



École King George

September 2020

Newsletter

Important Dates

September 1, 2, 3 - Staff PD Days

September 8 - School Council Executive Meeting

September 8, 9 - Final prep for a safe return for our students

September 10 - First day of school for last names A-L

September 11 - First day of school for last names M-Z

September 14 & 15 - Students with last names A-L attend

September 16 & 17 - Students with last names M-Z attend

September 18 - All students attend (YAY!)

September 17 - Virtual Open House goes live - 7 pm

September 22 - First School Council meeting - online

September 25 - School Colour Spirit Day! (blue and gold/yellow)

September 30 - [Rowan's Law Day](#); Terry Fox walk (details on how this will be happening this year will follow)



[Click here to see our whole calendar!](#)

Principal's Message

I want to welcome everyone to a new school year - one like any other we have ever known. You may have many worries and questions and I hope this newsletter is able to address some of them. There is a lot of information here, so I've added a table of contents with links in case you need to refer back to something.

In spite of all the uncertainty and craziness, I must admit I am really excited about the return to school. Like you, I'm not sure exactly what's coming, but I am optimistic about this year and very happy to be reconnecting with students. I'm inspired by the creativity and resilience of King George staff and families. Whatever comes, I'm confident your children are in good hands. I'm looking forward to a wonderful year with all of you.

Jane Bibby

Table of Contents

Principal's Message	1
Table of Contents	2
Elementary In-school Student Staggered Entry	3
ELEMENTARY IN SCHOOL STAGGERED ENTRY	3
Elementary Remote School Staggered Entry	4
ELEMENTARY REMOTE SCHOOL STAGGERED ENTRY	4
Getting Ready to Reopen!	5
Chromebooks	5
Absence and Late Arrival Procedures	5
Drop-off of Items During the School Day	5
Outdoor Clothing	5
Which School Is My Child Attached To?	6
School Day Schedule	6
Supplies to Send to School With Your Child	7
First Week Forms	7
Agendas	7
Pizza and Milk	8
Open House	8
School Council - First Meeting	8
Receiving Bus Notifications	8
Students with Life-Threatening Medical Conditions	9
UGDSB Policy 518	9
Life-Threatening Allergies	9
Smoke and Vape-Free Environment	9
Want To Be In The Loop?	10
Terry Fox Run	10
Bullying Prevention Plan	10
Report Bullying	12

Inappropriate Behaviour	12
Family Handbook & Code of Conduct	13
Parent Access to Student Information	13
First Nation, Métis, Inuit Self-identification	14
Student Accident Insurance	15
School Organizations	15
Combined Grade (Split Grade) Classrooms	15
Staff Information	16

Elementary In-school Student Staggered Entry

Here is the new staggered entry process and dates for student entry to schools. Only students in self-contained developmental classes will attend school on September 8 and 9, and every day after that. Staggered entry for all other JK to grade 8 students will now begin on Thursday, September 10, and follow the alternating schedule as outlined in the chart below.

The extension of our survey for parents to indicate whether they preferred a remote or in-person model for their child(ren) delayed the staffing process for our schools. This revision to our staggered entry in elementary is required to allow for the reorganization of our schools, the posting of new jobs for 5 working days, interviewing and checking references and the subsequent training for new staff. Even with this new staggered entry process, there will be classes across the system that may have an occasional teacher in place for the first few days.

The delay in staffing has also impacted the time available for schools to timetable and schedule appropriately to ensure a smooth start to the school year. The new staggered entry dates will be explained in a phone call to all families. This phone call will be made centrally. The information will also be posted on the board website at www.ugdsb.ca/fall2020entry.

The first day of school for students with last names starting with the letters A to L is Thursday September 10th. The first day of school for students with last names starting with the letters M to Z is Friday September 11th.

ELEMENTARY IN SCHOOL STAGGERED ENTRY

IN-SCHOOL LEARNING: JK to Grade 8 staggered entry					
	Mon. Sept. 7	Tues. Sept 8	Wed. Sept 9	Thurs. Sept 10	Fri. Sept 11

All students (JK-Grade 8)	Labour Day Holiday	DD classes only - full day	DD classes only - full day	Last name A-L only - full day	Last name M-Z only - full day
	Mon. Sept 14	Tues. Sept 15	Wed. Sept 16	Thurs. Sept 17	Fri. Sept 18
All students (JK-Grade 8)	Last name A-L only - full day	Last name A-L only - full day	Last name M-Z only - full day	Last name M-Z only - full day	All JK - Gr 8 students attend full day

Elementary Remote School Staggered Entry

Students enrolled in the full-time remote learning program will start school on September 14th or 15th, as per the schedule on the board website. These students will also be contacted during the first week of school with further information.

The link for families to review the revised schedule is: www.ugdsb.ca/fall2020entry. Heather will be creating a press release and messaging broadly on social media.

ELEMENTARY REMOTE SCHOOL STAGGERED ENTRY

REMOTE LEARNING: JK to Grade 8 staggered entry					
	Mon. Sept. 7	Tues. Sept 8	Wed. Sept 9	Thurs. Sept 10	Fri. Sept 11
JK/SK students and Gr. 1 - 8 students	Labour Day Holiday	Students will be contacted this week by their remote classroom teacher with instructions and information about remote classes starting Monday, Sept. 14.			
	Mon. Sept 14	Tues. Sept 15	Wed. Sept 16	Thurs. Sept 17	Fri. Sept 18
JK/SK students and Gr. 1 - 8 students	Last name A-L only - full day	Last name M-Z only - full day	All JK - Gr 8 students attend full day	All JK - Gr 8 students attend full day	All JK - Gr 8 students attend full day

Note that the remote student entry is different from the in-school staggered entry, in that remote students do not start in this model until Monday, September 14th. This is to ensure that the training, transferring of students via Maplewood to the new school and the appropriate staffing is in place.

Getting Ready to Reopen!

Check out [this little slideshow](#) to get a taste of what's going on at school these days! You can find it on our website too.



Chromebooks



If you borrowed a Chromebook last spring and your child is returning to school in person, then we would ask that you return the device on the first day your child attends school. Mme Davidson will be outside at a table and she will have a place for you to leave them. We will confirm the return later in the day via email, so we ask that you put your email address on a sticky note or some painter's tape stuck to the device.

Thank you very much to those families who brought them back during the last two weeks of August. That has allowed us to get Chromebooks to students who will be learning remotely this fall.

Absence and Late Arrival Procedures

If your child will be late or absent, we ask that you let the office and the homeroom teacher know, just like usual. This year, though, we ask that you avoid the use of paper notes for this purpose. Please send an email to your child's teacher and also the school email account (kinggeorge.ps@ugdsb.on.ca) or you may phone the school office and leave a voice message (519-822-1911).

If your child arrives late to school, please buzz the office at the front door. M. Taylor or I will come to meet your child and escort them to class. We can only take one student at a time, so if there are a few people waiting, then it may take several minutes. The very best thing is to have your child at school by 8:20 am so they can go inside with their classmates and start the day right on time. Arriving late not only disrupts the learning of students who are already there, but also causes some anxiety in the late child because they aren't sure what's going on at first.

Drop-off of Items During the School Day



We will not be able to accept any items dropped off for students during the school day. Please be sure your child has their lunch and homework before leaving the house each morning. Toys and other personal items like that are not allowed this year, so there shouldn't be too much on the "remember to take to school" list.

Outdoor Clothing

As you will no doubt have heard, teachers are being encouraged to spend as much time as possible outside this year. That means children will need to be dressed appropriately for the weather. We will be outside rain or shine,



so a raincoat and rain boots will be necessary. Umbrellas are not permitted on the schoolyard because of the risk of injury when dozens of children are running around with them! In the winter, a pair of snow pants, a warm coat, hat, mitts and scarf will be necessary. If it will be difficult for you to get these items for your child this fall, then please contact me personally (jane.bibby@ugdsb.on.ca) and I will find a way to help. I don't want any child to be uncomfortable or left out of learning experiences due to inadequate outdoor clothing.

Which School Is My Child Attached To?

If your child is attending King George in person, then they will be in our database and any messages we send out from here will go to you. If your child is attending the Remote School, then they will *temporarily* be added to the Remote School's database and removed from King George's. That way, you will receive messages and information that pertain to your child's schooling. Once you opt to return to in-school learning, your child will be added back to the King George list.

For all remote families, please keep checking our website to find fun spirit activities that we hope your child will take part in to continue to feel connected to KG.

School Day Schedule

8:20	Entry bell
8:20-9:10	Period 1
9:10-10:00	Period 2
10:00-10:25	Gr. 6-8 1st recess
	Gr. 1-5 1st nutrition break
10:25-10:45	Gr. 6-8 1st nutrition break
	Gr. 1-5 1st recess
10:45-11:35	Period 5
11:35-12:25	Period 6
12:25-12:45	Gr. 6-8 2nd recess
	Gr. 1-5 2nd nutrition break
12:45-1:10	Gr. 6-8 2nd nutrition break
	Gr. 1-5 2nd recess
1:10-2:00	Period 6
2:00-2:50	Period 7
2:50	Dismissal



Supplies to Send to School With Your Child

This year, we are asking families to send a pencil case of school supplies with each child. This will reduce the need to share items between students in the classroom. Please see below for the suggested items for each division:

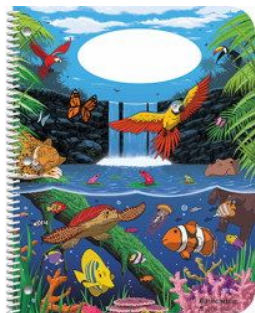
Kindergarten	Grades 1-3	Grades 4-6	Grades 7-8
<ul style="list-style-type: none"> ★ Beginner pencils (they are fatter and have a bigger grip) ★ Eraser ★ Pencil sharpener (with a bigger hole for the bigger pencils) ★ Coloured pencils or crayons or markers ★ Glue stick ★ Child-safe small scissors 	<ul style="list-style-type: none"> ★ Pencils ★ Eraser ★ Pencil sharpener ★ Coloured pencils, crayons or markers ★ Glue stick ★ Child-safe small scissors ★ Ruler ★ Blue or black pens 	<ul style="list-style-type: none"> ★ Pencils ★ Eraser ★ Pencil sharpener ★ Coloured pencils, crayons or markers ★ Glue stick ★ Small scissors ★ Ruler ★ Blue or black pens ★ French/English dictionary 	<ul style="list-style-type: none"> ★ Pencils ★ Eraser ★ Pencil sharpener ★ Coloured pencils, crayons or markers ★ Glue stick ★ Small scissors ★ Ruler ★ Blue or black pens ★ French/English dictionary ★ Bescherelle (verb conjugation resource)

First Week Forms

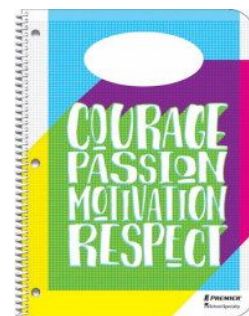
It's that time again! You will be receiving a lot of information in the backpack during the first week. It has happened in the past that some forms have been lost in transit! Here is a list of what you should have received. Items in boldface need to be signed and returned.

- ☐ UGDSB Violence Threat/Risk Assessment and Suicide Protocol Notification
- ☐ School Emergency Response Training and Annual Drills
- ☐ Consent to Share Personal Information
- ☐ Student Personal Information Routine Uses and/or Disclosures
- ☐ Walking Trip Permission Form
- ☐ School year calendar

Agendas



In the past, we have provided students with an agenda to use for organization and communication between home and school. This year, students will be welcome to use the agendas themselves, but teachers will not be using them. This year, communication between home and school will be paperless. You will be able to connect by telephone, using School Messenger, in the Google Classroom, and with email.



The school bought the agendas before we realized how different things would be this fall. If your child would like to use an agenda, then they should ask their teacher for one. We ask families to consider making a donation to offset the cost. The recommended amount is \$5, but we will gratefully accept any amount you feel you can manage at this point. You can make the payment online using School Cash Online by September 30th. Thank you very much.

Pizza and Milk

We will not be selling or distributing pizza or milk this year.

Open House

Please join us on Thursday, September 17th at 7:00 PM for a virtual Open House! It will include introductions to our staff and photos of classrooms, hallways and other school spaces. I'm hoping to set it up as a Live YouTube presentation so even though we can't all be together here at school, we can still participate in this virtual welcome all at the same time and experience some level of community that way. I'll share a link soon!



School Council - First Meeting



School Council meets the second Tuesday or Wednesday of most months. Everyone is welcome to attend meetings and once you come to one, there is no requirement to come to all the rest of the meetings for the year, although we think you'll want to!

The first meeting for the 2020/2021 school year is Tuesday, September 22nd at 7:00 PM. We have a need of some parents to serve as members of the School Council executive and also to simply participate and engage. The more people who are involved, the more vibrant and dynamic our school community becomes and the more our children benefit. Please consider seeing what the Council is all about! A link to the Google Meet will be shared prior to the meeting via the UGConnect app and also on our website.

Receiving Bus Notifications

In order to receive email notifications of bus delays or cancellations, you have to re-register. Go to <http://stwdsts.ca/home/> and click on "Subscribe". Your registration from last year will not carry over to this year.



Students with Life-Threatening Medical Conditions

UGDSB Policy 518

Students with Life-Threatening Medical Conditions, outlines the roles and responsibilities for all in the educational community to support students with possible life-threatening medical conditions. The prevalent medical conditions covered under this policy are Asthma, Anaphylaxis, Diabetes and Epilepsy/Seizure Disorders. If your child has one of these, or any other life-threatening medical condition, please visit: www.ugdsb.ca/board/policy (and look for Policy 518) or contact the school as soon as possible. We will work with you to develop a Plan of Care to support your child.



Life-Threatening Allergies



We have children in our school with potential life-threatening allergies (called anaphylaxis) to various foods and other materials. Anaphylaxis is a medical condition that can cause death within minutes. Some of these include peanuts, tree nuts, milk/dairy, raw eggs, shellfish, sesame, legumes, and bananas. In recent years, anaphylaxis has increased dramatically among students. Although this may not affect your child's class directly, we are letting you know so that you are aware that we aim to create an allergy safe environment at our school. If your child is in a classroom with an anaphylactic child, you will be informed by the classroom teacher. Our school has procedures in place for the prevention and management of anaphylactic reactions. If your child has health concerns of any kind, please tell your child's teacher or the office and we will take the necessary health protection steps. Thank you for your understanding in ensuring an allergy-safe environment for all of our students.

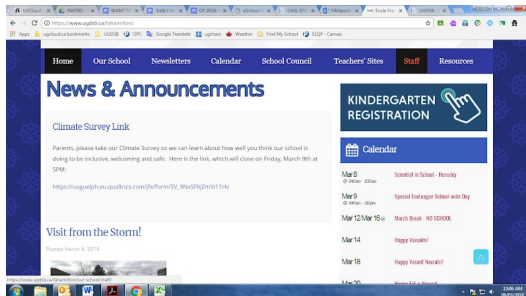
Smoke and Vape-Free Environment

The Upper Grand DSB provides a smoke and vape-free environment for its students, staff and others while on Board property, in accordance with the Smoke-Free Ontario Act and Board policy 208. This policy refers to all forms of tobacco, and any processed form of tobacco that may be smoked, inhaled or chewed, including e-cigarettes.

Smudging is the tradition of using sacred smoke from sacred medicines (e.g., tobacco and sage) that forms part of the indigenous culture and spirituality. Smudging is allowed in schools under the Smoke-Free Ontario Act. Parents will be informed using the school's usual forms of communication when smudging is going to occur in our school. Participation by staff and students is optional in a smudging ceremony. If you have any questions or concerns, please contact the principal.

Want To Be In The Loop?

WEBSITE

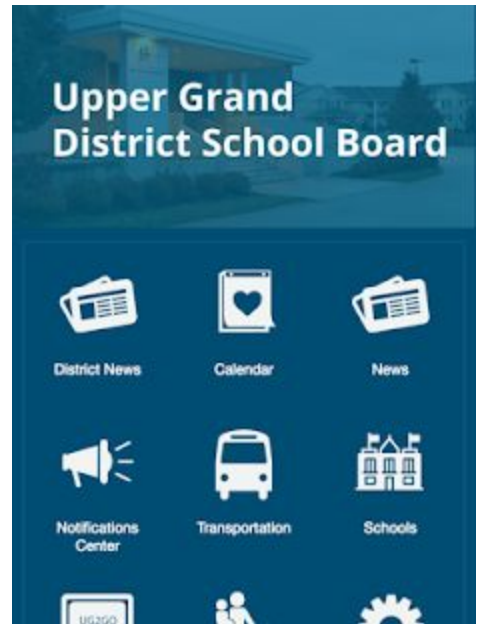


You can check out our website any time.

www.ugdsb.ca/kg

You will find an up-to-date calendar there, links to teachers' sites, School Council information and our newsfeed that has photos and information about what is going on here at school.

APP



A super-easy way to get to the website along with the Transportation site for bus information, the calendar and School Cash online - all in one place - is to get our school app. Search "Upper Grand" wherever you get apps and it will be the first choice. Select our school *along with any schools your other children attend* and get on one-stop spot to *access all the information from all the schools you selected.*

Terry Fox Run



Once again, the students of École King George will walk to raise money for the Terry Fox Foundation. On Thursday, September 30, we will have organized a way for each class to walk for Terry.

Information about how families who are able will be able to make a donation to this worthy cause will come later.

Bullying Prevention Plan

We will work very hard at King George to eliminate bullying. Before reading about the steps we're taking at school, please consider the difference between conflict and bullying. The following has been taken from the Safe@School website:

Is it Conflict or is it Bullying? What's the Difference?

Conflict is a disagreement or a difference of opinion or interests between equals. The people involved in a conflict may disagree vehemently and emotions may run high. When conflict is badly managed, it may result in aggression. In a conflict, both parties have power to influence the situation. That is their goal.



Conflict may be an inevitable part of group dynamics, but bullying is not. In each, a different response is required.

When schools consider implementing a peer conflict resolution model, it is important to ensure that the selected model is not applied in bullying situations, and that it does not replace adult support. Knowing how to resolve conflicts without resorting to aggression is an important skill for students and adults. Various models for conflict resolution in school environments exist. Peer mediation, and other methods are aimed at cultivating dialogue between the students involved in the conflict. Unfortunately, these methods for conflict resolution are sometimes mistaken for bullying intervention strategies. This can lead to damaging and even dangerous situations. Imagine, as a student who has been bullied, being required to face your tormentor to explain the impact of the bullying, then having to listen to the perspective of the tormentor. We would never expect this of an adult.

When the elements that characterize bullying are present in a situation where there is aggression, conflict resolution is *not* a recommended response. Instead, adults need to ensure the safety of the student who is targeted and ensure that the student (or students) who has bullied, or encouraged the bullying, takes responsibility for his or her actions. Characteristics of a bullying situation include:

- an imbalance of power;
- the intent to harm;
- worsens with repetition over time;
- the distress of the child or teen being bullied, often including fear or terror;
- enjoyment of the effects on the child or teen being bullied by the person (people) doing the bullying;
- the threat – implicit or explicit – of further aggression.

<http://www.safeatschool.ca/plm/bullying-prevention/interrupting-bullying/simple-strategies/is-it-conflict-or-is-it-bullying-whats-the-difference>

At King George, we are helping our students to develop conflict resolution skills that we hope will prevent bullying. Classes will focus on developing strategies for peacefully and respectfully solving problems.

A detailed Anti-bullying Plan will be updated and posted to our website by the end of September. This plan is created by our Safe Schools Committee which consists of school staff, a community member, and parents. The committee uses data from the most recent Climate Survey. I will let you know when it has been prepared for the year and you will be invited to access it from our website so you will know how we plan to continue to reduce the amount of bullying at school. If you are interested in participating in this committee, then please contact the school.

Report Bullying

We take all incidents of bullying seriously. If your child is the victim of bullying or sees bullying behavior at school, please encourage him/her to speak with someone at school or use our board's online reporting tool. Report Bullying gives students and parents 24/7 access for reporting bullying. You don't have to identify yourself – just your school – and your message gets sent directly to the school principal for follow-up. You'll find the Report Bullying button on our school's website.

www.ugdsb.ca/kg



Inappropriate Behaviour

Responses to inappropriate behaviour must include progressive discipline and must be developmentally appropriate and take into consideration any special education needs that the student might have. Responses may include one or more of the following:

- ❖ ask the student to stop the behaviour
- ❖ identify the behaviour as inappropriate and disrespectful
- ❖ explain the impact of the behaviour on others and the school climate
- ❖ model appropriate communication
- ❖ ask the student for a correction of the behaviour by restating or rephrasing the comments
- ❖ ask the student to apologize for the behaviour
- ❖ ask the student not to repeat the behaviour
- ❖ ask the student to explain why and how a different choice with respect to the behaviour would have been more appropriate and respectful



"What am I going to do with you two?"

The infractions for which a suspension may be imposed by the Principal include:

- ❖ uttering a threat to inflict serious bodily harm on another person
- ❖ possessing alcohol or illegal drugs
- ❖ being under the influence of alcohol
- ❖ swearing at a teacher or at another person in a position of authority
- ❖ committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
- ❖ bullying (including cyber bullying)
- ❖ student does not have up to date Immunization records
- ❖ persistent opposition to authority, habitual neglect of duty or any other a serious breach of the Board's or school's Code of Conduct
- ❖ committing physical assault on another person that does not require medical treatment
- ❖ use of profane or improper language not directed at a person in a position of authority

The infractions for which a Principal shall suspend and may consider expulsion include:

- ❖ possessing a weapon, including possessing a firearm
- ❖ using a weapon to cause or to threaten bodily harm to another person
- ❖ committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- ❖ committing sexual assault
- ❖ trafficking in weapons or illegal drugs
- ❖ committing robbery
- ❖ giving alcohol to a minor
- ❖ bullying, if the student has previously been suspended for bullying and the students' continuing presence in the school creates an unacceptable risk to the safety of another person
- ❖ an activity that is motivated by bias, prejudice or hate based on race, colour, national or ethnic origin, language, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or another similar factor

Mitigating Factors to be considered by the Principal are:

- ❖ whether the student has the ability to control his/her behaviour
- ❖ whether the student has the ability to understand the foreseeable consequences of his/her behaviour
- ❖ whether the student's continuing presence in the school does or does not create an unacceptable risk to the safety of any other individual at the school
- ❖ the student's academic, discipline and personal history
- ❖ whether other Progressive Discipline has been attempted with the student
- ❖ whether the infraction for which the student might be disciplined was related to any harassment of the student because of race, colour, ethnic origin, place of origin, religion, creed, disability, gender or gender identity, sexual orientation or harassment for any other reason
- ❖ the impact of the discipline on the student's prospects for further education
- ❖ the student's age

In addition, the student's IEP and special education needs are to be considered.

Family Handbook & Code of Conduct

Our Family Handbook has tons of information from the steps to follow when going away for an extended absence, to the rules relating to custody arrangements, to bell times and more! The Code of Conduct outlines our school rules and is a great document to review with your children. Have a look at the Family Handbook, Code of Conduct and Bring Your Own Device Policy by clicking [here](#).

Parent Access to Student Information



Every year, we get questions about what information we are permitted to share with parents, especially in the case of separation or divorce. I hope the facts below help clear things up a little.

Information about how your child is doing in school is considered to be your child's personal information. The collection, use, and disclosure of personal information by a school board is governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The Education Act also addresses the issues of collection, retention, and disclosure of a student's information. If you and your spouse are separated, the Child and Family Services Act, the Children's Law Reform Act, and the Divorce Act may be relevant.

Education Act

The Education Act expressly gives the parent/guardian the right to examine student personal information compiled in the Ontario Student Record (OSR), where the student is less than 18 years of age. Because this right is not limited to "custodial" parents, a non-custodial parent will have the same right to access the student's OSR as the parent who has custody of the child.

MFIPPA

Most parents request information directly from the school using the Education Act. However, if your child is under 16 years of age, MFIPPA permits a person who has "lawful custody" of the child, whether a parent or a guardian, to obtain access to all of his or her child's personal information, including both the OSR and non-OSR records. Lawful custody may mean that there is an agreement or a court order granting one parent custody. Alternatively, you and your spouse may have joint custody, in which case you both can exercise these rights.

If you and your spouse are living separately but do not have an agreement or court order which addresses custody, then both parents have custody of the child.

If one spouse has custody and the other has only access to the child, this section would not apply to the parent without custody.

*From a joint publication of the TDSB and the Office of the Information and Privacy Commissioner of Ontario
"FAQ" Access in the School System - revised November 2012*

First Nation, Métis, Inuit Self-identification

If your child is a member of a First Nation, the Métis or the Inuit, then please consider having him or her self-identify. Self-identification helps in several ways:



1. Students will have access to more culturally relevant programming and opportunities for unique cultural and academic experiences
2. The school system will have an opportunity to focus efforts and resources, as well as an increased awareness of the diverse needs of indigenous families.
3. The school community will have an opportunity for building relationships to increase student success and well being.

Share your pride in your heritage!

Please have come to the office (or have your child do so) to get a card that can be filled in and submitted if you wish to self-identify.

Student Accident Insurance



Reminder for parents/guardians: Student Accident Insurance

Parents/guardians are responsible for expenses related to student injuries on school premises during school activities. Accidents can happen and the costs involved might not be fully covered by Provincial Health Care or employer group insurance plans. The Upper Grand District School Board is empowered under the Education Act to offer Accident and Life Insurance for students.

Information will be sent home with respect to Student Accident Insurance offered by Old Republic Insurance Company of Canada. You should receive:

1. An introduction letter from the Director of Education to parents/guardians
2. A brochure about Student Accident Insurance

Old Republic offers a variety of options, including family rates and multi-year plans, at affordable prices. The cost must be paid by parents/guardians. Insurance can be purchased online at www.insuremykids.com or by calling Old Republic toll free at 1-800-463-KIDS (5437). If you have questions, please contact Old Republic directly at the website or phone number listed here. For today's active children, Student Accident Insurance is valuable.

School Organizations

Schools have built class lists based on their tentative organizations. Changes may be necessary at your child(ren)'s school in order that our Board remain compliant with Ministry parameters (see below). Any changes would be implemented by Monday, September 14th. Principals do not have the option of changing the school organization that is set by the District Staffing Committee of the Board. If changes affect your child(ren), you will be informed by the school.

Ministry of Education Parameters

- *Full Day Kindergarten Class Size Average for the Board is 26 students
- *90% of the Board's primary classes with 20 or fewer students
- *10% of the Board's primary classes up to a maximum of 23 students
- *Grade 3/4 classes have a cap of 23 students
- *Junior/Intermediate Class Size Average for the Board is 24.85 students to 1 teacher

Combined Grade (Split Grade) Classrooms



Combined classes group children from two or more consecutive grades into one classroom. Schools combine classes for a variety of reasons to meet the learning needs of students and to balance class sizes. All classrooms are created with students who have a range of skills and abilities. As in same-grade classrooms,

teachers, in combined grades, use a variety of strategies to ensure that the grade appropriate curriculum expectations are covered.

Combined classrooms are very common in schools today and they are neither better nor worse than single-grade classes. Studies have proven that students in combined grades do just as well academically as students in single-grade classrooms. The academic research on combined classrooms has outlined the benefits that students gain while in combined classes. These benefits include learning to work individually and as part of a team, development of leadership skills, development of decision-making skills, self-motivation, and responsibility.

Student placement is carefully considered by school staff every year. Individual student needs, as well as class dynamics, are balanced to create school classrooms. When placing students in classrooms, the principal and all teachers take into consideration many different factors which include: the number of students, the number of boys and girls, student learning styles, academic strengths and needs, learning skills, work habits, and social and emotional strengths and needs. Whether the students are in an older or younger grade in a combined classroom, they will be challenged at their own academic level.

For further information about combined classrooms, please consult the following information that has been developed by the Ministry of Education:

An Introduction to Combined Grades

<http://www.edu.gov.on.ca/eng/parents/combinedClassrooms/combinedClassrooms.pdf>

Combined Grades <http://www.edu.gov.on.ca/eng/literacynumeracy/combined.pdf>

Staff Information

Name	Assignment	Classroom/Workspace
Karla Riddle	Kindergarten Teacher	100
Nicole Shortreed	RECE	100
Jelena McGee	Kindergarten Teacher	101
Brenda Higgins	RECE	101
Heather Kring	Kindergarten Teacher	103
Rebecca Ferris	RECE	103
Catherine Harrison	Grade 1 Teacher	104
Melissa Reynolds	Grade 1/2 Teacher	105
Becky Rietveld-Jackson	Librarian, Primary Literacy, Int. Art	Library
Anne Cako	Grade 2 Teacher	107
Adrienne Miller	Grade 2/3 Teacher	102

Michelle McCormick	Grade 3 Teacher	104
Jeanette Sales	Grade 4 Teacher	202
Barb Connell	Grade 4/5 Teacher	201
Stella Genova	Grade 5/6 Teacher	207
Dianne Wilson	Grade 6 Teacher	204
Jaclyn Wise	Grade 6/7 Homeroom Teacher	205
Karoline Clune	Grade 7 Homeroom Teacher	211
Phillippe Larose	Grade 7 Homeroom Teacher	206
Julie Turner	Grade 7/8 Homeroom Teacher	213
Elizabeth Ciaravella	Grade 8 Homeroom Teacher	210
Manon Vaillancourt	Grade 8 Homeroom Teacher	209
Robi Ayles	Primary Planning Teacher	312
	Primary Planning Teacher	312
	Primary Planning Teacher	312
Joel Georges	Junior & Intermediate Planning Teacher	324
Melanie Zarzycki	Junior & Intermediate Planning Teacher	324
	Intermediate Planning Teacher	324
Julie Brownell	Special Education Resource Teacher	323
Susan Alexander	Educational Assistant	315
	Educational Assistant	315
Neil Kingdon	Child and Youth Counsellor	310
Wendy Davidson	Office Coordinator	300
Catherine Pattison	Administrative Office Assistant (0.5)	300
	Head Custodian	407
Colleen Hayyen	Evening Caretaker	407
David Taylor	Vice Principal	302
Jane Bibby	Principal	301

