



<https://gss.sd42.ca/>

January / February Events

Jan 23 FUNd Night 5 pm-10 pm
 Jan 24 Non Instructional Day
 Jan 28 IB Info Session for Parents 7 pm
 Jan 29 1st Gr 9 Immunization
 Feb 1 Parent Fun Night at Legion
 In support of Dry Grad
 Tickets in office
 Feb 5 2nd Gr 9 Immunization
 Winter Formal 630 pm- 10 pm
 Feb 6 Parent Teacher Interviews
 Feb 7 Collaboration Block
 Feb 8 Dessert & Dance
 Music Fund Raiser
 Feb 13 Non Instructional Day
 Feb 14 School not in Session
 St. Valentines Dinner
 Info & tics through Chef McGimpsey
 Feb 17 Family Day Stat

March Events

Mar 4 Collab block
 Mar 11 PAC at 7 pm
 Mar 12 Black & Lee in Café for
 Grad rentals 2:40-4:15
 Mar 16-20 Spring Break
 Mar 23-27 School Not in Session
 Mar 31 Gr 8 & 9 Parents Info
 Session on Report Cards

Parent Communication:

Maintaining contact with parents and students is important to us. We rely upon email, the parent portal, Facebook, Twitter and the planner app to keep families abreast of what's going on.

You can follow us on Facebook or Twitter for announcements and reminders. **The Gazette on the school website is updated daily.**

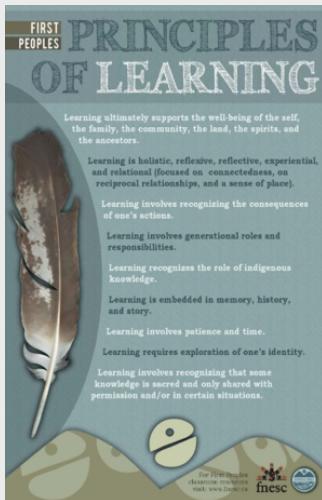
Report Card Follow up:

Report cards were issued December 12th. Please be sure to **download** the report card in its digital format from the My Class System.

We do care about each students pace and progress at school. Please feel free to contact teachers in email, or if you have a concern that is greater than a single teacher or subject, be sure to be in contact with the grade counsellor or grade administrator as necessary.

Improvements mid year are best supported with good planning and good communication. Please do not be afraid to start a conversation about your child and learning.





First Peoples Principles of Learning.

There are 9 First People Principals of Learning. Each is unique and a reflection of positive values we look to bring to our school community. The first listed principle is:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

This principle refers to the understanding that ultimately, the primary purpose of learning is for well-being. Teaching that does not support the well-being of the self, the family, the community, the land, the spirits, and the ancestors, is not desirable.



Scholarships and Bursaries

Grade 12 students should begin to work on application packages for the many scholarships and bursaries that are available. The District Scholarship and Bursary applications are due March 3rd 9am, in the Career Centre.

Students are encouraged to visit the grad webpage of the website to review the criteria and specifics for each award. SD42's Scholarship Book and application forms can be downloaded by visiting the Career Centre webpage at:

<https://gssccareercentre.wordpress.com/>

Drop by the Career Centre if you have any questions.

Attendance Notification:

If your student is ill or if you are planning a holiday, attendance notification can be added to the parent portal. This will push to all the teachers directly. Failing that, you can contact the office.

<https://parents.sd42.ca/Parents/ParentLoginPage.aspx>

Absence reports are collected every morning and added to the daily attendee data. Once the absence is record by the office all the teacher will see the "excused absence".

Grade 12 Attendance . Matters...

Excessive absences can interfere with participation in the graduation ceremonies. Every school in the district maintains guidelines that limit absences to the equivalent of 15 days per year or 60 periods. Students who exceed this limit may not be allowed to participate in the grad ceremony. If you have any questions or want to review your students attendance records, please contact the office.

Inclement Weather:

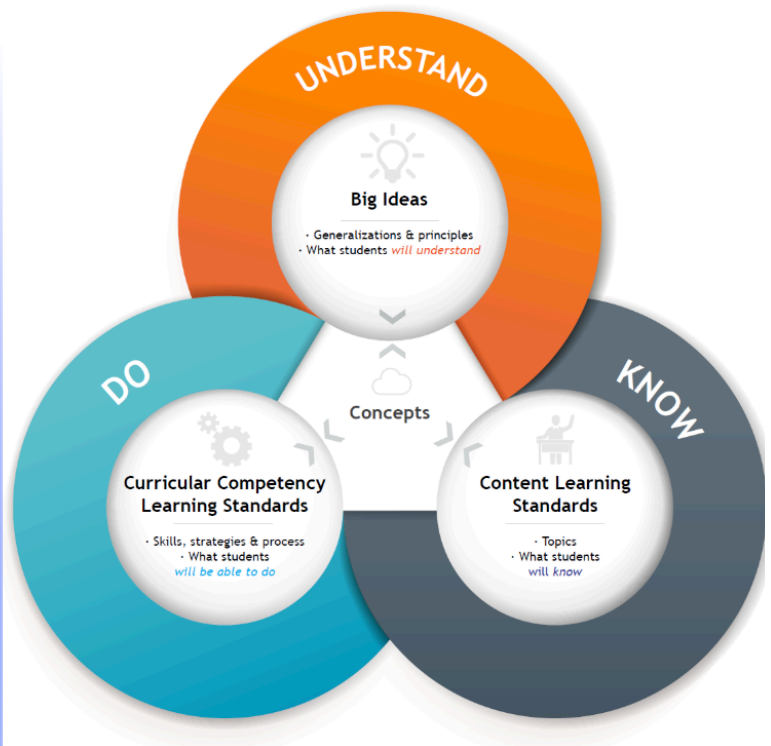
The decision whether or not to close schools due to inclement weather conditions is the responsibility of the Superintendent who must balance safety with the need to provide learning. The Superintendent will use her best judgement to make a school closure decision. The decision making process is complicated by the fact that weather conditions can vary significantly between neighbouring communities, may change and may differ from original forecasts. A final decision is made by 6:00am so that a timely communications process can be initiated. The decision is posted on the district website <https://www.sd42.ca> and sent to major radio and television outlets such as All News 1130 and CKNW 980.



The Redesigned Curriculum in BC.

What is the importance of formative assessment in the classroom?

There are two types of classroom assessment. Summative assessment provides information about student progress for reporting purposes. Formative assessment provides feedback that supports student achievement and moves student learning forward. Clear goals with timely feedback inform students of where they are and what their next steps need to be. Formative assessment is given through written or verbal feedback and does not involve grading. When students are encouraged to act on teacher feedback, they begin to take ownership of their learning. As teachers work to build community and encourage students to take risks with their learning, they understand that mistakes should be embraced as opportunities to become proficient learners. In this way, teaching and learning become cyclical, each informing the other to promote independent and lifelong learning.



What is the role of critical and reflective thinking in the development of students?

Critical and reflective thinking is a significant Core Competency that plays an essential role in the development of a child's reasoning skills across all subject areas from kindergarten to Grade 12. When a student analyzes a situation from different perspectives and identities, it widens their own experience and encourages them to question and investigate further. Teachers facilitate students as they develop their critical thinking skills to evolve and substantiate their ideas and are encouraged to act on feedback received by their teachers and peers to adjust and refine their thinking. These skills enable students to form conclusions that reflect research, experimentation, thoughtful discussions, and personal reflection. Critical thinking skills also play an integral part in the social, emotional development of a child as it encourages self-awareness and responsible decision-making.

CURRICULAR COMPETENCIES:

What role does social awareness and responsibility play in the education of children?

When teachers provide opportunities within our classrooms and community to develop social awareness and responsibility, students gain the skills they need to become compassionate citizens. Building relationships, contributing to society, caring for the environment, resolving problems, and valuing diversity are facets of social emotional learning that exemplify a thriving child. Embedded within the social awareness and responsibility competency is the First Peoples' belief that we have commonalities with all people in our community, and a strong connection and responsibility to the land. When students advocate for themselves, others, and the environment, they develop a strong sense of self.

For more information about the curriculum, visit <https://www.sd42.ca/new-curriculum/>



Understanding Flex Time:

Adding Flex to our schedule allows for some student choice. Students plan, organize, and/or participate in school in a manner that supports their learning needs. Sometimes this takes maturity and self-direction. Best practice is for a student to plan and prepare, to connect with peers that support learning and to spend more time in the subject areas that need additional time.

As a parent, try asking “What did you do at Flex?” or “Where did you go at flex?” and support choices that support learning. These conversations starters worked in my home.

Teachers will not assign flex in a consequential manner; it is not detention time. However, it is good teaching practice to ask a student to spend some additional time in areas that need help.

Part of the growth of a student is to be self-reflective, or self-aware in order to understand that sometimes some subjects take more time. This is normal. In the end, our graduates will be able to vote in the Federal Election in the year of their graduation. We need to have them learn skills creating to self-determination, self-direction and responsibility. Flex time is a small part of that process.



DEL F - Language

Assessment Last November, a group of grade 11 and 12 students challenged themselves and wrote a very challenging

French language exam. DELF (Diplôme d'études de la langue française) is one of the most demanding international examinations where students are asked to demonstrate their proficiency in French reading, writing, speaking and listening.

This diploma (issued by the Ministry of Education of France), is a life-long certification that is based on the same international standard used in 164 countries (CEFR). It is an internationally recognized official document that enriches the student's school or professional portfolio, it offers advantages for post-secondary education and is recognized internationally. It also allows students to obtain 4 credits towards graduation requirement.

Congratulations to the following Garibaldi students who passed B1 (Independent user) Level: Amelia C., Willa L., Jodie S., Megan T., Nicholas T., Nico T. And B2 (Bilingual) level was done by Tomasso G. Congratulations to all!

For more information on DELF, please check <https://www.lsf-france.com/info/delf-dalf/>

Lice and Scabies Season

Fraser Valley Health has reported that in the last few months there has been an increase in Lice and Scabies activity in teens.

They believe this is due to teens putting their heads together for “Selfies”.

Please be sure to communicate with the school if there are issues in your family.

We have a few reported case at GSS.

More info can be found at:

<https://www.healthlinkbc.ca/healthlinkbc-files/scabies>

https://www.fraserhealth.ca/health-topics-a-to-z/school-health/illness-and-immunizations/head-lice#.W-3Mti_kT8



November 4, 2019

Dear Parents and Guardians:

Re: Requirements Under BC's New Vaccination Status Reporting Regulation

BC's new Vaccination Status Reporting Regulation came into effect on July 1, 2019. It supports the gathering of immunization records by Public Health. The regulation applies to all students in all schools within the Province's jurisdiction, including those who are home-schooled. It does not apply to children attending schools in First Nations communities.

In the coming months our staff will check the immunization records we have on file for **children in Kindergarten**. They will identify children whose records are missing or incomplete. Families of these children may be contacted.

Parents/guardians of children in **Grades 1 to 12** will need to check their child's records and are asked to provide us with any missing immunization information required under the regulation.

What do parents/ guardians need to do?

You can use the online Vaccination Status Indicator tool at <https://immunizebc.ca/vaccination-status-indicator> to check if your child's immunization record is missing or incomplete. The Indicator tells you if your child's immunization record is on file with public health but does not provide any details about their immunization status or history. Health authority public health units already have complete immunization information on file for most children.

If the Vaccine Status Indicator shows that your child's immunization records are **up-to-date**, then you **do not need to take further action**.

If the Vaccine Status Indicator shows that your child's immunization records are **pending**, **no action is required at this time**. These records are in the process of being inputted into the system and may take some time to be entered.

If the Vaccine Status Indicator shows that your child's immunization records are **incomplete**, this means either public health does not have your child's records or your child needs additional immunizations. If your child has been immunized by a health care provider outside of public health, you need to contact those providers and ask for a copy of your child's immunization record. **Please provide these records to your local public health unit.**

You can submit records in-person at a public health unit. You can also send a photo or type the record into an e-mail and submit it to reportimmunizations@fraserhealth.ca. Be sure the record you are submitting has your child's full name, date of birth, sex, and personal health number (PHN) if the PHN is available. Records can also be provided to a Community Health Nurse in a First Nations Community.

If your child needs additional immunizations, please call your family doctor, a pharmacist, or public health to book an appointment.

Visit www.fraserhealth.ca/getimmunized for a list of community vaccine providers.

To book an appointment with public health call:

- 604-702-4906 (residents of Mission, Abbotsford, Chilliwack, Agassiz and Hope)
- 604-476-7087 (residents in all other areas of Fraser Health)

Collecting immunization information allows us to connect with families about the importance of disease prevention. It also helps public health to control outbreaks by quickly identifying children who are not fully immunized and helps everyone get back to learning as soon as possible.

For more information, please visit <https://immunizebc.ca/vaccination-status-reporting-regulation>

Thank you for helping to keep our children and communities healthy.

Sincerely,



Ingrid Tyler
Medical Health Officer, Medical Director
Fraser Health Authority

