



Hiawatha Herald

March 18th, 2019

**Roden
Public School**

**Equinox Holistic
Alternative School**

151 Hiawatha Road
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Messages from Admin

Clean Toronto Together Event



Friday, April 26 is the City of Toronto's School Yard Clean-up day. Join over 200,000 residents, students, businesses, organizations and community groups as we come together for the 15th annual city-wide cleanup of public spaces.

TDSB Earth Hour 2019



On Friday, March 29th, schools across the TDSB are recognizing Earth Hour from 2-3pm. Schools are asked to reduce their electricity usage for one hour.

During Earth Hour, our school will be using as little electricity as possible in the office, halls, classrooms, library, gym, and cafeteria. Where possible, schools will also be reducing their electricity usage over the weekend. More information is available on the EcoSchools website at:

<http://www.tdsb.on.ca/ecoschools>

Budget Ward Forums and Community Consultations

Community consultation is a very important part of the Toronto District School Board's (TDSB) budget process. There are a number of ways you can get involved in the TDSB 2019-20 Budget.

Trustees will be holding ward forums to hear feedback from students, parents and the community. Visit www.tdsb.on.ca for the list of dates and times of the ward forums.

If you are unable to attend a budget ward forum in person, we will be posting our online survey on our public website in early March. The survey was created to give parents, students and staff the opportunity to provide feedback on the TDSB 2019-20 Operating Budget.

<https://www.tdsb.on.ca/About-Us/Business-Services/Budgets-and-Financial-Statements/2019-20-Budget>

WINTER EXPLORATION

A few weeks ago Marcia's Grade 5 students spent the day in the beautiful snow, building a Quinzhee. What is a Quinzhee? It's a snow shelter and this is how you make one.

- 1) Make a large dome shaped pile of snow (at least 5 feet tall)
- 2) Push sticks into the pile all over, around 25cm deep.
- 3) Leave the snow to sinter, or compact under pressure, for 30 minutes plus. (The longer the better.)
- 4) Dig out the snow from the inside. Stop once you see the sticks from the inside. Taking the sticks out is optional.



Have fun building one, but be sure to play it safe. Packed snow is really heavy!

By Lua & Alice

Parents as Partners Conference

You're invited to our annual Parents as Partners Conference!

The Parents as Partners Conference 2019 is on Saturday, March 30 and all parents are welcome!

This free conference – planned by parents, for parents – includes a variety of workshops and resources that will help any parent support their child in their achievement and well-being at school and at home.

This year's keynote speaker is Karl Subban, a former TDSB principal and the father of 5 children, including three NHL players. He's dedicated his life to helping others reach their full potential.

Transportation, childcare, lunch and translators are all provided.

Register at:

www.parentsaspartners.ca

Student Attendance and Punctuality

Regular student attendance and punctuality are important in order for students to be successful at school. The Education Act states that it is the responsibility of the parent/guardian to ensure that their children attend school regularly. A student's academic progress depends on regular class attendance.

TDSB elementary schools practice the Safe-Arrival Program that requires schools to perform a school-home attendance check. Please notify the school when your child will be absent. Students are expected to fully participate in learning opportunities and complete all homework assignments and tests when they are absent so make sure your child is getting homework assignments when they are absent.

You can help ensure that your child is in school and on time for classes by:

- **being involved in your child's education, and knowing the school's schedule;**
- **communicating regularly with classroom teachers (use your child's planner to send notes to the teacher);**
- **calling the school if your child is going to be absent**
- **writing a note if your child is late due to an appointment;**
- **ensuring that your child gets a good night's sleep so that they have the energy they need for the next day.**

International Day of Pink

On April 10 we celebrate the International Day of Pink. A day of action, born when a youth in a high school in Cambridge, Nova Scotia was bullied because he wore a pink shirt to school.



His fellow students decided to stand up to bullying; and hundreds of students came to school wearing pink to show support for diversity and stopping discrimination, gender-based bullying, homophobia and transphobia.

Our students and staff will be wearing pink in support of diversity, and will be participating in events and activities that will engage our community to challenge gender stereotypes.

The International Day of Pink is more than just a symbol of a shared belief in celebrating diversity – it's also a commitment to being open-minded, to being understanding of differences and to learning to respect each other.

Tower Garden

The Tower Garden has been a great addition to Tera's Grade 3/4 class. The garden will open students' eyes so that they eat healthy food. There are many options on what we could grow. You can grow a lot of your favourite vegetables in such little time. It saves energy because the lights brighten our room so you don't need to turn on the lights. The sound of the water coming helps you meditate. The plants give us so much energy as we watch them grow. It's a garden in the classroom! We have had so much fun watching our little plants grow and now, we get to eat them!

By Kendall, Samantha, Simone, Yeshi, Eva, Kennedy and Uma



Mark in Your Calendar

March 19 – Assembly

March 22 – Grad Photos

March 29 – Pizza Lunch

March 29 – Student Council Spirit Day (Inside out/Backwards Day)

March 29 – Movie Night “Ralph Breaks the Internet”

April 2 – Cultural Event: “Kahurangi Maori Dance Theatre: People of the Pacific”

April 10 - Day of Pink

April 18 - Student Council Spirit Day (Green Day for Earth Day)

April 19 - Good Friday

April 22 - Easter Monday

April 22 - Earth Day

April 26 – Character Assembly

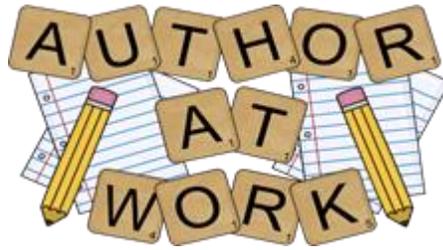


High Water Levels Bring Increased Risks

The Toronto and Region Conservation monitors hazardous ice conditions as the thaw begins, and are reminding everyone to be very careful around all bodies of water. The first hint of warm weather and the promise of spring thaw can bring extreme danger to the shores and surfaces of streams, rivers, ponds and lakes.

As warmer temperatures arrive, the potential for flooding and ice jamming is high.

Higher, faster-flowing water and extreme cold temperatures combine to create increased dangers on or near rivers, streams and ponds for people wishing to enjoy the seasonal changes. Parents and caregivers are being asked to keep children away from stream banks, ponds and lakes.



One of our School Improvement Goals this year supports Student Achievement in Writing. We have shared student writing in each newsletter. In fact, we are now getting so many submissions; it's hard to choose from the variety of pieces to submit.

The writing has been done with the support of the teacher and the passion of the student. Enjoy...

Ms. Press's Grade 5 Resource students recently read a book called, *T. Rex: Scavenger or Predator?*. The text shared two arguments about the dinosaur: first that it was a scavenger, and second, that it was a predator. Based on the evidence presented in the book, students had to form their own opinion and write a persuasive paragraph. Read their paragraphs and decide for yourself which argument you agree with.



T. Rex: Killer Dinosaur By Henry B.

Did you know a t. rex's jaw was ten times stronger than an alligator's jaw? It could bite through anyone of us no problem! His strong jaw, with its many sharp teeth, as well as his huge legs, and amazing sense of smell and sight are why I think he was a predator. First, his strong jaw must have been helpful for hunting. The t. rex's spiked teeth were deadly. They were good for holding on to struggling prey. Secondly, the legs of a t. rex could run as fast as an Olympic sprinter, which seems pretty fast for a dinosaur as heavy as the t. rex. He could have pinned another dinosaur down with his giant legs and ended up with a great meal. Finally, his sense of smell and sight, the t. rex's eyes were as big as oranges and he had excellent depth perception. That could help improve on his aim, letting him jump on his prey. His sense of smell would have helped improve his hunting skills because it would have made it easier to track down his prey. After looking at the evidence (giant teeth, huge legs and incredible sense of smell and sight), it pushes me to believe that the t. rex was a predator. Why else would he be called the "Tyrant Lizard King"?

T. Rex Scavenger Argument By Loren R.

Did you know the T. Rex was bigger than a house? In my opinion the T. Rex was a scavenger. Here are 3 reasons why the T. Rex was a scavenger: its huge legs, strong teeth and tiny arms. To begin, it had huge legs, which meant it was not able to run after prey because it would have been slowed down by its massive size. Secondly, it had strong teeth. Most predators have teeth shaped like knives but the T. Rex's teeth were not sharp so it was more likely to tear at dead meat than kill something alive. Lastly, it had really tiny arms. Imagine this: if the T. Rex was a predator it would be running after its prey because it would be hungry. What if it fell over while running? How would it get up with those tiny arms? Well, there you have it- my scavenger argument about the T. Rex's tiny arms, huge legs and strong teeth. I am convinced the T. Rex was a scavenger. But it still looks scary, so good thing it's extinct because if it was still alive and a predator, it would probably eat a lot of people.

The Residential School System

By Gwyneth White (Grade 5)

Introduction

Though I have never been to a Residential School, I understand it was the worst thing an indigenous child could ever experience. It was a nightmare. Can you imagine being taken from your family, brain washed, and maybe, (if you were lucky) being sent home and not understanding a word your family said (like I love or I missed you) because you forgot your language?

Loss of Language and Culture

The Indigenous children were taught that their language was evil, their culture was evil, and that their parents would go to hell and that they would too if they didn't become Christian. Imagine this, you and your family are just sitting down eating dinner when some strangers walk in and say you are never going to celebrate Christmas, Easter, Halloween, Chinese New Year, Hanukah, or whatever you celebrate, ever again. That is how the indigenous peoples felt when the Canadian government did that to them (well, they didn't really do that but, they did something like that). They made a law saying all indigenous children must go to Residential schools when age appropriate.

What Happened at the Schools?

Indigenous Children were:

- * Forbidden to speak their language
- * Forced to adopt the religion of the Residential School
- * Forced to have a haircut or shaved head
- * Forced to wear uniforms not the clothes they came with
- * Served a lack of nutritious food choices
- * Had to speak English or French
- * Forced to practice a religion that wasn't their own
- * Bathed in a toxic chemical soap
- * Showered where there was no hot/warm water
- * Served spoiled food
- * Segregated based on gender

Resistance

Many indigenous children tried to run away. Some lived to tell the tale, others sadly didn't make it and died (like Chanie Wenjack in 1966). Some children refused to co-operate and instead they "sabotaged" the operations of the kitchen or classroom, stole food and supplies, or ran away. At least 25 fires were set by students as a form of protest. Some parents and political leaders protested the schools' harsh environment and poor teaching, but they're objections was mostly ignored. In 1969, the cases were taken over by the Department of Affairs.

Residential schools contributed to the loss of identity among the Indigenous peoples. Though it was not fully their fault, Residential Schools did indeed have a huge impact on Indigenous peoples today, causing them to take drugs, drink (alcohol), hurt their children, or sometimes commit suicide. They do this because they don't know who they are anymore; they don't know if they are white or indigenous so they drink and take drugs and all that awful stuff because they are lost in who they are. Currently only one in six Indigenous peoples are fluent in their Aboriginal languages.

Since Residential schools were so awful it is hard to find a positive impact. One good thing that has occurred is more Indigenous authors are writing about their experiences at Residential schools, which is making people aware of Residential schools and how they affected indigenous peoples. Also, what Canada should do other than give the indigenous community money, and build them schools that don't teach them their original languages and culture, because nobody (really) knows how to speak them anymore or practice it.

What Should Canada Do?

The first residential school opened in 1831 and closed in 1996. About 150,000 Indigenous children were taken to Residential Schools and about 6,000 died. Sad, right? Well here's what Canada should do:

1. Start programs to teach kids and adults Indigenous languages
2. Make it part of the curriculum (but not by force it could be an option).

Conclusion:

Canada is a great and beautiful, amazing country. But like many things and people, it has its' flaws and mistakes. Residential schools were one of those mistakes and it was a big mistake. It left a terrible mark on our history. It destroyed the Indigenous culture, language, education, health and most importantly damaged the people and their identity. The Indigenous people are now trying to move on from that time period and enjoy the life they have now. We should support them in every way, like provide better housing and cleaner water, and help create programs to teach all Canadians Indigenous languages and maybe, one day make it a bigger part of the curriculum.

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- Books: * "Fatty Legs" by Christy Jordan-Fenton and Margaret Pokiat-Fenton * "my language is Ojibway" by Theodore Fontaine
* "I am not a number" by Kathy Kacer and Jenny Kay Dupuis, * "These are my words" by Ruby Slipperjack.
- Websites: * www.wherethechildren.ca
- Documents: * "An Overview of the Indian Residential School System" by the Union of Ontario Indians
* "Residential Schools in Canada" by The Canadian Encyclopedia