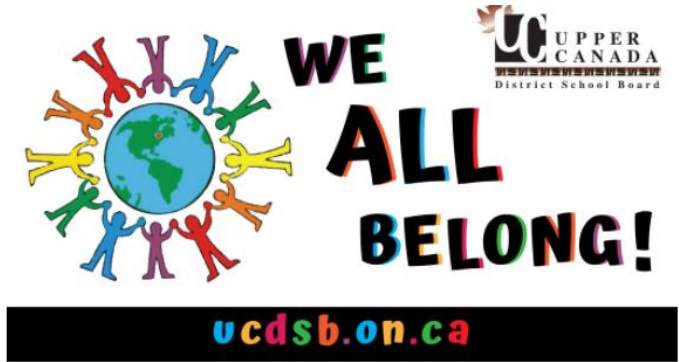
As we have previously shared, school boards across the province have been impacted by staffing shortages since the start of the pandemic. Although the UCDSB has a robust list of supply teachers and support staff, some schools are finding it increasingly difficult to replace absent staff, for reasons related to COVID-19.

We want to remind families that there may be times when school routines and daily schedules may need to be adjusted. In extreme cases, a class may need to move to remote learning for a couple of days on short notice if we do not have enough staff to supervise classes.

Moving a class to remote learning will always be a last resort, and notification may happen the night before or even the morning of. Should your child's class be impacted by a short-term shift to remote learning, your school will contact families directly via email and post to your school's Facebook page.

Student safety is, and always will be, our top priority and we must ensure that we have proper supervision for students while they are at school.

Dress Code



- The dress code below is what all schools in the UCDSB are moving towards:

“Students are expected to dress in clothes that are comfortable and in a manner that supports a safe, accepting and inclusive learning environment. Students have the right to wear clothing needed to observe their religious beliefs. Concerns about student dress will be discreetly reported to the School Administration.”

Staff are responsible for:

- ensuring that student dress doesn't interfere with student and staff health or safety requirements (e.g., proper footwear in technological education).
- ensuring that student dress does not promote or symbolize drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety.
- respond to dress code concerns by reporting them to the Principal and/or Vice Principal.

Students:

- have the right to wear clothing related to their religious beliefs
- have the responsibility to respect the rights of others and support a safe and inclusive learning environment.
- will not wear anything that promotes or symbolizes drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety.
- will not wear anything that depicts or displays hate speech targeting groups based on race, ethnicity, gender, disability, sexual orientation, gender identity, religious affiliation or any other protected groups.

Can I use my device?

Use of student-owned device not permitted in classroom

Use of student-owned devices may be permitted in classroom – check with teacher

Use of student-owned device permitted in classroom for instructional use



Use of Personal Electronic Devices in the Classroom and School

In recognition of their differing interests, abilities, personalities and learning preferences, the Upper Canada District School Board encourages its students to select and use the supplies, equipment, devices and other resources they need to learn effectively at school and at home.

The Upper Canada District School Board supports its students by providing an environment that allows students to bring supplies, equipment, devices and other resources of their own into the school and classroom in a way consistent with Upper Canada District School Board policies and values.

The Upper Canada District School Board has established a “baseline” practice as a way of assisting schools to communicate with students about what is permissible / acceptable use of personal mobile devices:

A personal mobile device “refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone or a tablet.”

Personal Mobile devices can be used under the following circumstances

- for educational purposes, as directed by an educator;
- for health and medical purposes, and;
- to support special education needs.

The Traffic Light symbols will be used at the discretion of the teacher and school principal, to indicate permissible usage of mobile devices. These symbols will be visible in all classrooms and throughout the school.

The unauthorized use of a cell phone or an electronic device in class may result in safe storage of the device with the teacher, safe storage of the device at the office, notification to parents, or other school consequences. If this happens on numerous occasions the student may be asked to keep the electronic device at home.

Cell Phones – full [Student handbook on-line](#)

- Classroom: When permitted by the teacher for educational purposes
- Recess Yard: Cell phones should not be on the recess yard.
- Why?
 - Social media issues
 - Helping students connect and play with each other
 - Focus – notifications impact student's ability to focus on learning
 - Helping students learn how to use technology as a supportive learning tool.



WITS Program

Kindergarten to Grade 3



WITS LEADS Program

Grades 4 to 6

WITS LEADS is a literature-based program for students in grades 4-6 (and sometimes 7). A natural progression from WITS Primary (but not a necessary requirement) WITS LEADS challenges students to become leaders in their community by encouraging understanding of different perspectives. WITS LEADS use five problem-solving strategies:

Look and Listen

Explore Points of View

Act

Did it Work?

Seek Help

WITS Leaders – as the students are called – are important parts of their school communities. Younger students seek the help of WITS Leaders when dealing with peer conflicts.

Similar to the WITS Primary program, the WITS LEADS program can be easily implemented into your school's curriculum. Each WITS LEADS pick has a lesson plan developed and reviewed to meet curriculum-based learning objectives and foster in-depth exploration. In addition, lesson plans have been crafted to meet provincial educational learning outcomes.