

4

Partners in Learning Guide

“Student achievement improves when parents play an active role in their child’s education, and good schools become even better when parents are involved.”

Ministry of Education (2016)

You have a tremendous impact on your child’s learning. We have created this guide to support you and the GECD SB’s mission which focuses on excellence in education by building confident learners, engaging with our communities and demonstrating ethical stewardship.

We are building tomorrow together – every learner every day!

Inside the Partners in Learning Guide:	
✓	Ways to communicate between home and school
✓	Overall grade expectations from the Ministry of Education
✓	What learning looks like in the classroom
✓	How you can support your child at home
✓	Ministry resources



Home Support

Look for the house symbol for ideas and activities to try at home to support learning.

LANGUAGE

Grade 4

Oral Language

By the end of Grade 4, students will:

Overall Expectations

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

In the classroom, students may:

Overall Expectations In Action

- Talk about movies, plays, video games, etc.
- Retell stories
- Listen to others
- Present an oral report
- Discuss and debate ideas and opinions



Opportunities to continue the learning at home

- Ask your child questions
- Talk about and listen to thoughts and feelings
- Talk about books you have read with your child
- Encourage discussion about current events
- Discuss movies or media and their messages

Reading

By the end of Grade 4, students will:

Overall Expectations

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- Recognize a variety of text forms, text features, and stylistic elements, and demonstrate understanding of how they help communicate meaning
- Use knowledge of words and cueing systems to read fluently
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

In the classroom, students may:

Overall Expectations In Action

- Read a variety of fiction and non-fiction materials
- Make predictions
- Summarize what was just read
- Talk about what helps them become better readers



Opportunities to continue the learning at home

- Encourage your child to read for a purpose (e.g. recipes, instructions, manuals)
- Go to a library or bookstore with your child
- Find time to read together
- Create a positive attitude about reading and thinking
- Play word games (e.g. crosswords, word finds)

Writing

By the end of Grade 4, students will:

Overall Expectations

- Generate, gather, and organize ideas and information to write for an intended purpose and audience
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

In the classroom, students may: Overall Expectations In Action

- Write for different reasons
- Organize ideas for writing
- Edit and revise their work
- Use rich language when writing
- Choose and talk about their favourite writing
- Conference with the teacher about their writing



Opportunities to continue the learning at home

- Encourage your child to plan a family celebration meal
- Encourage writing notes and/or emails to relatives and friends
- Make journals and/or scrapbooks of family activities or experiences
- Discuss with your child the different chances to write (e.g. letters to the editor, lists, thank you notes)

Media Literacy

By the end of Grade 4, students will: Overall Expectations

- Demonstrate an understanding of a variety of media texts
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

In the classroom, students may: Overall Expectations In Action

- Explore different types of media
- Talk about movies, cartoons, video games, etc.
- Create types of media for different reasons
- Discuss the message in media



Opportunities to continue the learning at home

- Talk about advertisements and their focus
- Monitor and assist your child’s purposeful screen time
- Compare and contrast different media forms (e.g. brochures, ads, commercials, labels, logos)
- Discuss the message in media and its influence

NOTES/GOALS:

Lined writing area with horizontal lines for notes and goals.



MATHEMATICS

Grade 4

Number Sense and Numeration

By the end of Grade 4, students will:

Overall Expectations

- Read, represent, compare and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100
- Demonstrate an understanding of magnitude by counting forward and backward by 0.1 and by fractional amounts
- Solve problems involving the addition, subtraction, multiplication and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies
- Demonstrate an understanding of proportional reasoning by investigating whole-number unit rates

In the classroom, students may:

Overall Expectations In Action

- Demonstrate an understanding of place value in whole and decimal numbers from 0.1 to 10 000
- Count forward using fractions and decimals
- Use mental strategies to solve addition, subtraction, multiplication and division problems
- Investigate the relationship between fractions and decimals



Opportunities to continue the learning at home

- Read large numbers in the media with your child (e.g. 9,980 fans attended the game. How many hundreds is that?)
- Talk about fractional amounts around the home (e.g. what would one quarter of your sandwich look like?)
- Encourage your child to make financial purchases using physical currency (e.g. how much candy could you purchase with a \$5 bill?)
- Investigate proportional relationships around the home (e.g. mixing juice concentrate and water; pancake mix, eggs and milk, etc.)

Measurement

By the end of Grade 4, students will:

Overall Expectations

- Estimate, measure and record length, perimeter, area, mass, capacity, volume and elapsed time, using a variety of strategies
- Determine the relationships among units and measurable attributes, including the area and perimeter of rectangles

In the classroom, students may:

Overall Expectations In Action

- Use standard units ranging from millimetre to kilometre for linear measurements
- Select and justify the most appropriate unit of measurement



Opportunities to continue the learning at home

- Use items from around the house to measure length, perimeter and area (e.g. use pencils to measure the length of the kitchen table. How much bigger will the perimeter be?)
- Have conversations with your child about the most appropriate units of measurement to use in specific situations

Geometry and Spatial Sense

By the end of Grade 4, students will:

Overall Expectations

- Identify quadrilaterals and three-dimensional figures and classify them by their geometric properties and compare various angles to benchmarks
- Construct 3D figures, using 2D shapes

- Identify and describe the location of an object, using a grid map, and reflect 2D shapes

In the classroom, students may:

Overall Expectations In Action

- Use Miras and grid paper to explore symmetry of 2D shapes
- Construct 3D figures using a variety of tools
- Identify and describe the location of an object using a grid system



Opportunities to continue the learning at home

- Explore symmetry in the home (e.g. which items in the house have a line of symmetry? Explore symmetry in art; origami with paper folding)
- Construct 3D figures using household items such as straws and clay, toothpicks and marshmallows
- Play the game of Battleship with your child to reinforce the importance of grid locations

Patterning and Algebra

By the end of Grade 4, students will:

Overall Expectations

- Describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections
- Demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, and multiplication

In the classroom, students may:

Overall Expectations In Action

- Create a number pattern involving addition, subtraction or multiplication
- Determine the missing number in equations involving multiplication of one- and two-digit numbers



Opportunities to continue the learning at home

- Create patterns with your child using shapes, colors and numbers, and have them predict the next three items/colours/numbers
- Explore equations with your child by using objects in the household (e.g. using beads and cups to hide beads to balance an equation)
- Look for patterns around your home and in your neighbourhood (e.g. explore the pattern in street addresses)

Data Management and Probability

By the end of Grade 4, students will:

Overall Expectations

- Collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs
- Read, describe, and interpret primary data and secondary data presented in charts and graphs, including stem-and-leaf plots and double bar graphs
- Predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results

In the classroom, students may:

Overall Expectations In Action

- Collect and organize data in charts, tables and graphs
- Interpret and draw conclusions from the data
- Predict and compare results in probability experiments



Opportunities to continue the learning at home

- Collect data from your home to construct tables and graphs (e.g. collect data about your family's leisure time; colours of clothes in the closet; etc)
- Discuss temperature data in the news and comment on trends
- Discuss probability in the household (e.g. card games: what is the probability of rolling a 3 on the die?)

NOTES/GOALS:

SCIENCE & TECHNOLOGY

Grade 4

Understanding Life Systems: Habitats and Communities

By the end of Grade 4, students will:

Overall Expectations

- Analyse the effects of human activities on habitats and communities
- Investigate the interdependence of plants and animals within specific habitats and communities
- Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them

In the classroom, students may:

Overall Expectations In Action

- Research how dumping pollution in our waterways affects our fresh water supply
- Ask questions about the depletion or extinction of a plant or animal species
- Investigate the habitats of local animals and describe and record factors that affect them
- Develop an understanding of the importance of the food chain



Opportunities to continue the learning at home

- Plan a trip to a local park or farm
- Find examples of urban development and discuss how it is impacting natural habitats
- Examine changes in the environment and discuss how these changes are impacting local species like birds
- Identify a variety of animals in books, television or on the Internet and discuss their habitats

Understanding Structures and Mechanisms: Pulleys and Gears

By the end of Grade 4, students will:

Overall Expectations

- Evaluate the impact of pulleys and gears on society and the environment
- Investigate ways in which pulleys and gears modify the speed, direction and force exerted on moving objects
- Demonstrate an understanding of the basic principles and functions of pulley systems and gear systems

In the classroom, students may:

Overall Expectations In Action

- Explore how pulley and gear systems operate by designing, building and testing them
- Create an inquiry of how pulley and gear systems function in our daily life such as elevators and other lifting devices
- Develop an understanding of how a gear system on a bicycle works



Opportunities to continue the learning at home

- Identify a pulley system at home such as a clothesline or flagpole
- Ask your child to write a set of instructions for setting up a pulley system
- Talk to your child about gear systems (e.g. elevators, bicycles, wipers on a car) and how they make our lives easier

NOTES/GOALS:

Understanding Matter and Energy: Light and Sound

By the end of Grade 4, students will:

Overall Expectations

- Assess the impact on society and the environment of technological innovations related to light and sound
- Investigate the characteristics and properties of light and sound
- Demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties

In the classroom, students may:

Overall Expectations In Action

- Explore how prisms refract light
- Ask questions and view videos about our use of light and how our use of light pollutes the night sky
- Investigate safety devices that protect us from the properties of light and/or sound such as UV coated lenses in sunglasses



Opportunities to continue the learning at home

- Ask your child to consider their eye and ear protection when walking, skateboarding, rollerblading and bicycling by using sunglasses and a helmet
- Talk to your child about ways in which light and/or sound are used in your home
- Explore musical instruments and/or sound devices on your computer

Understanding Earth and Space Systems: Understanding Rocks and Minerals

By the end of Grade 4, students will:

Overall Expectations

- assess the social and environmental impacts of human uses of rocks and minerals
- investigate, test, and compare the physical properties of rocks and minerals
- demonstrate an understanding of the physical properties of rocks and minerals

In the classroom, students may:

Overall Expectations In Action

- Sort rocks and minerals according to colour, texture and lustre
- Ask questions about mining and how surface mining and topsoil mining affect the environment
- Collect rocks to compare differences in colour and texture and discuss their composition



Opportunities to continue the learning at home

- View videos about how lava cools and creates igneous rocks after a volcanic explosion
- Ask your child to find products made from rocks and minerals in their daily lives (e.g. rocks used for landscaping, marble used for countertops and statues)
- Talk to your child about our use of salt and the impact of too much salt in their daily diet

NOTES/GOALS:

SOCIAL STUDIES

Grade 4

Heritage & Identity: Early Societies, 3000 BCE – 1500 CE

By the end of Grade 4, students will:

Overall Expectations

- Compare key aspects of life in a few early societies (3000 BCE–1500 CE), including at least one First Nations and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society
- Use the social studies inquiry process to investigate ways of life and relationships with the environment in two of more early societies (3000 BCE–1500 CE), including at least one First Nations and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies
- Demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), including at least one First Nations and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with

In the classroom, students may:

Overall Expectations In Action

- Compare various early societies to students' daily lives (e.g. the environment, food, arts, traditions)
- Use the inquiry process to investigate how early societies interacted with the environment (e.g. landforms, climate, vegetation)
- Describe significant aspects of daily life in two or more early societies (e.g. food, housing, clothing)



Opportunities to continue the learning at home

- Together, talk to older family members and friends about how our society has changed over time
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about the past
- Watch and discuss a documentary about an early society

People & Environments: Political & Physical Regions of Canada

By the end of Grade 4, students will:

Overall Expectations

- Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada
- Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada
- Identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them

In the classroom, students may:

Overall Expectations In Action

- Analyse the general ways in which the natural environment has affected the development of industry in Canada
- Use the inquiry process to investigate how the opening of a mine might help/hurt a community
- Compare and contrast different physical regions of Canada (e.g. vegetation, landform, climate)



Opportunities to continue the learning at home

- Explore the industries that exercise responsible land and resource use in our community
- Encourage your child to ask questions and use available resources like the library, the internet, documentaries, etc. to find answers about the impact of local or national industry on the environment
- Take an e-trip on Google Earth to investigate the different landforms in Canada

THE ARTS

Grade 4

Dance

By the end of Grade 4, students will:

Overall Expectations

- Apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
- Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Translate movements from nature into dance
- Communicate ideas through dance
- Analyse areas of strength and growth in performances



Opportunities to continue the learning at home

- Create movement based on the weather (e.g. thunderstorm, waves in water)
- Have a dance competition at a sleep-over or birthday party
- Share opinions about dance performance

Drama

By the end of Grade 4, students will:

Overall Expectations

- Apply the creative process to dramatic play and process drama using the elements and conventions of drama to communicate feelings, ideas and stories
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences
- Demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Role play the solution to a problem
- Use technology to enhance their performance
- Make connections to characters, themes and issues presented through drama



Opportunities to continue the learning at home

- Make connections between what they have learned in school and what they watch on television, at the movies, or at that theatre
- Create a tableau about your day
- Make note of the use of laugh tracks in sitcoms and discuss their placement

NOTES/GOALS:

Music

By the end of Grade 4, students will:

Overall Expectations

- Apply the creative process to create and perform music for a variety of purposes using the elements and techniques of music
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
- Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Consider how changing an element of music could alter the effect on listeners
- Use musical notation on the five line staff to record a sequence of sounds
- Identify the role of music in a community today



Opportunities to continue the learning at home

- Make a musical instrument and create a beat
- Go online together and find different versions of your favourite music. Discuss how each version is different or similar

Visual Arts

By the end of Grade 4, students will:

Overall Expectations

- Apply the creative process to produce a variety of two- and three-dimensional art works using elements, principles and techniques of visual arts to communicate feelings, ideas and understandings
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences
- Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Create works of art inspired by their interests and experiences
- Interpret a variety of art works
- Analyze the meaning of signs, symbols and styles in works of art



Opportunities to continue the learning at home

- Create a mural with sidewalk chalk
- Enjoy your child's art portfolio together
- Create an illustration for a favourite scene

NOTES/GOALS:



HEALTH & PHYSICAL EDUCATION

Grade 4

Active Living

By the end of Grade 4, students will:

Overall Expectations

- Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

In the classroom, students may:

Overall Expectations In Action

- Lead small group games
- Do light warm up aerobic activity before stretching
- Check their pulse
- Discuss how joining intramurals or being active at recess can benefit them

Movement Competence

By the end of Grade 4, students will:

Overall Expectations

- Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities

In the classroom, students may:

Overall Expectations In Action

- Participate in controlled, static balancing with weights
- Cooperate with group members to develop a creative movement sequence
- Participate in fitness circuits

Healthy Living

By the end of Grade 4, students will:

Overall Expectations

- Demonstrate an understanding of factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being
- Identify the physical, interpersonal, and emotional aspects of healthy human beings

In the classroom, students may:

Overall Expectations In Action

- Identify risks with on-line behaviours
- Set goals for healthy eating
- Discuss the physical and emotional changes appropriate to their current stage of development



Opportunities to continue the learning at home

- Discuss the importance of physical fitness and good health as a life-long goal
- When engaging in physical family activities try to include stretching and muscle building activities
- Engage in flexibility and strength activities
- Ask your child to choreograph a dance
- Create an obstacle course in your backyard
- Model and demonstrate appropriate online behaviour
- Keep the lines of communication open with regards to healthy peer relationships
- Explore community activity guides to see what is available

FRENCH AS A SECOND LANGUAGE

“Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.”
Ministry of Education, 2013 FSL Curriculum Grades 1-8

What are the advantages of learning a new language?

- Strengthen problem-solving, reasoning, and creative thinking skills
- Support continuing growth in their first language
- Develop motivation, confidence, enriched social skills, and increased cultural appreciation
- Enhance opportunities for future success

What are the different types of French programs?

Core French

The Core French program is mandatory in all English Language schools, **beginning in Grade 4**. Students will receive 120 hours of French per year in Grades 4–8.

French Immersion

GECD SB offers an Early French Immersion model within several elementary schools:

- JK – Grade 1 — 100% of instruction in French
- Grades 2–5 — 80% French (Language Arts is in English)
- Grades 6–8 — 50% French (Math, Science, and Language Arts are in English)
- For subjects other than FSL that are taught in French, the expectations in each course are those outlined in the English-language curriculum policy documents.

The elementary school curriculum for Core French, Extended French, and French Immersion is designed to prepare students for success in the corresponding program at the secondary level.

How can I support my child’s learning of French?

- Talk to your child about the benefits of learning French
- Encourage your child to talk, read, and write in their first language
- Read aloud to your child in their first language
- Support your child’s exploration of French resources (e.g., books, songs, videos, museums, art galleries)
- Encourage your child to share their learning with you. They could be your French teacher!

Talk to your child's teacher about other resources



The Ontario Curriculum, Grades 1-8, Language (2006)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html>

Ministry of Education FSL
<http://www.edu.gov.on.ca/eng/amenagement/FLS.html>

SCHOOL LIBRARY LEARNING COMMONS

“The only thing that you absolutely have to know, is the location of the library.”
Albert Einstein

What is available at school?

The GECSDB offers library programs with qualified Teacher-Librarians in our schools. All students have access to an up-to-date school library with collections that support curriculum, digital citizenship, inquiry, and reading for pleasure.

Can we access library materials from home?

The GECSDB provides a “virtual library” for students they can use at school and at home — including access to eBooks, encyclopedias, research support, subscription databases, and much more.

Virtual Library Link: <https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx>

Destiny Library Catalogue

Destiny is the GECSDB program we use to search and sign out items in your child’s School Library Learning Commons. Students can log in and use this program at home to find things they want to borrow.

www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases



Kids InfoBits lets students research every topic they can imagine. It provides a safe and secure way for students to find information from magazines, books, media, and many other sources. Students can also listen to the information or save it for later use.

User ID:	greateressex
Password:	library

www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Encyclopedia



Britannica School is a kid-friendly encyclopedia with articles, videos, games and images. Students can search for up-to-date information they need in a safe environment.

User ID:	greaessee
Password:	gre7392

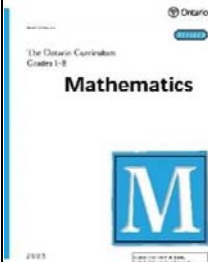
**These are some examples of the databases and encyclopedias within our GECSDB collection.
All GECSDB databases and encyclopedias require a login and password
which your child can obtain from his or her school Teacher- Librarian.**

RESOURCES



The Ontario Curriculum Curriculum, Grades 1-8, Language (2006)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html>

Reading and Writing with Your Child
<http://edu.gov.on.ca/eng/literacynumeracy/parentGuideLitEn.pdf>

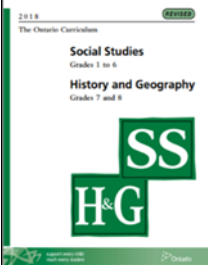


The Ontario Curriculum, Grades 1-8, Mathematics (2005)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html>

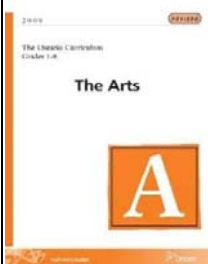
Doing Mathematics with Your Child
<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf>



The Ontario Curriculum Curriculum, Grades 1-8, Science & Technology (2007)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html>



The Ontario Curriculum, Grades 1-6, Social Studies (2018)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html>



The Ontario Curriculum, Grades 1-8, The Arts (2009)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html>



The Ontario Curriculum, Grades 1-8, Health & Physical Education (2010)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf>

COMMUNICATION BETWEEN HOME AND SCHOOL

“The partnership of parents [guardians] and teachers is a powerful one.” Council of Ontario Directors of Education (CODE), Parent

What questions can I ask my child about their day at school?

- Tell me one thing that you learned today?
- What would you like to tell me about today?
- What was the best part of your day?
- What questions did you ask today?
- How do you feel today? Why do you feel that way?

You know your child best



Please feel free to contact your child’s teacher at any time through a telephone call or note whenever you would like to share or communicate.

What are ways to connect with my child’s school?

School Website/Newsletter

Check out the school newsletter or use the school’s website to check on activities and events throughout the year. Ask your child’s teacher if there is a different form of communication they use to keep in contact with the home (e.g., agenda, newsletters, websites, and EDSBY).



Meet the Staff

Start the year by meeting your child’s staff in September. Meet the Staff events occur within the first month of school. We look forward to meeting you during this informal event.

Report Cards

Elementary Progress Reports are sent home in November. The Elementary Provincial Report card will be sent home in January and the second one will be sent home towards the end of June. Sit down with your child to review their progress. Complete and discuss the back portion of the report card (setting goals and next steps) with your child before sending the signed copy to your child’s school.

Parent Teacher Interviews

Contact the school when you receive your child’s report cards to schedule an in-person meeting or telephone conversation to discuss your child’s progress with their teachers.

School Advisory Committee (SAC)

School Councils have been created to enhance students’ learning through the cooperative efforts of parents, students, staff members, and others in the community. Speak with the administration at your child’s school for more information on how to participate and support your school’s committee.

Greater Essex County Parent Involvement Committee

The Greater Essex County District School Board Parent Involvement Committee (GECPIC) provides regular opportunities for parents/guardians to network, share ideas, offer advice and stay informed through educational presentations and relevant topics throughout the school year. GECPIC has established parental engagement as a priority and promotes communication among School Councils, parents/guardians, staff, community partners, Trustees, and the Director. To confirm dates and times visit www.publicboard.ca (Parent Involvement).

