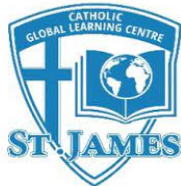




# ST. JAMES



## CATHOLIC GLOBAL LEARNING CENTRE

98 Wanita Road, Mississauga, ON L5G 1B8

Phone - 905-891-7619 Fax - 905-278-6539

School Website: <http://dpcdsb.org/jamee>

### February 2025

#### Catholic Trustees:

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Mario Pascucci	Stefano Pascucci
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**School Parish:** St. Mary Star of the Sea

**Pastor:** Father Michael Simoes

*All mighty God, giver of all that is good.  
We thank you for the precious gift of human life.  
Guide us to respect all life.*

*Help us to see the beauty and goodness in all  
living things*

*Help us to imitate your respect for life*

*For the life of children, making us glad with their  
enthusiasm*

*For the life of young people, hoping for a better  
world*

*For the life of the sick and disabled, teaching us  
humility*

*For the life of the elderly, witnessing patience and  
wisdom.*

*May we have respect for all.  
Amen.*

## Virtue: February - Respect

A person with respect...

- Treats themselves and everyone else with equal consideration and courtesy
- Uses a positive tone of voice and body language
- Avoids swearing, name-calling, put-downs, and inappropriate gestures
- Says 'Excuse me', 'Please', 'Pardon me'
- Avoids gossip

God has given us the virtue of friends and companions to keep us company and to help us out along the way. Every person in our lives carries the Spirit of God - and so every person is our brother or sister through Jesus Christ.

As brothers and sisters who share one Holy Spirit, we are all valuable to God. We all deserve to be shown courtesy, consideration, sensitivity and thoughtfulness, which are different ways of saying respect.

That respect should come first and foremost from ourselves and then we will be able to respect others. We should be able to expect to be treated with respect by everyone we meet - our brothers and sisters in Jesus.


### A PRAYER FOR BLACK HISTORY MONTH

GOD OF GRACE AND SPIRIT OF ABUNDANCE, WE REMEMBER THOSE STORIES THAT ARE ALL AROUND US, BUT SO OFTEN PASSED OVER, THOSE STORIES THAT SPEAK OF REAL CULTURE AND IDENTITY. THIS MONTH IS BLACK HISTORY MONTH. HELP US TO REALIZE THAT BLACK HISTORY IS A PART OF ALL OF OUR JOURNEYS.

MAY THE DAY COME WHEN THE STORY OF THESE JOURNEYS ARE SO WILDLY TAUGHT. WE KNOW THIS COMES IF WE WORK TOGETHER, WE STAND TALL, WE LIFT OUR VOICES AND WE TAKE UP SPACE. MAY WE CELEBRATE THOSE WHO HAVE THRIVED, AND REMEMBER TO SERVE THOSE WHO ARE MARGINALIZED. MAY WE CELEBRATE THE RICH JOURNEY AND HERITAGE OF MANY - PAST, PRESENT AND FUTURE.

THERE ARE SO MANY BEAUTIFUL STORIES OF JOURNEYS NEEDING TO BE TOLD. LET US HEAR THEM. WIDEN OUR VISION SO THAT THE JOURNEYS THAT ARE SHARED THIS MONTH, AND EVERY MONTH, COME TO BE KNOWN AS OUR JOURNEYS TOO. IT IS IN THIS THAT WE LEARN THAT WE ARE MOST HUMAN WHEN WE SEE THE HUMANITY IN OTHERS.

**WE ARE MANY, WE ARE ONE. AMEN.**



## Principal's Message

The 2025 Jubilee's theme - *Pilgrims of Hope ~ By Responding to the Poverties of our World.*

Jesus' life on earth was marked by His care for the marginalized—the poor, the sick, the outcasts. He came to be a light in the darkness, offering hope to those who were in need. As His followers, we are invited to do the same. Our MYP students through their Community Projects are responding to this invitation. Thanks in advance for your continued support of the year 3 Community Projects!



Community Project Actions currently taking place, include:

- **Winter Clothing Drive - January 27 - February 14**

### Assessment, Evaluation and Reporting Policy

The St. James Catholic Global Learning Centre's assessment, evaluation and reporting policy contains guidelines which inform our assessment practices. The primary purpose of assessment and evaluation is to improve student learning.

Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of curriculum expectations in each subject. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and assessing the overall effectiveness of programs and classroom practices. In a Catholic context, this means that our practices recognize and affirm the dignity of all learners, encouraging and supporting them to reach their potential.

Our policy aligns with standards and practices as outlined in International Baccalaureate documents; Ontario Ministry of Education documents such as, Growing Success, Learning for All and The Ontario Curriculum Subject documents; as well as Dufferin-Peel Catholic District School Board Assessment and Evaluation Policy.

At St. James Catholic Global Learning Centre we are committed to:

- using a variety of assessment tools to gather information

- using assessment to inform instruction
- sharing learning goals - explaining learning objectives
- co-creating success criteria
- providing descriptive feedback to assist students in setting goals and achieving success
- offering multiple opportunities for students to demonstrate understanding
- providing variety and student-choice to demonstrate understanding
- communicating with parents and guardians.

Communication can be through formal means such as student-led conferencing, portfolios, and report cards, as well as informal communication such as agenda books, newsletters, and phone calls, exit tickets.

### Determining a Report Card Grade

The Ministry of Education achievement chart is a standard province-wide guide used to assess and evaluate student achievement using four categories: knowledge and understanding, thinking, communication, application. Teachers consider a variety of evidence collected through observations, conversations, and student products to determine a report card grade.

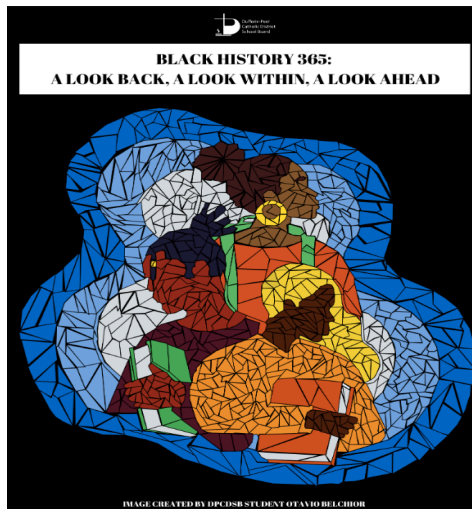
### International Baccalaureate Review

Programme evaluation is a key milestone in an IB programme's continuous improvement cycle. St. James CGLC are currently in a review year cycle and have completed the first phase - **preliminary review** which is a check of required programme documentation and is completed prior to the evaluation visit. The preliminary review report was reviewed and approved by the IB Programme Leader. As part of the second stage, the school engages in a reflective process and completes a self assessment of the standards and practices which leads to the identification of a programme development plan. The third stage includes a visit in April by the IB evaluation team who engages the school in reflective conversations about ongoing programme development, assesses programme strengths and suggests areas for future programme development.

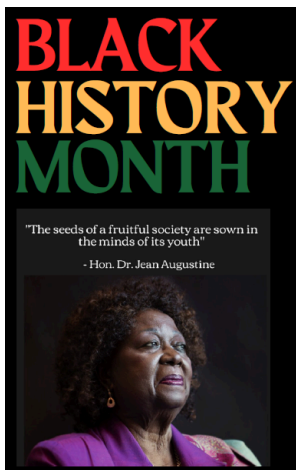


## February - Black History Month

Every February, people across Canada participate in Black History Month celebrations that honour the legacy of Black people in Canada and their communities, remembering and acknowledging contributions and achievements both past and present. The 2025 theme for Black History Month is: Black History 365: A Look Back, A Look Within, A Look Ahead. This theme aims to celebrate and acknowledge past and present contributions and the cultivation of hope for Black futures. This theme aligns with the 2025 theme for Catholic Education Week: Pilgrims of Hope where we have been invited to rediscover the theme of hope and the meaning of hope in our lives.



"During Black History Month, people in Canada celebrate the many achievements and contributions of Black Canadians and their communities who, throughout history, have done so much to make Canada a culturally diverse, compassionate, and prosperous country" (Government of Canada). As a



Catholic community, we are called to live in solidarity. Solidarity requires that we learn from, and about our families in Christ. The Honourable Jean Augustine reminds us, "if we are to build a kind of society that's fair and just and equitable and inclusive, I must know your story, just as you must know my story."

## Cold Weather Temperatures

The Dufferin-Peel C.D.S.B. in consultation with Peel Health has developed guidelines for periods of extreme weather conditions. At rest, an unprotected person is able to maintain their core body temperature until the temperature falls to or below minus 25 degrees Celsius. Someone who is protected by clothing or is physically active may be able to withstand exposure to colder temperatures. Therefore, consideration is given to reducing the amount of time outdoors for children (grade 8 and under) when the temperature is -20 degrees Celsius or colder. When the temperature or equivalent wind chill temperature is - 25 degrees Celsius or lower children will be kept indoors.

## Inclement Weather Procedures

If school buses are cancelled in a specific zone or in multiple zones, the school will remain open in that zone. St. James is in zone 1. Although St. James does not have busing, when busing is cancelled to zone 1 we will remain open. There is no distribution of learning devices in anticipation of inclement weather-related bus cancellations. For students unable to attend in person, no remote access to the classroom will take place. Students may access the Learning Management System (LMS), if they choose to.

If there is a full system closure, where all DPCDSB schools and facilities are closed to students and staff, there is no switch to synchronous learning for the day. Students may access the Learning Management System (LMS), if they choose to. The decision to cancel will be posted on the Dufferin Peel Board website: [dpcdsb.org](http://dpcdsb.org). This board decision is normally made by 7:00 a.m.

## Peel Immunization

Peel Health will be reviewing student immunization records. Children whose records are not complete will be receiving a notice from Peel Health requesting that immunizations be completed. Suspension from school as required by Peel Health can result if student immunization is not up to date.

**If you receive a notice from Peel Health please take the time to reply to their request.**

## Catholic School Council

### Mark Your Calendars

Please join us for the Catholic School Council meetings. All parents are encouraged to participate in council meetings. You do not have to be an executive member of the council to attend. Meetings start at 6:30 p.m. in the library and can be attended in person or virtually. The link to the Google Meet meeting will be emailed to the community on the day of the meeting.

Thursday February 6th

Thursday April 3rd

Thursday April 24, 6:30-7:30 pm Public Budget  
Information Webcast

### Ongoing Fundraisers:

#### **Mabel's Labels**

Step 1 - Visit [campaigns.mabelslabels.com](https://campaigns.mabelslabels.com)

Step 2 - Search for **St. James (Mississauga)** & select our school. **Always** select our school so we earn 20% back to raise funds for our students!

Step 3 - Order labels & Mabel's Labels mails them directly to you!

**KIDSENTIALS** is pleased to be catering lunches fresh at St. James School. Ordering deadline for the week of service is the WEDNESDAY PRIOR.

[www.kidssentials.com](https://www.kidssentials.com)

### **Stay In Touch:**

For meeting minutes and other council information, visit us at [www.dpcdsb.org/JAMEE/Parents/](https://www.dpcdsb.org/JAMEE/Parents/)

**\*\*All council information will be communicated with the school community through the newly created council email address**

[jameecscinfo@educ.dpcdsb.org](mailto:jameecscinfo@educ.dpcdsb.org)



**(PYP)**  
**The Primary Years**  
**Programme**

### **Coming Up:** **Student Led Conferences in the PYP**

With the first month of 2025 behind us, our annual student-led conferences are quickly approaching! Each February, our teachers and students welcome parents into the PYP classrooms to reflect on the first term and set new goals for the remainder of the school year.

Our student-led conferences are an important IB component that is practised annually in both the PYP and MYP. In place of traditional teacher-parent conferences, student-led conferences empower our learners to take on greater agency, as they guide you through what the learning process looks like within their classroom. Learners have the opportunity to share the knowledge they have gained, while showcasing examples of how they have demonstrated their ATL skills throughout the term.

Student-led conferences encourage greater student autonomy, as learners exercise self-reflection; students are encouraged to practise self awareness by identifying both their strengths and areas for improvement. During the conference, parents can support their child by asking prompting questions to create meaningful dialogue.

### **What might I see and hear?**

- Evidence of your child's learning within the current unit of inquiry.
- Examples of how materials are used in flexible, imaginative ways.
- Dialogue around reflection and goal-setting.
- A Student Portfolio with work samples demonstrating progress and development over time.
- Evidence of collaboration within the classroom.
- Learning that is internationally minded and reflects real-world applications.
- Learning experiences that invite the activation of prior knowledge.

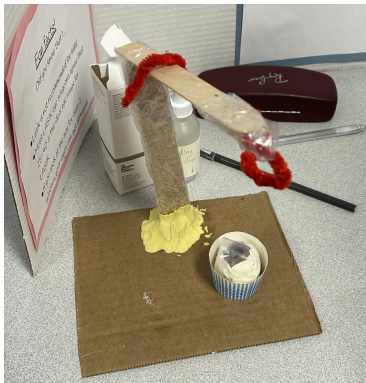


## PYP Spotlight: Student Action



This month in the library, we celebrated Chinese and Lunar New Year! Our read-aloud books included “I Love Chinese New Year” by Eva Wong Nava and “The Tray of Togetherness” by Flo Leung.

Together, we learned about family traditions that happen around this special celebration, which created a wonderful opportunity for our youngest learners to make connections to what celebrations look like in their own homes. We were also lucky enough to see some terrific examples of student-initiated action. PYP learner I.B., in grade 1, brought in one of the red envelopes her family exchanges, while K.S., also in grade 1, brought in a beautiful decoration to show her peers.



Finally, a big round of applause to the Grade 5s who invited other PYP classrooms in to tour their inquiry presentations on medical equipment and technology.

Under the transdisciplinary unit, “Who We Are”, this task encouraged students to strengthen their Research ATL skills - an excellent way to warm up for their Exhibition project, this spring! Keep up the great work Grade 5s!



Above: a student created a model to demonstrate the process a patient undergoes during laser eye surgery.  
Below: a working model of a prosthetic limb.

## (MYP) The Middle Years Programme



### February Feature: Assessment in the Middle Years Programme

As we are now into the second term of the school year, the opportunity presents itself to review assessment rubrics to ensure a clear understanding of content and connection to Ministry evaluation. At this stage, many assessment rubrics have been sent home and returned. As a review, rubrics in the Middle Years Programme are subject specific and will include four columns for the different levels of achievement. Below is a sample rubric portion for a Year 2 Design project.

My Board Game Design				
IB Criterion	Task Specific Information:	7 - 8	5 - 6	3 - 4
Inquiring and Analysing	<ul style="list-style-type: none"> <li>The student analyses four existing board games:</li> <li>Strengths</li> <li>Weaknesses</li> <li>Opportunities (Parts that can be used in new design)</li> <li>Threats (Parts that might be negative in the new design)</li> </ul>	iii. analyses a group of similar products that inspire a solution to the problem	iii. describes a group of similar products that inspire a solution to the problem	iii. outlines one existing product that inspires a solution to the problem
Developing Ideas	<ul style="list-style-type: none"> <li>The student includes a variety of design ideas</li> <li>Multiple drafts (3-4) and designs display exemplary detail and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others</li> <li>iv. develops accurate planning drawings/diagrams and outlines requirements</li> </ul>	<ul style="list-style-type: none"> <li>ii. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others</li> <li>iv. develops accurate planning drawings/diagrams and lists requirements for</li> </ul>	<ul style="list-style-type: none"> <li>ii. presents a few feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others</li> <li>iv. creates planning drawings/diagrams or lists requirements for the</li> </ul>

The look of the subject rubrics are similar, however, Task Specific Information and Subject Criterion (ie. bullet points ii, iii, iv, etc.) will pertain only to the specific subject. It is important to know however, that each column does not align to a Ministry level 4, 3, 2, 1. In fact, an IB 5 and higher represents a grade at or above Ministry Level 4 / 80% / A-. This means rubrics are top heavy, with half representing a Level 4 grade. This may seem curious, however, this is because our provincial standard is a Level 3 / B / 75%. The IB programme strives for all pupils to be in the upper end of the spectrum, differentiating that window further between a 5 - 6 and a 7 - 8 score.

As was shared in our MYP Information Night in September, the following is a sample of the IB-Ontario Evaluation Table:

IB Grade	Ontario Percentage Grade	Ontario Letter Grade
7+	100%	A+
7	99%	A+
7-	98%	A+
6+	97%	A+
6	95%	A+
6-	92%	A
5+	88%	A
5	85%	A
5-	82%	A-
4+	78%	B+
4	75%	B
4-	72%	B-
3+	68%	C+

The chart below, identifies what type of work and approach is required to achieve each of the IB levels:

### IB Level 7 - 8

- High quality work
- Innovative
- Extensive understanding of concepts
- Consistently
- Demonstrates sophisticated critical thinking
- Creative
- Independent
- Transfers knowledge and skills

### IB Level 5 – 6

- Generally high-quality work
- Some innovation
- Confident
- Good to excellent understanding of concepts
- Shows critical thinking
- Creative
- Uses knowledge and skills
- Frequently
- Independent

### IB Level 3 - 4

- Acceptable to good quality
- Basic understanding of concepts
- Few misunderstandings
- Some critical or creative thinking
- Some flexibility
- Requires some support

### IB Level 1 - 2

- Limited quality
- Lacks understanding of most concepts
- Infrequently demonstrates critical thinking
- Inflexible
- Infrequently applies knowledge and skills

These will be of excellent reference as the students become more familiar and comfortable with assessment in the MYP. Rubric format and content is designed by the IB, therefore the bullet points in each subject area and criterion of the rubric will be very consistent. This is positive for student familiarity with the language, but can be a challenge for differentiation between tasks. As a result, MYP teachers have added an additional column to the rubric titled, Task Specific Information.

IB Criterion	Task Specific Information:	7 - 8
Inquiring and Analysing	- The student analyses their current bedroom to find <i>at least 4 areas to improve</i> .	i. <b>explains</b> and <b>justifies</b> need for a solution to problem
	- The student explains the solutions to the problems.	iii. <b>describes</b> the main features of an existing product that inspires a solution to the problem

This will provide guiding questions and /or success criteria based on the individual task. The information presented here may be co-constructed with students, will be student friendly and will have direct and clear connections to the learning cycle. Finally, students are accustomed to being assessed on individual criterion, but then also receiving an overall grade for the task, presentation, etc. This is not the practice of the MYP however. Students will be receiving a level per criterion only. They are to review and reflect on each criterion individually in order to establish next steps for growth. Attention to descriptive feedback and evaluation of which criterion they are most or least successful with are encouraged reflective practices. Knowing oneself as a learner is essential to making a plan for improvement. Assessment is an important and lengthy component of the MYP. We encourage you to visit our website as there is further information, definitions, and a diagram related to the topic.

### Update: Year 3 Community Projects

The MYP Year 3 Community Projects are at different stages of the process. Some groups have been in contact with representatives from the organization they wish to support; conducted interviews, while others have finalized their research and are gearing up to share their knowledge with classes through presentations, announcements, posters and community updates. Through planning and action, the work being completed by the students will benefit people in need both locally and globally. Please continue to check your email as groups will periodically reach out to our school community to provide information and seek support. Thanks in advance for your continued support of the year 3 Community Projects!

## Upcoming Dates

Feb 4 - St. James Random Selection  
Feb 6 - Catholic School Council Mtg, 6:30 p.m.  
Feb 8 - First Reconciliation at St. Mary  
Feb 11 - Report Cards Sent Home Electronically  
Feb 12 - Rosary Apostolate Visits Classrooms  
Feb 12 - Let's Dance Team at Iona  
Feb 13 - Samantha Youth Ministry Visits Gr. 4-8  
Feb 13 & 14 - Student Led Conferences  
Feb 14 - P.A. Day, No School For Students  
Feb 17 - Family Day, No School  
Feb 19 - MYP Lion King Trip  
Feb 20 - Junior Boys Basketball POD  
Feb 21 - Term 2 IEPs go home  
Feb 24 - Black History Drummer Performance  
Feb 27 & 28 - Chef a l'Ecole  
Feb 27 & 28 - FDK Baking With Mme. Stalony

### **P.A. DAY**

**There will be no school for the students  
on Friday February 14th, 2025.**

Staff will be facilitating Student Led  
Conferences.

### **FAMILY DAY HOLIDAY**

Monday, February 17th, 2025

School is closed,

ENJOY YOUR DAY TOGETHER