

Emily Carr Secondary School Newsletter



4901 Rutherford Rd, Vaughan, ON L4H 3C2

December 6, 2024

In this Issue:

- School Safety and Community Reminders
- Grade 9 Math EQAO
- Semester 1 Final Exams

Grade 9 Math EQAO

Grade 9 Math EQAO will be taking place Wednesday, January 15, 2025 and Thursday, January 16, 2025 for any students taking grade 9 de-streamed Math during semester one. Please see the attached schedule and policies/procedures for final evaluations.

Semester 1 Final Exams

Semester 1 Final Evaluations will take place on Wednesday, January 22, 2025 to Monday, January 27, 2025. Thursday, January 30, 2025 will be a severe weather day, if needed. Please see the attached notice regarding Final Exam Policies and Procedures.

Family Dashboard

The dashboard will give you secure one-stop access to information and applications related to your child's education. It is designed to make it easier for families to engage with their child's education. Please visit the included link: <https://www2.yrdsb.ca/node/4373>

Food Donations

Emily Carr Secondary School is looking for non-perishable food donations (eg. pasta sauce, pasta, canned vegetables) to distribute to families in need throughout the school year. If you are able, please help by dropping off your non-perishable food item donations to the main office. We appreciate your continued support to our school community. A HUGE thank you to all the families who have already contributed!

ECSS Alumni Club Presents...

Students at Emily Carr Secondary will have the opportunity to hear from Chris Vasiliou on Wednesday, December 11, 2024. Please see the attached flyer.

Contact Us

Phone **905-850-5012**

Extensions

Reception 0

Attendance 1

Guidance 3

emily.carr.ss@yrdsb.ca

Online

[School website](#)



@emilycarryrdsb

Administration

Principal

[Tanya-Lynn Paul](#)

Vice Principals

[Nadira Lawrence-Selan](#) (A-L)

[Samuel Gangbar](#) (M-Z)

[School Council](#)

Co-Chair - Andre Tsopelas

Co-Chair - Lisa Rapisardi

Superintendent

[Otilia Olteanu](#)

Trustee

[Dr. Elizabeth Sinclair](#)



School News

Students can vote now for Student Trustees

Students in Grades 5-12 will have an opportunity January 13-17 to participate in voting for the student trustee candidate who will represent our geographic area of the school board.

How to Vote

All students in Grades 5-12 will receive an email in their GAPPS account. The email will include a link to a Google site where they will find information about candidates in our area, and a link to a form where they can submit their vote. One candidate will be selected by students to represent each of the four areas of the school board in the final vote. In the final vote, scheduled for February, students can vote for two candidates who will represent them during the next school year.

Student Trustees

Student trustees play an important role representing students in the school board. They network with students, staff and the Board of Trustees to share information that gives students a meaningful voice. This is an important opportunity for students to participate in the student trustee elections and vote for the students who will represent their voice, so we encourage students to check their email and take the time to vote.

Learn more about the role and the election process at www.yrdsb.ca/studenttrustees.

Multi-Year Strategic Plan

Recently, York Region District School Board launched its new Multi-Year Strategic Plan. Developed by the Board of Trustees and based on feedback from staff, students and community, it lays out three priorities:

- Student Achievement
- Health and Well-Being
- Human Rights and Inclusive Education

The plan aims to build unity while helping students to achieve excellence by promoting and supporting high expectations for all, building healthy environments and positive relationships and learning and growing together while affirming our diverse identities. This plan will guide the collective work of the board for the next 4-5 years and we look forward to sharing its success with you in the coming months. To learn more about the Multi-Year Strategic Plan please visit www.yrdsb.ca/MYSP

Important Dates

Winter Welcome - December 12

Winter Break - December 23 to January 3

Helpful Links

CARING & SAFE SCHOOLS:

[Kids Help Phone](#)
[Report It \(YRDSB\)](#)

SUPPORTING MENTAL HEALTH AND WELL-BEING:

Crisis Mental Health Supports for Students:

[310-COPE](#): 905-310-COPE (2673) or 1-855-310-COPE (2673) - available 24/7

[KidsHelpPhone](#): 1-800-668-6868, text 686868 - available 24/7



School News

Coyote Pride

As members of our school community, it is important to treat our school with respect and care. Our school property, including washrooms, classrooms, hallways, libraries, and outdoor areas, are vital for a positive learning experience.

Please remind your child(ren) to:

1. **Keep Areas Clean:** Dispose of trash in garbage bins properly and tidy up.
2. **Handle Equipment with Care:** Use school materials and equipment responsibly to ensure they remain in good condition.
3. **Respect Shared Spaces:** Be considerate of others when using common areas such as school washrooms. Our washrooms are shared spaces that need everyone's cooperation to maintain.
4. **Report Issues:** If students notice any damage or need assistance, please report it to a teacher or staff member.

By following these guidelines, we can create a welcoming and safe environment for everyone. Thank you for your cooperation!

Good Neighbour Relationships

The students of ECSS have a shared responsibility with our community partners to ensure an inviting and clean environment for our neighbours and our community. Students are asked to respect the property and privacy of our neighbours. Although the Al Palladini Community Center, the Pierre Berton Resource Library and the Business establishments at the Plaza are public facilities, they are to be treated as private property by our students. Students are not to loiter in, or near, these establishments. To be inside Al Palladini Community Center, students must have a Community Center membership and they must be participating in community activities. We are proud of our students as they are ECSS ambassadors wherever they go in the community.

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SUPPORTING MENTAL HEALTH AND WELL-BEING: Crisis Mental Health Supports for Students:

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[KidsHelpPhone](#): 1-800-668-6868, text 686868 - available 24/7



Updates from Guidance

Dual Credit courses allow Gr. 11 and 12 high school students to take college courses that count towards both the Ontario Secondary School Diploma (OSSD) or SHSM OSSD and a college certificate, diploma, or degree. Students may earn up to a maximum of four elective credits through college-delivered dual credit courses that count towards their OSSD or SHSM OSSD. Please refer to the attachment below for offerings in Winter 2025 and schedule a guidance appointment to discuss next steps.

ONTARIO UNIVERSITY AND ONTARIO COLLEGE APPLICATION DEADLINES are listed below. Students are encouraged to apply as soon as they have decided on their postsecondary programs.

Ontario University/OUAC applications - **NO LATER THAN WEDNESDAY, JANUARY 15, 2025** for equal consideration.

Ontario College/OCAS applications - **NO LATER THAN SATURDAY, FEBRUARY 1, 2025** for equal consideration.

*In addition to counsellor support, students have been provided with links to video tutorials to assist with the application process in their "All Things Grade 12" Google Classroom.

Night School registration for Semester Two (Winter 2025) opens on December 16, 2024. Please click on the [link](#) for detailed information and how to register through My Pathway Planner/myBlueprint. Students can schedule a guidance appointment or come to the Guidance Pop-Up Shop should they require support.

January 2025 Exam Schedule Information for Students and Families

Please find the **January 2025** calendar for the examination period below. The exam period is determined by the YRDSB/approved by the Ministry of Education; students are expected to be present for all exams.

Here is our January exam schedule below for **students in Grades 9, 10, 11, 12:**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
20	21	22	23	24
Regular Instructional Day Credit Rescue Gr 11/12	Regular Instructional Day Credit Rescue Gr 11/12	Period 1 Exam Culminating Activities	Period 2 Exams Culminating Activities	Period 3 Exams Culminating Activities
27	28	29	30	31st
Period 4 Exams Culminating Activities	Rescheduled Exams and Credit Recovery	Instructional Day Lunar New Year	Exam Review Day Modified Schedule Severe Weather Day Regular Day for Community Classes	PA DAY - no students attend school on this date

- **A more detailed exam schedule, including course and room numbers, has now been shared. If your child does not have a final exam, please encourage them to connect with their teachers to learn more about any culminating tasks or assignments they may have in place of an exam.**
- **SEVERE WEATHER:** Information regarding bus cancellations, inclement weather, and school closures will be posted on the York Region District School Board website. If an Inclement Weather Day occurs during the scheduled exam period of January 22 to January 27, forcing the cancellation of all exams on a given day, the day for rescheduling those exams will be Tuesday, January 28. Exams will begin at 8:30 a.m.
- **Students in the DD and ASD Community Classes** will attend full days, following their regular schedule during the exam period.

Exam Policies and Procedures:

- **Please review the following exam policies and procedures to support the exam period**

ABSENCES

- Illness and court appearance are the only two valid absences during exams. If you are unable to be present for an exam, you must present a medical certificate or a court order. Failure to do so will result in a mark of zero for the exam and may jeopardize your credit. A court order must be presented prior to the writing of an exam so that alternate arrangements can be made. The medical certificate must be

presented to the Vice-Principal as soon as possible, or at the latest, prior to the end of the exam week, so that exams may be rescheduled.

LATE ARRIVAL

- If you arrive up to 30 minutes late, you should go directly to your exam room. You will only be given the remaining time for the exam. If you arrive more than 30 minutes late, you should go to the Main Office to speak to a Vice-Principal.

EXAM WEEK

- During exam week, you are required to be at school only when you are scheduled to write an exam or culminating activities. To see your teacher for extra help, you must book an appointment in advance. Students may study quietly in the library, or in small groups in the cafeteria. Students are not permitted to be in the halls, or to go to their locker when exams are being written. The cafeteria server will be closed during exams.

EXTRA HELP

- Students seeking extra help must book an appointment with their teacher(s) in advance. As students are not permitted to be in the halls during exam times, appointments should be scheduled outside of exam hours.

DURING AN EXAM

- Textbooks to be returned should be placed on your desk. Other books, pencil cases, jackets, bags, notebooks, etc. are not allowed in the exam room.
- Electronic dictionaries, cell phones and other electronic devices (i.e. watches that connect to phones) are not to be used during an exam. Cell phones must be shut off and out of sight during exams.
- Students may not communicate or share resources with any other students once an exam has begun.
- Students must remain in the exam room for the entire duration of the exam.

EXTRA TIME

- Students with an Individual Education Plan (IEP) and Multi Language Learners (MLL) who have the accommodation of extra time, may continue their exams with their teacher or be escorted to the provisions room (room 116). Arrangements must be made in advance with the Special Education Resource Teacher (SERT) for any student with an IEP who wishes to begin their exam in the provisions room.

SEM. 01 - ECSS EXAM TIMETABLE 2024-2025															
Wednesday, January 22, 2025				Thursday, January 23, 2025				Friday, January 24, 2025				Monday, January 27, 2025			
Start Time 8:30 a.m.				Start Time 8:30 a.m.				Start Time 8:30 am				Start Time 8:30 a.m.			
PERIOD 01 EXAMS				PERIOD 02 EXAMS				PERIOD 03 EXAMS				PERIOD 04 EXAMS			
Teacher Name	Course Code	Length	Room	Teacher Name	Course Code	Length	Room	Teacher Name	Course Code	Length	Room	Teacher Name	Course Code	Length	Room
Chan	MHF4U1.3	2 Hour	146	Alkabeer	SNC1W1.3	1.5 Hour	122	Colella	HFA4U1.2	1.5 Hour	250	Addesa	HFC3M1.4	1.5 Hour	249
Grigoropoulos	CGC1W1.3	1.5 Hour	248	Carmichael	HFA4U1.1	1.5 Hour	174	George	MCF3M1.1	2 Hour	146	Antoniotti	BAT4M1.1	2 Hour	220
Kanesalingam	MDM4U1.2	2 Hour	152	Chan	ICS3U1/4U.1	1.5 Hour	106	Giralico	MHF4U1.1	2 Hour	144	Chan	ICD2O1.1	1.5 Hour	106
Kaur	SNC2D1.6	1.5 Hour	148	Eslami	SPH4C1.1	2 Hour	147	Grigoropoulos	CGC1W1.4	1.5 Hour	248	Colella	HHG4M1.1	1.5 Hour	250
Korn	SCH4U1.3	2 Hour	246	Eslami	SPH4U1.1	2 Hour	147	Kanesalingam	MCR3U1.4	1.5 Hour	152	Furlan	MPM2D1.4	1.5 Hour	151
Mir	SCH3U1.1	2 Hour	227	George	MCR3U1.3	1.5 Hour	146	Kaur	SBI4U1.1	2 Hour	226	George	MCR3U1.5	1.5 Hour	146
Oh	SPH3U1.1	2 Hour	247	Ioannou	BBB4M1.1	1.5 Hour	223	Korn	SNC2D1.3	1.5 Hour	246	Giralico	MHF4U1.2	2 Hour	144
Richardson	CHC2D1.1	1.5 Hour	243	Moradi	FSF 1D1.2	1.5 Hour	225	Marinelli	HSP3U1.1	1.5 Hour	221	Kaur	SBI3U1.2	2 Hour	226
Rybak	TPJ3M1.1	1.5 Hour	167	Oh	SNC2D1.1	1.5 Hour	247	Martin	ESLB01.2 / CO1.1	1.5 Hour	225	Korn	SCH4C1.1	2 Hour	246
Saad	MCF3M1.2	2 Hour	150	Pietrantonio	TXJ3E1.1	2 Hour	166	Mehta	BAF3M1.1	2 Hour	216	Korn	SCH4U1.4	2 Hour	246
Saad	MCR3U1.2	1.5 Hour	150	Richardson	CHC2D1.2	1.5 Hour	243	Mir	SCH3U1.2	2 Hour	227	Lo Re	FSF1D1.4	1.5 Hour	225
Safaric	ESLDO1.1	1.5 Hour	225	Saad	MHF4U1.5	2 Hour	150	Moradi	SNC1W1.4	1.5 Hour	122	Marinelli	HFC3M1.1	1.5 Hour	221
Safaric	ESLEO1.1	1.5 Hour	225	Sansom	CGC1W1.2	1.5 Hour	251	Patimisco	MPM2D1.3	1.5 Hour	150	Mir	SCH4U1.1	2 Hour	227
Sansom	CGR4M1.1	1.5 Hour	251	Skidmore	FSF1O1.1	1.5 Hour	224	Pietrantonio	TXJ2O1.1	2 Hour	166	Oh	SNC2D1.4	1.5 Hour	247
Shutov	SNC1W1.1	1.5 Hour	147	Skidmore	FSF2O1.1	1.5 Hour	224	Saad	MHF4U1.6	2 Hour	148	Oh	SNC2P1.1	1.5 Hour	247
Singh	SBI3C1.1	2 Hour	226					Safaric	ESLAO1.1	1.5 Hour	225	Rybak	TPJ3M1.2	1.5 Hour	167
Singh	SBI3U1.1	2 Hour	226					Skidmore	FSF1D1.5	1.5 Hour	224	Safaric	SNC1W1.5	1.5 Hour	122
Skidmore	FSF1D1.1	1.5 Hour	224									Safaric	SNC1W1.5	1.5 Hour	122
Pietrantonio	AMI 1O, 2O, 3M, 4M.	2 Hour	166									Sansom	CGC1W1.8	1.5 Hour	251
Tuesday, January 28, 2025				Wednesday, January 29, 2025				Thursday, January 30th 2025, MODIFIED TIMETABLE				Friday, January 31th 2025			
RESCHEDULED EXAMS & CREDIT RECOVERY				INSTRUCTIONAL DAY - LUNAR NEW YEAR				MARK REVIEW DAY/ SEVERE WEATHER DAY				P.A. DAY, NO CLASSES FOR STUDENTS			
Teacher Name	Course Code	Length	Room					Period	Timeframe						
								Period 01	8:00 a.m. - 8:35 a.m.						
								Announcements	8:35 a.m. - 8:40 a.m.						
								Period 02	8:45 a.m. - 9:20 a.m.						
								Period 04	9:25 a.m. - 10:00 a.m.						
								Period 05	10:05 a.m. - 10:40 a.m.						
								Lunch	10:45 a.m. - 11:30 a.m.						
				Afternoon	11:30 p.m. - 2:40 p.m. *appointments only										



Celebrating World Polio Day

Dipasha Dayani

October 24th is World Polio Day, so let us go back in time, covering the history of polio and global efforts to eliminate and protect against it.

What is Polio?

Polio, short for poliomyelitis, is an illness caused by a poliovirus that primarily targets nerves in the spinal cord or brainstem. Though the pain and terror caused by polio during the 20th century, most people infected with polio will be asymptomatic. However, polio, like many other viruses, can be spread through sneezing or coughing. It can also be spread through feces and its contaminated water.

There are 3 main categorizations of polio:

Abortive polio: affecting about 5% of all poliovirus infections, this type causes flu-like symptoms, such as: fever, sore throat, loss of appetite and muscle aches. These symptoms generally last for 2-3 days on end.

Nonparalytic polio: affecting about 1% of infections, is much more serious and deadly than abortive polio. It initially begins as flu-like symptoms, along with some stiffness in the neck, arms or legs and headaches. Should it progress, a second phase of symptoms arise, with more stiffness, weaker muscles and the decreasing of reflexes which leads into the final, and most deadly form of polio.

Paralytic polio: one of the rarest forms of polio, which as the name suggests, starts as nonparalytic polio before progressing. Symptoms can include: intense pain, muscle spasms, further muscle weakness, and paralysis of muscles that help with breathing. In this form, individual limbs experience paralysis or deformities, and an iron lung was used in the past to assist with breathing.

Polio: A Blast From the Past

Though polio really first made its mark during the 1910's - 1920's and onwards, evidence of the disease dates back to Ancient Egypt.



Children using an iron lung, a device used to help those with severe polio cases breathe. 'Two patients are treated in full-body respirators called iron lungs.' March of Dimes Foundation, <https://www.pbs.org/wgbh/americanexperience/features/polio-crusade/>

KEEPING UP WITH CARR

WHAT HAS EMILY CARR BEEN UP TO LATELY?



Photos courtesy of Owen Lee

Coyote Camp

On October 1st, Grade 9 students participated in a variety of fun games around the school.

VISIT OUR NEW PUBLIC WEBSITE:
ECSSCARRSCOOP.WIXSITE.COM/THECARRSCOOP

One of the first recorded polio cases is said to be a priest, recorded on the stele from 1365 to 1403 BC, with the classic leg deformities that Polio can bring to a person. Even with this, the first clinical description of polio was made in 1789 by London Pediatrician Michael Underwood, describing its symptoms in infants. Despite the evidence of polio's existence and spread, only sporadic cases were documented, mainly throughout industrialized countries. It's still debated why this is, whether the cleaner conditions stopped natural immunization, or whether, overtime, better diagnosis tools came out, allowing for more cases to be determined. 51 years later, Dr Jacob von Heine conducted the first real investigation of polio, developing a theory that it may be contagious. This was right before one of the first real epidemics of the disease, with 14 people near Oslo, Norway being infected. From there, new epidemics soon arose, with about 132 cases in Vermont in 1894, and about 1031 in Sweden in 1905. This is also around the time that Swedish Paediatrician Dr. Ivar Wickman recognized that polio could very easily spread from the infected to the uninfected without proper quarantine measures. Another epidemic soon arose in Sweden yet again in 1911, with double the cases of the last, and 3840 in Stockholm. Here, professor Carl Kling and his colleagues managed to do a test on some victims and discovered polio in their throat (and sometimes small intestines). Even with all this research, a new outbreak was just around the corner.

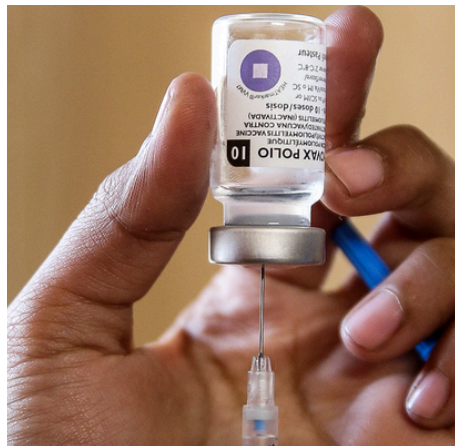
Spreading Like Wildfire

Though a lot of polio outbreaks were first recorded in Scandinavia, epidemics in North America were annually reported. During the 1910's, it was known as a season, a time period where parents would monitor their kids closely, attempting to catch polio symptoms early. Most polio infections at this time were in young children, often infants. In June of 1916 however, the US got its first major polio outbreak. In Pigtown, New York, polio began to spread like wildfire, with the community closing down to outsiders and patrolling train stations and roads. The city's outbreak lasted through October, killing 6,000 and leaving 27,000 paralyzed. In New York City, about 8,900 cases were reported and 2,400 deaths, 80% of which were children. Similar epidemics soon began to arise in the country, and even made its way over to Canada.

Though this period saw numerous deaths and paralyzations, the worst time for polio outbreaks was actually the 1940's to 1950's, otherwise known as the WW2 era.

At this time, experts began to realize that not only were the cases of polio (specifically paralytic) going up, but the age at which people got infected was increasing as well, now affecting those over the age of 10. From 1940 to 1944, polio cases sat at about 8 per 100,000, doubling in 1945 and peaking in 1952, with over 57,000 cases country wide. In 1953 Canada saw 9,000 cases and 500 deaths altogether. Oftentimes schools, playgrounds, and movie theatres had to be officially closed down during various regional epidemics. Additionally, cases of nurses coming out of retirement just to help with the epidemic increased. Many children suffering with polio came to various Sick Kids hospitals in the country, especially in Toronto. Here, homemade iron lungs were put together using parts found in the hospital's basement, as health officials and the government struggled to meet demand. In the end, the hospital was able to construct roughly 27 makeshift iron lungs within the span of weeks. For these people, children, and families, though all seemed quite troubling, help was around the corner.

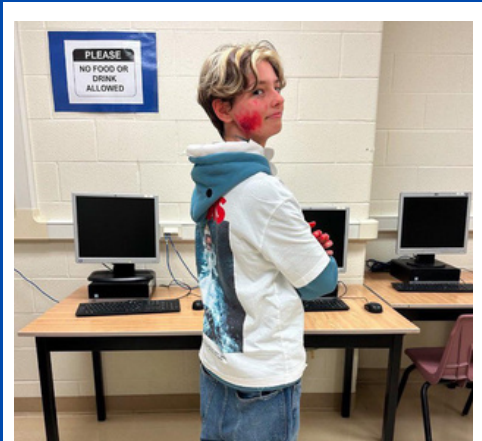
Vaccines and Solutions



The inactivated polio vaccine, also known as "Salk vaccine", is being drawn. "Inactivated poliovirus vaccine" Polioeradication, <https://polioeradication.org/about-polio/the-vaccines/ipv/>.

KEEPING UP WITH CARR

WHAT HAS EMILY CARR BEEN UP TO LATELY?



Photos courtesy of Manya Sabharwal

Halloween at Carr

Students and staff got into the spooky spirit with their creative costumes!

With over half a million people paralyzed each year, and 3 rapidly spreading strains of wild poliovirus, vaccines became the main solution for this issue. The first real breakthrough came in 1949 and 1952, with John Enders, Thomas Weller and Frederick Robbins successful poliovirus cultivation in tissue, and Dorothy Horstmann's experiments confirming poliovirus in blood. Both these discoveries helped the 1950's vaccine creation, made by physician Jonas Salk. This version of the vaccine included an inactive (or "killed") version of the virus, and was tested on himself, his family, and various others spanning the US, Canada and Finland. On April 12th 1955, it was officially licensed, now being created by six pharmaceutical companies. However, it was not patented, as he didn't want to profit off of the elimination of polio. A second vaccine, this time oral, was made by physician and microbiologist Albert Sabin. This vaccine gave the virus a very weakened state. Though Salk's vaccine was favoured in the US, the convenience that an oral vaccine brought helped thousands, as it was tested and later given to children in the Soviet Union, Czechoslovakia from 1958 to 1959. Unlike the inactive vaccine, this one could actively stop the spread and transmission of the virus. Czechoslovakia later became the first country to rid polio entirely in the early 1960's. In 1988, the World Health Assembly created and passed resolutions to eradicate polio, with the Global Polio Eradication Initiative (GPEI) also being launched. With their assistance, vaccines (both Salks and Sabins) were distributed globally. By 1994, polio was eradicated from both Americas and by 1999, type 2 of wild poliovirus was completely eradicated. By 2003, polio was endemic in 6 countries, dropping further to 4 in 2006. The WHO's South-East Asia region became polio free in 2014, with the African region meeting that goal in 2020. In the same year, wild poliovirus type 3 was also eradicated.

As of 2022, cases of polio are far and few inbetween, with 22 cases being recorded, and the virus endemic in only 2 countries; Afghanistan and Pakistan. They are one of the last places on earth where type 1 of the virus is still found.

Vaccinations

Though it's still recommended that travellers going to these areas get booster vaccinations, the successful near-eradication of polio shows the vaccine's effectiveness in dire situations and how the lives of many can be improved by a single dose.

Managing Your Mental Health: A Guide For Winter Wellness

Adriana Crudele

As the winter season approaches, many students find themselves facing increased mental health challenges due to colder weather, shorter days, and the pressure of exams. Reduced hours of daylight and academic stress can lead to feelings of anxiety, low energy, and even depression. Understanding how to cope with such overwhelming feelings is essential for maintaining a positive mental well-being at this time.

Winter takes a toll on mental health, as it's common for people of all ages to experience Seasonal Affective Disorder (SAD). This is a form of depression that occurs during the colder months. Symptoms include fatigue, changes in sleep patterns, and a general sense of low mood. Students commonly experience the stress of exams and the isolation that can come with the winter months, despite not having SAD.

Managing overwhelming feelings begins with taking a proactive approach to your mental health. Effective coping strategies include staying physically active, using time management skills, and seeking support when necessary. Firstly, physical activity is a powerful tool for boosting mood and energy, as it increases endorphin levels. If outdoor exercise isn't an option, indoor workouts or yoga are excellent alternatives to keep moving. Furthermore, during exam season, managing your time becomes even more important to prevent stress and burnout. Breaking study sessions into manageable blocks can help you stay focused and avoid feeling overwhelmed. A helpful technique is the Pomodoro Method - study for 25 minutes, then take a 5-minute break. Finally, social support is crucial. Reaching out to friends, family, and/or peers for a talk can help ease stress and provide emotional relief. Isolation can increase feelings of anxiety, so maintaining meaningful connections is key during these busy months. Additionally, mindfulness practices such as meditation or relaxation exercises can effectively reduce stress and improve mental clarity.

In conclusion, winter can be a difficult time for students, but by prioritizing self-care, staying active, and seeking help when needed, it's easier to manage stress and maintain positive mental health. With the right strategies and support, navigating the winter months becomes much more manageable. Remember, it's okay to ask for help – your mental health is important.

KEEPING UP WITH CARR

WHAT HAS EMILY CARR BEEN UP TO LATELY?



Photos courtesy of Eeshar Pannu

Spooktacular

On October 29th, Music Council hosted a fun party featuring a costume contest, karaoke and pumpkin decorating

The Lie We Have Been Told

Manya Sabharwal

I believe that a lot of students have been influenced by the statement “you don’t need to go to school to become successful” and I agree. Success is defined, by most people, as the monetary value attached to your name, although that is not necessarily true. For many, success can be the relationships they built with friends and family, building good habits, being healthy etc. Success is a subjective term which can be measured using a variety of different factors. It may seem extremely contradictory to the purpose of this article, but success is not solely obtained through academic pursuit. In fact, school does not guarantee you success in life. It is undeniably an important factor, but performing well in school does not give you an open path to success. By no means does this discredit school. School is still extremely important and the main premise of this book, but this topic is crucial to touch upon. It is imperative to understand that success is the final destination, but there are countless roads and paths which one can take to reach there. School is simply something which you can leverage to put yourself on the track to becoming successful. Basically, school is a stepping stone on your path to success. For some people, it doesn’t have to be but for most, it is. Obtaining a post secondary degree and branching off from there is one of the numerous ways you can achieve “success”.

An example of someone who achieved success without formal schooling is Steve Jobs, the co-founder of Apple Inc. Jobs famously dropped out of Reed College after just one semester, but his passion for technology and design led him to create products that revolutionized industries from personal computing to music and telecommunications. Jobs’ journey demonstrates that innovation, risk-taking, and relentless drive can lead to success, even without a traditional academic path. However, the toxic lie we have been told — that school is pointless in terms of achieving success — could not be further from the truth. While school may not be the only path to success, it remains a valuable stepping stone. Education provides foundational knowledge, resources, and networks that can open doors to future opportunities. Success is a multifaceted concept, and for many, school is a critical component on the journey, serving as a platform to build skills, explore passions, and lay the groundwork for a fulfilling career and life.

This does not mean that you cannot reach a high level of success if you did not get admitted to or attend a prestigious post secondary program. It is just to prove that successful people (monetarily) did in fact, get admitted to large schools, despite attending them or dropping out. This proves that they were exceptional students and extremely intelligent as well.

Social media has made it seem like many individuals who did not attend post secondary are financially well off and are living their dream life. Firstly, what is advertised on social media is fabricated and a distorted perception of reality. Secondly, you are only shown the stories of those who are “successful” or at least act like it, but what about those who aren’t? There is a form of bias, known as survivorship bias and it perfectly describes this phenomenon. Survivorship bias is the tendency to only focus on the successful individuals - the survivors - rather than the unsuccessful people. For example, let’s say there are 100 people and each of them are told that in order to seek financial success, they need to work hard. Every single person works hard, but despite that, only 3 people actually become “successful” financially. What happens is that people will fixate their attention towards the 3 who succeeded, but ignore the 97 others who failed. Essentially, they are being biased towards the “survivors” or the minority group. Social media amplifies survivorship bias by constantly showing you those who became successful with the absence of formal education. How many people choose to voice their failures, to such a large potential audience? Little to none, which is why you only see the individuals who succeeded. On social media, it’s the ones who end up succeeding who make the videos, making it seem like schooling is obsolete. As more people talk about it, the ideology is amplified and influences other people who were also successful, to make a video about it. Hopefully you see the spiraling effect of this. The same goes for CEOs like Zuckerberg, Gates or Elon Musk. They all dropped out, but people use that handful of exceptional individuals to justify why you do not need to pursue college or university, while neglecting all the others who were unable to obtain similar results.

Yes, times are now extremely different and there are a plethora of methods to generate active and passive income through our devices but this does not make school redundant. Pursuing these new income generating methods is not as facile as online influencers advertise it to be.

People argue that school isn’t really about “learning” but rather “memorization”. We sit in class, the teacher teaches a lesson and we are expected to memorize it for the test and then afterwards, we forget it. We are given these formulas which we will most likely never use in our lives. It is important to mention that certain courses, such as biology are much more memorization oriented than something like math or physics, which are more conceptual. I actually agree with this. A lot of the information we receive is temporary and is forgotten after a short period of time. This is how school has always been and will mostly likely continue to be like. Rather than complaining about something which we have absolutely no control over, we need to change ourselves and adapt to the situation at hand. We spend too much energy trying to justify why the school system is broken and isn’t an appropriate measure of intelligence because of the amount of memorization involved, teachers, questionable tests etc. Rather, why not accept the fact that things are the way they are and channel your energy towards improving yourself as a student? Simply put, and this is something teachers refuse to admit, our primary goal as students is to get good grades. Those students who consistently land in the 90’s don’t remember the information much longer than you do. They know that it is about getting the grades. If you spend time studying and receive good grades, you will inevitably have a better and stronger understanding of the material. This is a critical part of “understanding the game”.

People often like bringing up successful figures in society. But upon further inspection, most successful people like Bill Gates, Zuckerberg and Musk actually got admitted to these renowned Ivy League Schools. Yes, Zuckerberg and Gates did drop out and so did Musk from his P.h.D program. As mentioned above, school is NOT the only way to become successful. These individuals sought out a larger opportunity and chased it, which paid off. It is important to note that timing, hard work, connections, luck and multiple other factors contributed to their success. However, one cannot ignore the fact that they were worthy and capable enough to get into these large schools like Harvard, UPenn and Stanford in the first place. This is a trend you will see amongst many successful people worldwide.

They know their audience is easily impressionable and are desperate to find ways to become successful and make money. Does this mean you are unable to do it or cannot become successful at it? Of course not. In fact, you should pursue something on the side besides school, which will be talked about later on in the book. Something you should always remember is that anything that is worth doing in life will consume time, energy and require hard work. For every successful person who dropped out, didn't attend post secondary or didn't try in school, there are numerous who are unsuccessful, filled with regret and wish they did try. When we see dropouts online flaunting their success through methods like dropshipping, affiliate marketing or trading, we need to be consciously aware that it's not as easy as it looks. Remember to take whatever you see online with a grain of salt so you do not make the same mistake. A wise person is one who learns from the mistakes of others, so they do not make it themselves.



My Impressions of High School as a Freshman

Eeshar Pannu

In grade 8, the thought of high school terrified me. My teachers used to go on and on about how we would have to start taking much more responsibility for our assignments, that our teachers wouldn't care if we failed or not, and that extracurricular activities were crucial to "stand out," apart from getting 90%+ grades. This summer, I dreaded losing all the fun and freedom from middle school, like flexible due dates and being in the same classes as my friends all day.

After the first month and a half of school, I realized it was all a lie. Initially, there wasn't anything to be scared of, but I thought it was just the teachers going easy on us, letting us get our guard down before *boom* - a random pop quiz. Thankfully, week after week, things stayed the same.

How are the teachers in high school? ?

First off, high school teachers are pretty relaxed! They aren't uninterested and annoyed, even enthusiastic at times. They also teach slowly, which makes it easy for us to follow along during the hour and 15-minute long periods.

They don't even get upset when we talk too much! The worst I've seen this year is a disappointed look telling us to be quiet so we could finish quicker and have free time.

Is there a difference in the amount of assignments?

Frankly, I finish most of my work at school, so I only have to go out of my way for 1 hour at home to finish anything I have left. Even my friends who have a completely different semester than me take about the same amount of time - no more than an hour. I've also noticed that high school teachers don't want to force us to work after school, we just learn the curriculum expectations, practice, and review before a test - that's it, simple. Best part is, we don't have to memorize everything known to man about the mitochondria!

Do Seniors bully Freshmen?

Contrary to popular belief, seniors don't see freshmen as "fresh meat" to bully. All the grade 12s I have spoken to are nice and glad to help whenever they can.

Also, they don't tower over the rest of us, as many of the grade 9s are tall. Neither have I seen them shoving students in lockers (side note: I've never been to my locker once since orientation). In other words, fortunately, Hollywood has been completely wrong so far.

Overall, I'm glad to say my expectations of high school were way off! The teachers do care and want us to succeed; they don't take pleasure in drowning us in homework, and the older students aren't out to make our lives miserable. It turns out that grade 9 is better than I thought.

Hurricane Milton

Madeline Bailey

Hurricane Milton swept across Florida's west-central coast on October 9th 2024, hitting Tampa with a category 3 storm (Hansen). Heavy rainfall, damaging winds, and life threatening storm surges were all symptoms of Hurricane Milton, according to NASA Earth Observatory. The United States government and citizens had to respond quickly to this devastating storm, so what has been done so far?

Financial assistance is a big way to help those most impacted by Milton. The USA's government has put in place a program called Fema, in which American citizens living in disaster areas are eligible to apply for. Fema is a program that assists survivors of natural disasters by providing funding, emergency shelters, and more ("Hurricane Milton"). Providing survivors with financial aid during and after the storm is essential. Businesses go bankrupt, homes are destroyed, jobs are lost, and Milton survivors have to completely uproot their lives to survive.

The government is also providing veterans with benefits, following hurricane Milton. According to USA.Gov, military hospitals will try to remain open for prescription refills and emergency care. 6 different clinics in Florida will also try to remain in operation.

Food and agriculture is another issue that the US government is responding to. Food insecurity during natural disasters is a major issue that millions of people are currently struggling with due to hurricane milton. The USDA, and other food and nutrition services, are temporarily changing their programs. There are flexible child nutrition programs, and changes being made in how meals are served to help the influx of people in need of receiving food ("Hurricane Milton"). Farms in the area have a high likelihood of being devastated, consequently, grants are available for farmers in disaster areas.

Hurricane Milton has displaced over 87% of the Tampa population (Meyers). Thus far, 14 people have been found dead due to the severity of this hurricane. Hotels and inns are overflowing with people. Folks who are evacuating are living in their cars while seeking safety. Although most want to stay home for as long as possible before the hurricane hits, evacuating preemptively greatly reduces risk of death or injury.

Overall hurricane Milton continues to have a large effect on the United states. Government responses have been put in place to help those living in areas devastated by the hurricane.



Wilting Away

Maya Fraga

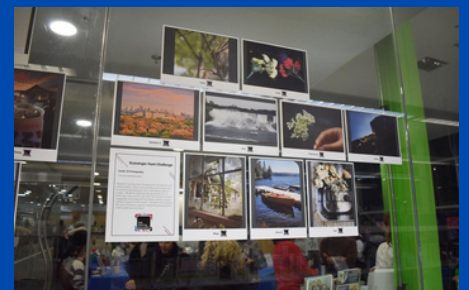
*When a sunflower blossoms in the late summer months,
and it turns to see the sun beaming brightly upon it.*

*When a sunflower grows bigger and stronger through
the fall,
and its petals become more vibrant with each passing
day.*

*When a sunflower wilts as it gets colder,
and it's unable to turn and look at the sun's smile
anymore.*

*When a sunflower shrivels and starves at first frost,
and it dies having forgotten the sun ever graced its
petals.*

The Carr Scoop is the official ECSS student-run newspaper. This is our first publication for the 2024-2025 school year and we hope you enjoyed it. Thank you to our writers for a great first publication of the year. Follow us on our Instagram @thecarrscoop for more news, information, and contests!





please join us for our
2nd annual

Winter Welcome



an evening of
the ARTS at ECSS

Thursday, December 12th, 2024

Emily Carr Secondary School
Doors Open at 6 pm until 8:30 pm

Performances by our
Music and Drama Departments
Visual Arts & Photography Displays
in the Cafeteria

Community Partners
Fundraisers
School Clubs
Bake Sale and Hot Chocolate



Donations for Yellow Brick House
Admission is free - Donations Welcome

Understanding and Navigating the Education System



presented by

THE CENTRE FOR
BLACK STUDENT EXCELLENCE

Families of YRDSB Black Students Monthly Information Session

Monday, December 16, 2024
6:30 - 7:30 p.m.

Families, parents, caregivers, please join us for our monthly virtual meeting where families with Black children come together to learn about resources and upcoming programs for Black students in both elementary and secondary schools.

Agenda:

- Presentation - Ways to support our children
- Upcoming Programs and events
- Question and answer session

Please register ASAP.

A Zoom meeting link will be sent after registration.

Let us come together to empower our students and build a stronger community.

We look forward to seeing you there.



[Register now.](#)



If you require further information, please contact
BlackStudentExcellence@yrdsb.ca