

# This Week at QJS Feb. 11, 2022

Where we Live, Laugh and Learn the way of our Nations with  
*Responsibility, Respect, Cooperation, and Kindness*



## Sports Celebrations:

### Basketball

Congratulations to both our grade 9 Boys and Girls teams heading off to Basketball Zones Playdowns in Prince George. Good luck!

### Ski and Snowboard

Congratulations to **Beth Turton, Lauren Larsen, Kai Sakakibara** (Ski), and **Nova Pollock and Bryce Olsen** (Snowboard). All qualified for the Provincial competition which takes place Feb 28<sup>th</sup> – Mar 2<sup>nd</sup> at Kicking Horse Mountain Resort.

# POD Challenge Belt – POD 3 owns it for this week!!



**POD 3 Are the winners of the 70's Challenge with the greatest participation for the day. Thanks to all those who dressed up. Hope you had fun.**

# Next in our Winter Weekly Challenge Series: **Jeopardy Challenge**

PODs select 1 grade 8 and 1 grade 9 student to represent them and show off their talents, next Friday, Feb. 18<sup>th</sup> at lunch time.

Thanks to MS Sharpe - Creator of the POD Challenge Belt  
Making new traditions and history here at QJS.



POD Challenge Series Organized by Student Voice Group  
~ Thanks for your leadership, team!



## **CRICKET CAFÉ**

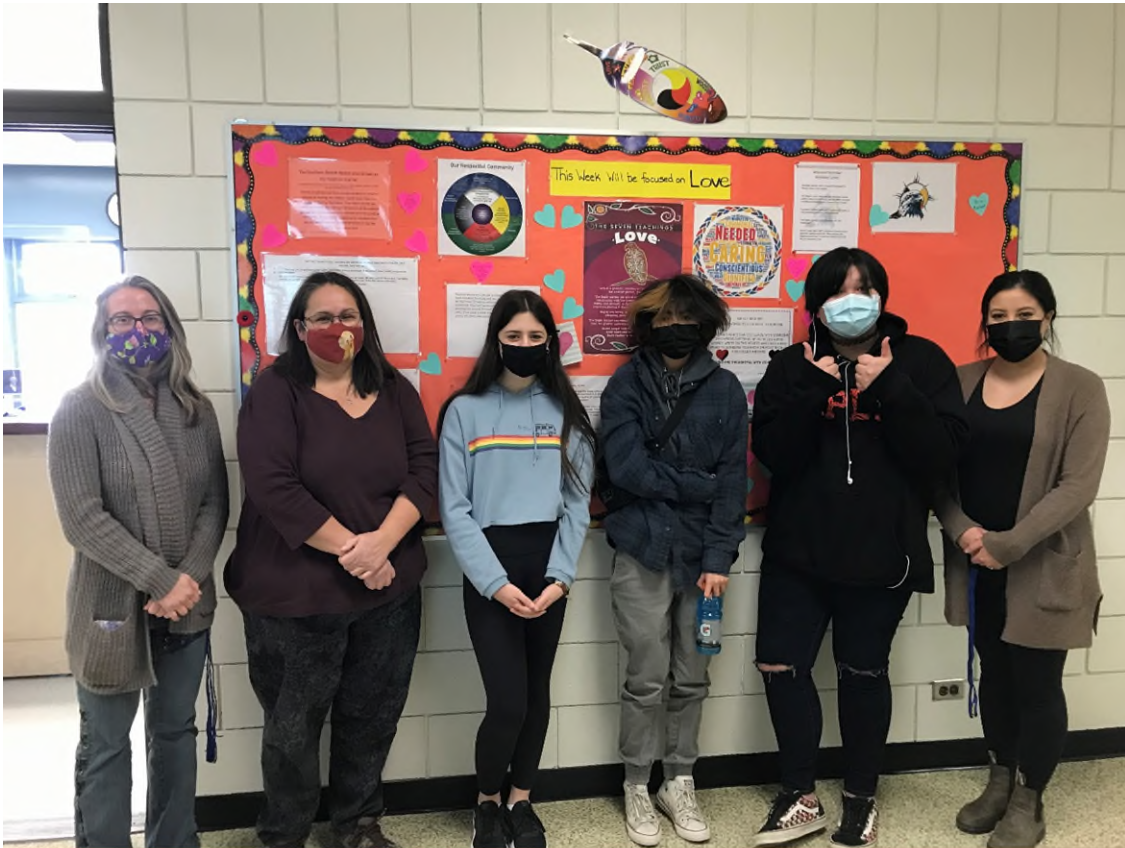
Trial starting Monday Cricket Café will be open each day of the week!



Nuts & Scents  
Free School







Name Change: Our **Indigenous Voices and Allies** group has decided to change their name to **Cultural Voices**. This group of students meet weekly with the adult sponsors, Ms. Bird, Ms. Green, and Ms. Cunningham, and identify ways to help us create a safer, more supportive, and welcoming school. Students are welcome to join the group, and should contact one of the sponsor adults.

This week students decided on the name change and had input into the Time Capsule 2022, which will go into the new school (QJS 3.0) to be opened some time in the distant future. The next meeting is in D block Friday, Feb. 18.

# Time Capsule – a piece of history



**This week students and staff contributed items to be placed inside a time capsule which will be placed in the walls of the new school. A plaque marks the spot, so it can be opened some time in the distant future, when people can look back and wonder; what was it like to be living in 2022. Yes, we did include a little COVID-19 memorabilia ;-). Below are some of the items selected.**



**Thanks to Jen-Col Construction, the wonderful team building our new school, QJS 3.0, for organizing this.**



## NEW: IN THE PARENT'S CORNER Information for Parents

*\*Helpful links and information*

### **Got Questions or Concerns? How to get help?**

*Here at QJS we work together with families and students to create solutions for concerns both academic and social/emotional.*

*Step 1 - Contact the teacher(s) with your questions and concerns*

*Step 2 - Meet with teachers and Principals to create support plans*

### **School-Student Problem Resolution Process**

(SD#28 Policy 505)

## **School Wide Presentation Monday, February 14<sup>th</sup>**

**8:40-10:10**



THE  
WHITE HATTER



## **Digital Citizenship**

Our program is not just about internet safety, it's also about digital citizenship and literacy, online ethics, online critical thinking, and the challenges surrounding privacy, cyberbullying, and what we can do now to protect their digital footprint. The goal of our programs is not to instill fear or negate opportunities, rather to enlighten, empower, and enable participants to make informed online choices.

For more information and ways to support healthy, safe use of digital devices check out The White Hatter website

<https://www.thewhitehatter.ca>



# How can teachers and parents promote students' digital literacies skills?

Students who are digitally literate know how to use computers and the Internet to find, read, organize, and critically analyze information, to compose digital texts such as infographics, blogs, or videos for a range of purposes using a range of applications, and to participate ethically on social media platforms and in other networked spaces using multiple modes such as text, image, sound, or hashtags. Teachers and parents play a crucial role in helping young people to develop the foundational digital skills and social practices that enable them to become critical readers, writers, and participants in a complex world where digital technologies shape how we think, understand and interact.

## HERE ARE THREE STRATEGIES THAT TEACHERS AND PARENTS CAN USE TO SUPPORT DIGITAL LITERACIES LEARNING

<p><b>Teach emergent print-based and digital literacies at the same time</b></p>	<p>As children learn to recognize, decode and print the letters of the alphabet, they can also learn to recognize and type letters on keyboards, use digital applications to listen to and interact with e-books, use audio recording applications to record and share their ideas, and use block-coding platforms (e.g. SCRATCH) to design commands that computers can read. Young children require developmentally appropriate opportunities to make meanings with and through <i>all</i> of the technologies that will shape their literacies practices in life.</p>
<p><b>Encourage meaningful digital co-creation</b></p>	<p>Creative collaboration sets the stage for students to think beyond the consumption of digital information as they negotiate and solve complex problems using a range of digital tools. For example, co-creating a digital video on a topic of social importance might require students to use cloud-based writing platforms for storyboarding, digital video cameras for recording, data management practices for organizing files, digital editing software, and online video sharing platforms with permissions set according to privacy needs. Through collaboration and peer review, students learn what it means to create, curate, and disseminate their work as active participants in networked cultures.</p>
<p><b>Offer multiple opportunities to learn critical evaluation skills and mindsets</b></p>	<p>When searching the Internet for information, students who adopt an evaluative stance, and who read across information sources in order to compare facts, arguments, and perspectives (also called lateral reading) tend to construct more accurate understandings of topics. To develop an evaluative stance, students need opportunities to judge the relative trustworthiness of information sources using indicators such as context, author identity and credentials, point of view, evidence of funding, text genre, modality, use of emotional triggers, how the information circulates via social media and whether information can be verified. Students also benefit when they have to justify their trustworthiness rankings, through debate, with peers and when their parents and teachers model critical evaluation practices by thinking aloud as they make judgments about information.</p>

Just as learning to read and write printed texts requires explicit instruction over many years with many types of text, and for many communicative purposes, learning to become digitally literate requires similar support. Even though people sometimes think children are born "just knowing" how to use digital tools, research has dispelled this myth. Even highly educated young adults who grew up using the Internet are susceptible to fake news, and may not know how to solve complex problems using computers. Given the importance of global digital networks to nearly every aspect of life today, prioritizing digital literacies teaching and learning in every grade and in every subject area at school is important so that students learn foundational digital reading, composition and participation practices from an early age.

For online resources and references please visit:  
[www.edcan.ca/facts-on-education](http://www.edcan.ca/facts-on-education)

Authors,  
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# PAC UPDATE: Next Virtual MEETING

Tuesday, March 12 2022 7:00 p.m.

Join us in the Google MEETING by clicking the link

<https://meet.google.com/fci-jxqs-xow?hs=122&authuser=0>

## 2021-2022 Executive:

Melissa Pollock- President

Kellie Olsen- Vice President

Melissa Gonzales- Secretary

Shawna Mckenzie- Treasurer

New PAC email address - [PACatQJS@gmail.com](mailto:PACatQJS@gmail.com)



Visit the QJS Parent Advisory Council Facebook Page

<https://www.facebook.com/QJS-Parent-Advisory-Council-PAC-107601454861758>

## Reminders:

- Daily Health Check and What to Do When Sick (see link) [daily-health-check---jan-2022.pdf \(gov.bc.ca\)](#)

\*Stay home if you are unwell

### CLOSED CAMPUS

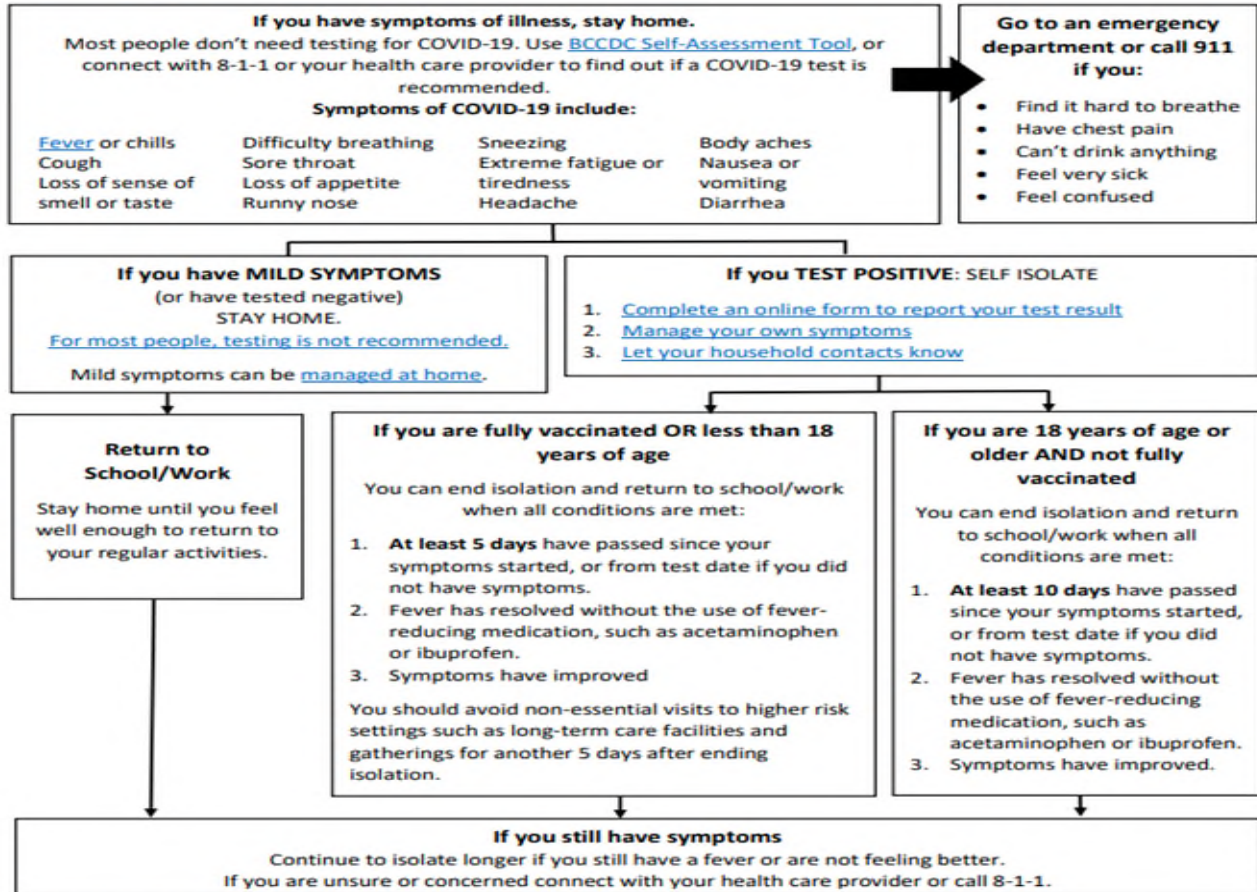
#### Sign in and Sign out Procedures

**Students remain on campus unless a parent/guardian picks them up.**

Picking up your child? Call the office (250-747-2103) to let us know you are here to pick up your child. We will give your child a **permission slip** to show staff we have recorded them absent at the office. Returning or late? Come to the office and let us know you are here.



**Summary: What to Do When Sick**



**What to do if someone is sick in your household:**  
 You can continue to attend school if someone in your household is sick and/or self-isolating as long as you do not have any symptoms of illness and feel well. This includes if they have tested positive for COVID-19. Ensure you closely monitor yourself (or your child) for symptoms of illness and stay home if you feel unwell. The best way to protect yourself and your family from COVID-19 is to get vaccinated. Vaccines are available for anyone ages 5 and up. Register now at: [Getvaccinated.gov.bc.ca](http://Getvaccinated.gov.bc.ca)



Let us help your child resolve the problem. We work with families and students to resolve issues. Do you know about something going on? Please let us know.

Contact us:  
 Mrs. Simpson 250-255-6057  
 Mr. Loewen 250-991-9681  
 Office 250-747-2103