

Boxwood Broncos



February 2021

Boxwood Public School
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www.boxwood.ps@yrdsb.ca

Principal: Dane Prince
Superintendent: Becky Green
Trustee: Juanita Nathan (416) 885-3479



Principal's Message

Welcome Back and New Safety Protocols

As you know, York Region schools will re-open for students who are in the Face-to-Face option. As the board has communicated to you, there are new safety protocols at our schools. Please review these new protocols below:

- Masks are now required for students in Grades 1-12. Students in kindergarten are strongly encouraged to wear masks.
- Masks are now required outdoors, during recess as well as common areas, in addition to in-class.
- Students are discouraged from congregating before and after school.
- York Region Public Health is recommending that students wear three-layer masks. Two layer masks are permitted if they are clean and fit appropriately.
- *Families dropping off and picking up their children at school are reminded to wear masks and not congregate while on school property.*

Screening Protocol

- Effective immediately, all students and staff are required to complete a [York Region Public Health school and child-care screening tool](#). Daily confirmation of screening will be required for staff and secondary students.
- If a student or staff member has ONE symptom of COVID-19 they are required to stay home from school and child-care and get tested for COVID-19 at an Assessment Centre
- If anyone in a household has travelled outside of Canada, everyone must stay home from school and child-care until the 14-day quarantine period has finished, except for essential reasons
- If anyone in your household is sick and has not tested negative for COVID-19, or does not have an alternative diagnosis from a health-care provider, all others in the household must stay home from school and child-care until the results are known or an alternative diagnosis is provided
- If someone in the household is identified as a high-risk/close contact of a confirmed COVID-19 case, the whole household is required to stay home from school for the 14-day quarantine period, except for essential reasons

Our Boxwood Touchstone

At Boxwood, we are active participants in our own learning and we persevere to reach our goals. We recognize our own success and the successes of those around us. We are responsible for what we say and how we act. We treat others the way we want to be treated.
We celebrate the diversity of our community.



Term 2 Timelines

Recently, YRDSB families had the opportunity to change their child's learning model.

Specifically, families had the choice of changing from either Online Learning to Face-to-Face learning or from Face-to-Face to Online Learning. This was the final opportunity to make a change and will remain in effect until June 30th. This information was collected through a survey that was sent to all parents. For the next couple of weeks, we will be making preparations for our students. Specifically, the board needs to determine the amount of staffing that is required for each option (teachers needed for the in-school classes and teachers needed for online classes. This is determined by the amount of students in each option. Therefore, based on our results, this could mean that we will have changes to our school organization (i.e., our classes).

For instance, if enough students leave from Face-to-Face (F2F) to go to online learning, then it is possible that a teacher (or more) will be redeployed to teach an online class.

Alternatively, if we get enough students coming back, a teacher (or more) would be redeployed back to Boxwood. As previously mentioned, it all depends on the number of students we have returning. It is also important to know that this change begins on March 3rd. **Therefore, if you have recently requested to change to online learning, that class won't start until this time.** If you want your child to receive instruction before this time, they need to return to their Face-to-Face class.

Please see the important dates for this process below:

February 25th	<ul style="list-style-type: none">• Communication to families re: class/model change
March 2nd	<ul style="list-style-type: none">• Last day in current classes for EVS, F2F students who are changing
March 3rd	<ul style="list-style-type: none">• Students who have changed models begin working in their new model• New EVS Teachers have a day of Asynchronous learning for students
March 4th	<ul style="list-style-type: none">• EVS and F2F fully operational!

March Break Postponement

This afternoon, the Minister of [Education announced that they are postponing the March Break to April 12-16](#) to help reduce the spread of COVID-19. This means that students in both virtual and in-class learning environments will continue to attend class through the previously scheduled break March 15-19.



Message from Our Trustee



Dear families,

I hope that you and your families are healthy and doing well. I want to thank all of our students, families and staff members for their flexibility, patience and perseverance during the school closures. We understand that the pandemic is creating challenges and hardships, and we will continue to prioritize and do our very best to support the well-being, learning and achievement of our students during these difficult times.

There are resources on the Board website that students and families may find helpful, including tips for speaking with your child about COVID-19, support using technology, community and mental health resources and more at www.yrdsb.ca/school-reopening.

One of our [priorities](#) as a Board of Trustees is to Champion Equity and Inclusivity: we aim to develop the knowledge, skills and attitudes to remove barriers in support of all learners.

Anti-Black Racism

We want each and every one of our students to know that they are valued, welcome, safe and respected in our schools. We know that sadly that is not the reality for some students and that incidents of anti-Black racism continue to occur in our community and our schools. These incidents cause pain, make our students feel unsafe and affect their well-being and achievement. This is not acceptable.

In the coming weeks, we will be sharing information and inviting you to participate in the *Dismantling Anti-Black Racism Strategy: Creating anti-racist and Black affirming learning and working environments* virtual event. During this event we will be unveiling our Anti-Black Racism Strategy, which was developed in coordination with families, students, community partners, educators and members of our senior leadership team. The strategy was developed in response to continued evidence of anti-Black racism, and it will be a critical tool to support positive change in the system and to improve the experiences of Black students and staff.

A series of training sessions, webinars and opportunities for learning will also be made available. Future communication will provide registration options.

I want to thank the members of the Anti-Black Racism Committee for generously giving their time, sharing their difficult experiences and their voice. We are committed to ensuring that this strategy is more than a piece of paper and are committed to doing the work to create more equitable learning environments.

I also want to acknowledge that February is Black History Month, and while we take this opportunity to highlight and celebrate the incredible contributions made by Black Canadians, we will also be looking forward to launching our Dismantling Anti-Black Racism Strategy. We will also be continuing our [celebration of Black excellence](#) in our community and I encourage you to take the time to read the stories of some of the inspiring individuals learning and working here in York Region.

We all have a role to play in creating a community that enables everyone in it to thrive, and in doing this work, we will create a more inclusive and positive environment for *all* of our students and families.

Juanita Nathan
Trustee, Markham, Wards 7 and 8



Celebrating Black Excellence Nominations

In honour of Black History Month, York Region District School Board will be celebrating Black excellence throughout the month of February and beyond by sharing stories of our students, alumni, staff, community members, community partners and our region as a whole.

Stories may be shared by YRDSB in the following ways:

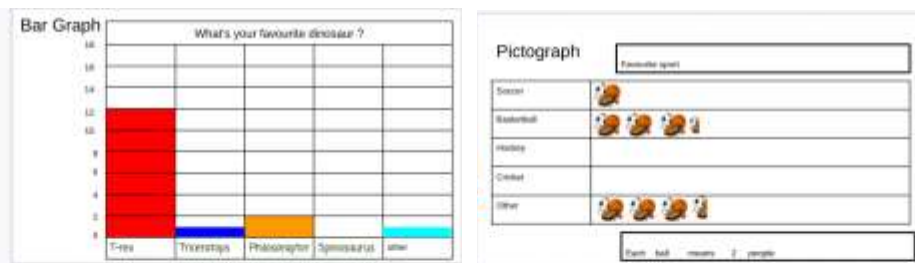
- ◆ Written feature stories/profiles
- ◆ Social media profiles
- ◆ Videos

If you would like to see samples of how stories will be shared, please visit the Celebrating Black Excellence page on the [Board website](#), the Board [Youtube channel](#) and on Instagram and [Twitter](#).

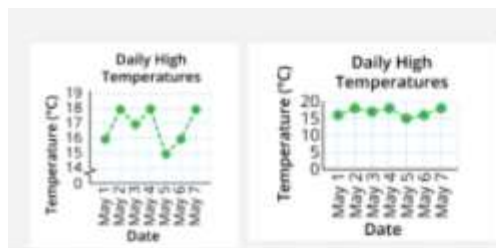
Do you have a story of Black Excellence about yourself or someone you know? If so, please consider nominating a student, alumni, staff member, community member or York Region resident through our [Celebrating Black Excellence form](#). Nominations will be accepted from February 1, 2021 - February 15, 2021.

Greetings from SSC Virtual Learning

In Junior SSC, we have been collecting and graphing data. Students surveyed their peers using a Google Form and graphed the results. We learned a lot about which other sports students like and that most students like T-Rex.



In Intermediate SSC, we are discovering that changing the scale on a graph makes the graph look different, even though the data is still the same.



Hope to see everyone soon,

Ms. Brown
SSC Teacher

Greetings from Mrs. Jokinen and Mrs. Yang's Kindergarten class



Thank you! Thank you! Thank you to all the amazing parents at Boxwood and a special shout out to our parents in Kindergarten! We would not be able to do this without you! Mrs. Yang and I are pleased to share that we have had a successful start. Online teaching and learning is a challenge and we are doing it! (with only a few hiccups)

Our class has continued its letter of the week program and the children have been printing and sharing words that begin with the letter q.



We have been listening to many winter themed stories and our current favourite right now is The Mitten by Jan Brett.



In Math, we learned about probability and have moved on to measurement. We have been finding objects to measure and a variety of things to measure with. We have had a lot of fun.



During this time it's important to ensure we are all feeling okay so we have also been sharing our feelings each day. Most days we are all happy!



Thanks again for all the support and enthusiastic participation.

Mrs. Jokinen and Mrs. Yang

Greetings from Mrs. Romanese and Mrs. Riley's class

Dear Families,

It has been wonderful to see your smiling faces and hear your voices online. We are very happy you have all been joining our classes and although we miss you all, we are happy we can still be learning together. We know that learning online is challenging and we want to thank you for working hard, being flexible and being patient as we find the best ways to support you all.

We have been working on Making Connections and Writing Paragraphs in Language. We share our ideas orally in breakout rooms and we use Jamboard to write them down. We are working on measurement in Math and have had fun searching for objects around our homes and measuring them.

In Social Studies, the Grade 3s are now starting to learn more about what life was like as a settler child in early Canada and are making comparisons to their lives today. The Grade 4s are learning about the traditional Inuit society and will then be making comparisons to the Haudenosaunee society learned earlier. They will also investigate how the environment played a role in the development of each culture.



In Science, the Grade 3s are well on their way to exploring what makes a strong and stable structure. We are doing lots of hands-on activities as we investigate this concept. The Grade 4s are just beginning their new unit that should have them exploring, creating, and experimenting with pulleys and gears.



In Visual Arts, we are learning about the art of Norval Morrisseau and are working to create our own version of his x-ray style of animal paintings using shapes and lines in construction paper.

Drama has each student becoming a character from a well known Nursery Rhyme or Fairy Tale. As that character, students will retell the story from **their character's point of view, explaining why they did certain things or how it felt** at various points of their story.

Finally, in Health and Physical Education we are starting to explore what it means to be healthy as we look at some of the healthy choices we can make every day. We are also moving from our unit on Sending Objects into our new unit on Fitness. Students will be asking family members to join them in some fitness challenges as we learn to make physical fitness and activity an everyday part of our healthy lifestyle.

Ms. Romanese & Ms. Riley

Tips on managing your child's stress from the School Mental Health Ontario

TIP # 1

Social-emotional learning supports mental health through life

Deep belly breathing



Get ready

1. Have your child get comfortable by either standing or sitting. Encourage them to keep their back straight, and shoulders and head relaxed.
2. If they're comfortable with it, ask them to close their eyes.
3. Have your child place their hands flat on their stomach.



Go

- Now, ask your child to breathe in deeply through their nose, filling the belly with breath.
- Point out how hands move out.
- Encourage them to hold their breath.
- Slowly breathe out through the mouth to feel the stomach contract and hands move in.
- Repeat 5-6 times.
- Practice deep belly breathing any time your child seems stressed or upset.



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TIP # 2

Social-emotional learning supports mental health through life

Snowstorm in a bag



Get ready

1. Collect items from around your home.
2. Gather straws, baggies (or a see-through container with a lid that you can make a hole in for a straw), light materials that will float such as Styrofoam, feathers, glitter, and tissue paper.
3. Put some of the materials inside the container/baggie, close it and place the straw in the hole.



Go

- Have your child take a big breath.
- Blow slowly into the straw.
- Watch how the materials float around the container. Does it look like a snowstorm or something else?
- Repeat.
- Ask your child how it feels when they do this.



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TIP # 3

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Emotion charades



Get ready

1. Gather a bowl or another container, paper, pens/pencils.
2. On slips of paper, write or draw different feelings depending on the age of your child. For instance, happy, sad, angry, scared, worried, sleepy, frustrated etc. Place the papers in the bowl/container.
3. Everyone in the family can play!

Go

- Decide who will go first. Have that person pick a piece of paper from the bowl.
- Have them read the feeling to themselves, or, if needed, help your child read the feeling.
- Now, they will act out the feeling without words while the other players try to guess what it is.
- Once someone gets the right answer, it's the next person's turn to pick a piece of paper and act out the feeling.


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TIP # 4

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What's the temperature?



Get ready

1. Gather paper, crayons or markers.
2. Write or draw different feelings on a piece of paper (e.g. happy, sad, angry, excited).
3. Ask your child to pick one feeling for the activity.

Go

- Have your child draw a big thermometer on a piece of paper.
- Mark off different points along the thermometer from 0 at the bottom, to 5 at the top.
- Write the feeling your child picked at the top of the paper.
- Talk about the different intensities of that feeling with 1 being the lowest and 5 being the highest. For example, if your child chooses anger, 1 might be not at all angry and 5 might be furious.
- Describe a situation and ask your child to rate where on the thermometer that situation might make them feel.
- This can be used during different times to help your child recognize the feeling and the intensity.
- Make a new thermometer using a different feeling.


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TIP # 5


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Gratitude moment




 **Get ready**

1. Gather paper and a pencil (optional).
2. Introduce the activity to your child. For example, "We are going to take a few minutes to talk about some of the things in our life we are grateful or thankful for." Explain what it means to be grateful or thankful.

 **Go**


- Share something you're thankful for as an example.
- Everyone takes a turn sharing what they are grateful/thankful for.
- Repeat as often as you would like.
- Consider writing down comments and posting them in the home.


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TIP # 6


Social-emotional learning supports mental health through life

Four finger affirmation




 **Get ready**

1. Gather paper and a pencil (optional).

 **Go**

- Ask your child to choose four words that make them feel calm and confident. It might be a sentence or just four words.
*Examples: "I am loved today,"
"I believe in me,"
"Breathe, listen, smile, love,"
"I can handle this."*
- Explain that each word they choose will match a finger on their hand.
- Have them say the words (affirmation) aloud or in their head and connect each finger with their thumb.
- Tell your child they can repeat this as many times as they like, aloud or to themselves.

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TIP # 7

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Kindness jar



Get ready

1. Gather a large see-through jar and dried beans, small pasta, marbles or jelly beans (or any small item you have a collection of in the house).
2. Explain to your child that the jar will be used to capture "acts of kindness" for everyone in the family who is participating.
3. Talk about what an act of kindness is (e.g. sharing a toy with a sibling).



Go

- The beans/items are added to the jar for each kind act that someone notices someone else doing.
- Share with each other when an "act of kindness" is noticed.
- The sharing can happen when the family is together, such as during a meal.

NOTE: This is a great activity that children can share via telephone or video calls with others such as grandparents, aunts, uncles, cousins and friends.



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TIP # 8

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Notice the positive



Get ready

1. Gather materials to write on (e.g. Post-it Notes, paper) and write with (pens, markers, etc.).
2. Gather a container, basket, jar or bin to collect messages.
3. Explain to your child what a positive message means and model some positive messages (e.g. The picture you drew made me smile).
4. Practise noticing and saying positive messages with your child.



Go

- Decorate a "positive message" container such as a basket, jar or bin.
- Encourage your child to write or draw positive acts or comments they notice.
- Fill the container during the week with each person's comments or drawings of positive messages they notice or hear.
- Read the positive messages that were collected when everyone is together.



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TIP # 9


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Show and share




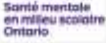
 **Get ready**

1. This activity is similar to “show and tell” often used at school where a student brings an item from home that they share with their classmates.
2. Gather materials to write on (e.g. Post-it Notes, paper) and write with (pens, markers, etc.). (optional)

 **Go**

- Have your child think about something about themselves that they want to share (e.g. favourite song, someone they admire, a special talent, what they are grateful for).
- Encourage your child to share their thoughts with others in the family.
- Everyone takes a turn.

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TIP # 10

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Inspirational graffiti




 **Get ready**

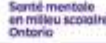
Note: If you don't have a sidewalk or driveway but can still head outside, you can use mud, sticks and stones or other materials

1. Gather sidewalk chalk – different colours if you have them!

 **Go**

- Head outside to a sidewalk or driveway or any space you may have.
- Ask your child what positive message they would like to share with others.
- Encourage them to use words and pictures.
- You might consider joining in with them to talk about how these positive messages and images might encourage those who pass by or see them and how that makes them feel!
- If you have a phone with a camera, take some pictures to share with others to enjoy after the rain washes the message away.

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TIP # 11


Social-emotional learning supports mental health through life

Organizing pause





 **Get ready**

1. With your child, pick an area of the home to organize.
2. Gather items to help you, such as bins, labels, or garbage bags.

 **Go**


- Pick a time that works for your child. Depending on their age, they may require your assistance and support.
- Identify what you will be organizing (e.g. closet, toys, clothes) and talk about why it is important (e.g. it's easier to find what you need).
- Set a time to take a break.
- Often these activities offer opportunities for talking about thoughts, feelings etc.
- Think about a way to celebrate task completion (e.g. "high five", "happy dance", a little treat).
- Ask your child how they feel about accomplishing the task.


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TIP # 12


Social-emotional learning supports mental health through life

Stop, think and go problem solving



 **Get ready**

1. Gather paper, markers, magazines, scissors.
2. Make a traffic light model with your child - draw one, build one or find a picture of one.

 **Go**

The traffic light will be used to help with problem solving. Explain the three colours:

Red means stop! When they have a problem, they stop.

- Take a deep breath
- Talk about what the problem is

Yellow means think!


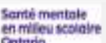
- Slow down, maybe take several deep breaths
- Think and talk about possible solutions.

Green means go!

- Try out your solution

Talk about some problems your child might face and how the traffic light might help (e.g. *fight with a sibling, I want the toy, I want a snack now, I want to watch tv now*).

Put the traffic light you created somewhere visible, like on the fridge. Help your child use the visual and this process each time there is a problem or a conflict.

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Building Social Skills

Building Social Skills Guide

Social skills like taking turns, decision making, greeting, self-regulation and more, can help prepare students for success in many areas of their lives. There are many ways children can learn these skills, and many ways adults can help to develop and nurture them.

York Region District School Board has developed a user-friendly guide full of tips, resources and ideas to help caregivers and other adults:

- ◆ Determine what social skills to teach
- ◆ How to teach them
- ◆ How to support any child who may benefit from direct instruction and practice in learning social skills.

[Play. Talk. Think. Feel: A User-Friendly Guide for Building Social Skills in Children](#) covers a wide variety of skills and includes a number of activities, games, resources and more that can be used by family members, caregivers, educators and others to support social skill development.

Family Day-Monday February 15th

A reminder to all parents/guardians that Monday, February 15th is Family Day, an observed holiday by the Ontario Government and therefore school will be closed that day. Please take the day to enjoy and spend time with your family.



Kindergarten Registration for 2021-2022 School Year is now open

There are several ways you can register for Kindergarten:

Online - Families can access the [online Kindergarten registration information](#). It is recommended that families use a laptop or a desktop, rather than a mobile device to complete this registration.

By email - Families can download the [Elementary School Registration Form](#) and email the completed form to their school email address. Email addresses can be found on the [school website](#).

By phone - Families can request support from the school Principal/Vice-Principal to complete the registration form on their behalf by collecting the required information by phone. Families can request an interpreter, if needed, during this phone conversation. [Call your local school](#).

By mail or appointment. You can mail completed applications to the school, or request an appointment (once schools have reopened) to drop-off your completed paper application form.

You will receive a message at the end of your registration that outlines which documents you need to take to the school to verify your registration. Your registration will be complete once you have verified these documents at the school. The document verification process is by appointment only at this time. Once you have completed your application, **the school** will contact you to make an appointment

Children who turn four or five years old during 2021, live within the school boundary and whose parents are public school tax supporters will be eligible to register for kindergarten.



As we generally go outside for our recesses, students are to come to school ready for winter and prepared to be outdoors during recess and after lunch. As per our **YRDSB** policy, when temperatures and/or wind chill reach between **minus 18-20** degrees Celsius, we keep the students in for an indoor recess. When the temperatures reach **minus 16-18**, we shorten the recess to give the students some fresh air.

Children need to be dressed properly for our invigorating winter days. It is advisable for students to bring extra pants and socks. A change is often necessary due to the wet and cold weather of the winter months. To avoid adding to the clothing collection in the Lost and Found, it is recommended that parents/guardians should be advised to label all articles of clothing, including but not limited to boots, hats, mitts/gloves, scarves, and snow pants .



Dates to Remember

February 2021

Monday	Tuesday	Wednesday	Thursday	Friday
15 FAMILY DAY— HOLIDAY NO SCHOOL 	16 Return to F2F Schooling	17	18	19
22	23 School Council Meeting (7:00pm)	24	25	26
REPORT CARDS GO HOME ELECTRONICALLY				
1	2	3	4 First Day of New Classes (F2F & EVS)	5
March 2021				
8	9	10	11	12

Upcoming Dates:

March 14th—Daylight saving time starts
 April 2—Good Friday (holiday)
 April 5—Easter Monday (holiday)
April 12-16th—New Mid Winter Break

