

5

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 GECDSB’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 5

Oral Language

By the end of Grade 5, 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

- Summarize information orally for others
- Connect to the content of oral presentations
- Share ideas and ask questions
- Use role play and drama to explore ideas in texts
- Orally share connections in texts and presentations
- Explore solutions to problems with groups



Opportunities to continue the learning at home

- Demonstrate how to be a good listener when talking with your child
- Encourage your child to ask questions
- Ask your child open questions to encourage them to talk about their feelings and thinking such as “How did you feel when...?”
- Talk about your own thoughts and feelings
- Talk about books you have read with your child

Reading

By the end of Grade 5, 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 books
- Summarize a story, restating facts and the main ideas
- Sort and classify information to draw conclusions
- Make connections to texts, movies, trips, etc.
- Create a profile of a character based on the text
- Study words to support vocabulary development



Opportunities to continue the learning at home

- Create time and space for your child to read daily
- Encourage your child to read a variety of books
- Encourage relatives and friends to share books as gifts
- Take your child to the library
- Discuss books with your child and ask them what the main idea of the book might be. How do they know?
- Play word games such as Scrabble or Boggle with your child

Writing

By the end of Grade 5, 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 biographies, reports, procedures or pamphlets
- Organize ideas for writing using a writing framework
- Plan, write, edit and revise their writing
- Use a variety of parts of speech in their writing
- Select and explain pieces of their best writing



Opportunities to continue the learning at home

- Have your child record family history and heritage
- Write and/or email notes to relatives and friends
- Write a letter to the editor or respond to blogs
- Make journals of family activities or experiences
- Create games and write the rules for the game

Media Literacy

By the end of Grade 5, 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

- Identify messages in advertisements
- Support their thoughts and feelings about media
- Identify points of view and suggest different view points
- Create a variety of media texts



Opportunities to continue the learning at home

- Talk about advertisements and help your child understand the purpose of each ad
- Identify the point of view in advertisements
- Expose your child to a variety of media such as flyers, food product labels and brochures
- Discuss the messages in movies, television shows and songs

NOTES/GOALS:

MATHEMATICS

Grade 5

Number Sense and Numeration

By the end of Grade 5, students will:

Overall Expectations

- Read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers
- Demonstrate an understanding of magnitude by counting forward and backwards by 0.01
- Solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies
- Demonstrate an understanding of proportional reasoning by investigating whole-number rates

In the classroom, students may:

Overall Expectations In Action

- Use a variety of tools to compare and order whole and decimal numbers from 0.01 to 100 000
- Count forward by hundredths on a number line
- Add and subtract decimal numbers to hundredths
- Multiply and divide up to three-digit numbers
- Investigate the relationship between fractions and equivalent decimals



Opportunities to continue the learning at home

- Have your child make connections between coins and decimals, dollar bills and larger numbers
- Help your child to count using whole numbers, fractions and decimals
- Encourage your child to practice math computations through online math games

Measurement

By the end of Grade 5, students will:

Overall Expectations

- Estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies
- Determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism

In the classroom, students may:

Overall Expectations In Action

- Calculate elapsed time for transportation schedules
- Determine the relationship between the length and width of a rectangle and its area and perimeter



Opportunities to continue the learning at home


- Have your child figure out arrival times based on departure and travel times for family trips
- Help your child calculate the amount of flooring needed for his/her bedroom

Geometry and Spatial Sense


By the end of Grade 5, students will:

Overall Expectations

- Identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures
- Identify and construct nets of prisms and pyramids
- Identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes

In the classroom, students may:		Overall Expectations In Action
<ul style="list-style-type: none"> • Measure and construct angles up to 90° using a protractor • Construct nets of prisms and pyramids • Locate an object using cardinal directions and a coordinate system 		<p style="text-align: center; color: white;">Opportunities to continue the learning at home</p>
		<ul style="list-style-type: none"> • Discuss and look for angles in the environment such as roof structures, bridge trusses, and the slope of a hill • Explore computer applications of nets, pyramids and prisms • Refer to landmarks using the cardinal directions (e.g., north, south, east, west)

Patterning and Algebra	
By the end of Grade 5, students will:	Overall Expectations
<ul style="list-style-type: none"> • Determine, through investigation, using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations • Demonstrate, through investigation, an understanding of the use of variables in equations 	

In the classroom, students may:		Overall Expectations In Action
<ul style="list-style-type: none"> • Build models to represent a number pattern presented in a chart • Demonstrate an understanding of variables as unknown quantities represented by a letter or other symbol 		<p style="text-align: center; color: white;">Opportunities to continue the learning at home</p>
		<ul style="list-style-type: none"> • Use cubes to visually display a number pattern • Help your child understand that a letter or symbol can represent an unknown variable. (e.g. $12 = 5 + ?$ or $12 = 5 + S$)

Data Management and Probability	
By the end of Grade 5, students will:	Overall Expectations
<ul style="list-style-type: none"> • Collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs • Read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs • Represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models 	

In the classroom, students may:		Overall Expectations In Action
<ul style="list-style-type: none"> • Organize and display sets of data of larger populations • Compare similarities and differences between two sets of data • Play probability games and represent the results on a graph 		<p style="text-align: center; color: white;">Opportunities to continue the learning at home</p>
		<ul style="list-style-type: none"> • Research provincial statistics and compare sets of data found on sites such as Statistics Canada • Compare sports statistics between opposing teams • Assist your child in understanding the role of probability in games that involve spinners or dice



SCIENCE & TECHNOLOGY

Grade 5

Understanding Life Systems: Human Organ Systems

By the end of Grade 5, students will:

Overall Expectations

- Analyse the impact of human activities and technological innovations on human health
- Investigate the structure and function of the major organs of various human body systems
- Demonstrate an understanding of the structure and function of human body systems and interactions within and between systems

In the classroom, students may:

Overall Expectations In Action

- Explore the effects of social and environmental factors like smoking or pollution on human health
- Build a model to show how the heart and lungs work as a system
- Investigate changes in body systems like breathing and heart rate
- Research common diseases and the organs and/or body systems that they affect



Opportunities to continue the learning at home

- During physical activity, talk about the effects of exercise on your heart rate and breathing
- Explore websites to learn about how to reduce the social and environmental factors that have harmful effects on humans like smoking or sun exposure
- Develop a healthy living plan
- Talk about media messages that promote 'unhealthy' choices

Understanding Structures and Mechanisms: Forces Acting On Structures and Mechanisms

By the end of Grade 5, students will:

Overall Expectations

- Analyse social and environmental impacts of forces acting on structures and mechanisms
- Investigate forces that act on structures and mechanisms
- Identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms

In the classroom, students may:

Overall Expectations In Action

- Research how structures are built to withstand forces
- Ask questions about the impact of earthquakes, hurricanes or tornados on natural and man-made structures
- Investigate internal forces like compression, and external forces like wind, on structures



Opportunities to continue the learning at home

- Explore websites to view videos about forces from natural phenomena like tornados and hurricanes, and examine their effect on natural and man-made structures
- In your community, examine how structures are built to withstand forces
- Discuss how specific sporting equipment is designed to protect the body from the impact of forces

NOTES/GOALS:

Understanding Matter and Energy: Properties Of and Changes in Matter

By the end of Grade 5, students will:

Overall Expectations

- Evaluate the social and environmental impacts of processes used to make everyday products
- Conduct investigations that explore the properties of matter and changes in matter
- Demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change

In the classroom, students may:

Overall Expectations In Action

- Explore the environmental impact on the processes that change one product into another product through physical or chemical change like recycling plastic
- Conduct experiments that investigate changes of state and changes in matter
- Describe physical and chemical changes like rust on a bicycle or condensation on a window



Opportunities to continue the learning at home

- When cleaning up spills in the kitchen, talk about which materials are best suited for absorbing the liquid
- When cooking with your child, talk about how heat can be a catalyst for chemical change
- Talk about the environmental impact of recycling, considering a variety of perspectives like consumers, landfill operators and manufacturers

Understanding Earth and Space Systems: Conservation of Energy and Resources

By the end of Grade 5, students will:

Overall Expectations

- Analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources
- Investigate energy transformation and conservation
- Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved

In the classroom, students may:

Overall Expectations In Action

- Compare the long-term impact of different uses of energy and natural resources like heating with natural gas or solar panels
- Explore different forms of energy with examples from everyday life (electrical energy for cooking)
- Research issues related to energy and resource conservation



Opportunities to continue the learning at home

- Discuss ways your family can improve your home energy conservation
- Conduct an energy audit of your home
- Talk about alternative energy resources in Essex County like wind farms or the Fermi Nuclear Plant

NOTES/GOALS:

SOCIAL STUDIES

Grade 5

Heritage & Identity: First Nations & Europeans in New France & Early Canada

By the end of Grade 5, students will:

Overall Expectations

- Analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada.
- Use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved
- Describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada

In the classroom, students may:

Overall Expectations In Action

- Describe how the same event had a different impact on First Nations and Europeans in New France
- Use the inquiry process to investigate the interactions between indigenous peoples and Europeans prior to 1713
- Discover why certain European countries were interested in the territory that became Canada



Opportunities to continue the learning at home

- When selecting books or viewing media, consider selecting books written by indigenous authors
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about the relationships between Early Settlers and First Nations
- Take a cyber field trip to the Virtual Museum of Canada to explore early settlement

People & Environments: The Role of Government & Responsible Citizenship

By the end of Grade 5, students will:

Overall Expectations

- Assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues
- Use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues
- Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada

In the classroom, students may:

Overall Expectations In Action

- Create a plan of action to address a social issue of local, provincial or national importance (e.g. homelessness, bullying)
- Use the inquiry process to investigate social and/or environmental issues in Canada
- Describe the shared responsibilities of various levels of government for dealing with environmental and social issues



Opportunities to continue the learning at home

- Consider volunteering time with your child to gain a better understanding of local social issues
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to compare environmental issues across Canada
- Talk to your child about how the decisions made by municipal government affect daily life in our community

THE ARTS

Grade 5

Dance

By the end of Grade 5, students will:

Overall Expectations

- 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

- Create movement sequences inspired by other subject areas (e.g., students moving like molecules in science)
- Use dance as a language to explore, interpret and communicate
- Make connections between dance and their own experiences



Opportunities to continue the learning at home

- Listen to music and create a movement routine
- Use movement to convey a mood
- Learn a new dance together

Drama

By the end of Grade 5, students will:

Overall Expectations

- Apply the creative process to process drama and the development of drama works 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

- Collaborate with others to develop ideas, both in and out of role
- Identify areas for strength and growth as drama creators, performers and audience members
- Identify and describe the roles and responsibilities of key theatre personnel



Opportunities to continue the learning at home

- Talk about the use of props in a television show or movie
- Get a program from a local theatre and point out the many roles necessary to put on a show
- Take your child to see live theatre in different performance spaces

Music

By the end of Grade 5, 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

HEALTH & PHYSICAL EDUCATION

Grade 5

Active Living

By the end of Grade 5, 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

- Participate in endurance activities
- Demonstrate a positive attitude and persistence towards fitness goals
- Participate in fitness circuits

Movement Competence

By the end of Grade 5, 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

- Balance, twist, dodge, jump and skip in controlled sequences
- Manipulate equipment around objects
- Make a plan with teammates to perform a task and follow through with the plan

Healthy Living

By the end of Grade 5, 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
- Describe physical, emotional, and interpersonal changes associated with puberty

In the classroom, students may:

Overall Expectations In Action

- Explore ways to deal with bullying
- Discuss peer pressure related to alcohol and drug use
- Describe how media can influence their food choices
- Describe the physical changes at puberty
- Identify strategies students can use to manage stress and enhance their well-being



Opportunities to continue the learning at home

- Set and monitor fitness goals
- Use a pedometer to keep track of family steps
- Create outdoor, fun physical challenges
- Go on a hike as a family

- Talk about the importance of personal hygiene following puberty
- At the grocery store, point out food labels and examine them
- Talk about positive ways to deal with bullying
- Discuss healthy peer relationships

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:	grea7392

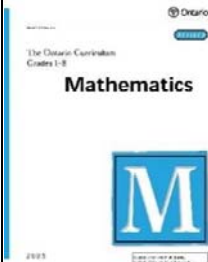
**These are some examples of the databases and encyclopedias within our GECSDB collection.
All GECSDB databases and encyclopedias require a login and password
which your child can obtain from his or her school Teacher- Librarian.**

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>

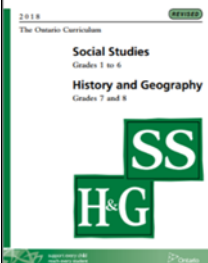


The Ontario Curriculum, Grades 1-8, Mathematics (2005)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html>

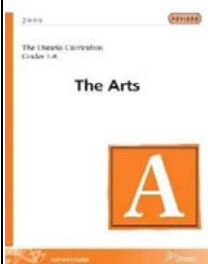
Doing Mathematics with Your Child
<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf>



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).

