



News from the Nest

January 20 – January 24/25 – Parent Edition



Coming Up Next Week:

Monday, January 27

- ABCD
- Grade 9 Girls vs Heritage Park at 5:30 pm
- Grad 9 Boys at MEI at 5:30 pm
- Junior Boys at MEI at 7:00 pm
- Senior Boys at Walnut Grove at 8:00 pm

Tuesday, January 28

- CDBA
- Senior Girls TBA
- Senior Boys at Mission at 8:00 pm

Wednesday, January 29

- BADC

Thursday, January 30

- DCAB
- Junior Girls at GW Graham Tournament
- Senior Girls Game TBA
- Senior Boys at TBA

Friday, January 31

- CDBA
- Junior Girls at GW Graham Tournament
- Grade 9 Boys Tournament at WJM

Saturday, February 1

- Junior Girls at GW Graham Tournament
- Grade 9 Boys Tournament at WJM



Ways You Can Support PAC



Drop-off your empties to any Return-It Express location.
No sorting or line-ups!

Account Number:
956-682-8722
WJMOUATPAC

Bag labels can be picked up from the school office or printed at R&T Depot: Unit 23, 31550 South Fraser Way



Shop at Cobs on either Gladwin Road or Mt. Lehman Road.

Mention you're Raising Dough for WJ Mouat.

5% of your purchase will be donated back to Mouat PAC!

Cobs Bread Locations:
Unit 111, 2777 Gladwin Road, or
H175-3122 Mt. Lehman Road

Please help us keep our GREEN BINS in use as they generate monthly income for Mouat PAC!

THE BINS ACCEPT

- Clothing
- Shoes
- Purses
- Stuffies
- Linens

In good clean condition



A Night to Remember – Calling all GRADS!

The deadline to purchase your **Night to Remember** tickets has been extended! Only grads that purchased their ticket by January 8 will be guaranteed their t-shirt size on the night.

The event promises to be a great evening to create memories with your fellow Grads! There is entertainment such as a hypnotist, snack buffet, casino, silent disco DJ, a caricature artist and much more throughout the evening. Enter for a chance to WIN a door prize and everyone leaves with some swag including a t-shirt and a lanyard.

Event details:

Friday February 14, 2025

6:15pm Doors Open

6:15-10:30- various

entertainment and snack bar access

10:30pm Door Prizes and swag

11:00pm Event Ends

Reminder to Students & Parents!

As we kick off semester 2, let's set ourselves up for success by keeping a few important expectations in mind:

1. Instructional Time = Phone-Free Time

Cell phones should be kept out of sight and off during class time. Let's stay focused and engaged!

2. Hallway Passes

If you're in the hallways during class, you must have a bright pink hall pass. Only one hall pass, per student. If you do not have a hall pass you will be sent back to class. Any other pass will not be accepted.

3. Phones in the Hallways

Phones are not to be visible while in the hallways during class time. If they are, you'll be directed to the office and your phone will be left there for the remainder of the school day.

4. Attendance & Punctuality

Be in class and be on time! Every minute counts toward your learning.

5. Free Block/Spares

Any student with a free block is either in the Learning Commons or off campus. Off Campus does not include hanging out or loitering in cars or the parking lot. During classes, the cafeteria is to remain clear of students.

Accessing MyEd Family Portal for Semester 1 Grades

Parents and guardians of students in grades 9-12 can access their child's report cards, attendance records, and other key information through the MyEducationBC Family Portal.

Summaries of Learning and Graduation Status Updates will be available on the Family Portal as of **January 24th, 2025**.

1. If you completed your account registration last fall, you are ready to log in. **How to use the Family Portal** can be found here: [MyEducation BC Family Portal | Abbotsford School District](#)
2. **If you have NOT set up your account:**
You would have received an automated email with instructions on how to create your account on October 30th or 31st. New families to the District will receive one this week. We encourage you to access the email and complete this process.
3. Family members with accounts can use the **"I forgot my Password"** button on the login screen.

If you have any questions or need assistance with setting up your account, please don't hesitate to contact our office for support or visit [MyEducation BC Family Portal | Abbotsford School District](#).

Thank you for your ongoing dedication to your child's education.

SafeArrival & Absence Reporting

If you know your student is going to be absent for one or more periods during the day, please contact our SafeArrival reporting hotline: 1-844-487-3701. Alternatively, you can access the SchoolMessenger app on the Apple App Store or the Google Play Store to create an account to report an absence. You can also access the SafeArrival website to report an absence. Please help us keep our phone lines clear by reporting absences through the SafeArrival system.

Student Attendance and Lates

As we prepare to for beginning of the second semester, we want to emphasize the importance of punctuality in supporting student success. Arriving on time ensures students start their day prepared and engaged, minimizing disruptions to their own learning and to their classmates. We encourage families to help their children establish routines that prioritize timely arrival, as consistent attendance is key to academic achievement. Thank you for your partnership in fostering a productive and respectful learning environment for all.



Weekly Athletic Recap

Grade 9 Girls Basketball

Their record in league is 4-2. They beat Bateman this week 58-27. They play their last league game against Heritage Park on Monday and then will get ready for the playoffs.

Junior Girls Basketball

Their record is 3-5 in league play. They lost to Bateman 38-33 this week.

Senior Girls Basketball

Their record is 2-6 in league play. They beat Chilliwack 65-59 and Sardis 71-16 and lost to Brookwood and Yale.



Grade 9 Boys Basketball

Their record is 2-5 in league play. They play in the WJ Mouat junior tournament this weekend and at MEI on Monday.

Junior Boys Basketball

Their record is 6-3. They beat SJB 58-45 on Wednesday. They play in the WJ Mouat Junior tournament this weekend and MEI on Monday to finish league play.

Senior Boys Basketball

Their record is 4-3 in league play. They lost to Abby this week and beat Sardis.

Wrestling

The wrestling team will be participating in the Miri Piri Tournament this weekend. Go Hawks! Keep up the great work, and let's cheer our teams on for continued success!



Your WJ Mouat Admin Team

UBC Forestry Info Session

Another upcoming undergraduate information session for any students interested in more information about UBC Forestry programs. The next online info session will be Thursday, February 13. Students can register [here](#).

These sessions are tailored for high school students who are passionate about the environment, sustainability, and managing our forests. Too, our Wood Science program, is a good option for students interested in engineering and building with wood. Teachers, counsellors, and parents are also welcome to join!



In these online sessions, students can learn about:

- Exploring major environmental challenges in their first year and using this knowledge to select a major later
- Our undergraduate programs, including Natural Resources, Urban Forestry, and Indigenous Land Stewardship
- Meeting our advisors and getting questions answered
- Exciting career paths in forestry and co-op opportunities
- Life at UBC and our vibrant campus
- Financial aid and scholarship options
- Clubs and extracurricular activities

Thrive Corner

Tanisi,

**Seven Grandfather Teachings - Truth
Debwewin**

Deb = to a certain extent

We = sound through speech

Win = a way it is done



Truth is represented by the turtle as the turtle was here during the creation of Earth and carries the teachings of life on his back. To speak only to the extent, we have lived or experienced. To commit to these seven teachings and see them as fundamental values that complement each other is to know them within oneself, authentically. "Truth is to know all of these things". All of these teachings go hand in hand. For example, to have wisdom one must demonstrate love, respect, bravery, honesty, humility and truth. You are not being honest with yourself if you use only one or two of these teachings. Leaving out even one of these teachings means that one is not embracing the teachings. We must always speak from a truthful place. Walk with these teachings; share these teachings from a true place of regard for their capacity to enrich our own lives and those who we encounter. It is important not to deceive yourself or others.

Your WJ Mouat Admin Team

Self-Care Mondays

January 27/25: This week's self-care tip is about:
Benefits of an Exercise Brain Break!

We already know that movement is a great way to relieve stress and improve our health both mentally and physically. You can get a little exercise anywhere, even when you're sitting in class getting ready to learn or to perform a task. Who says PE is the only class you can get your sweat on. Try a little chair triathlon today. Swim, bike and run, all the while keeping your butt on a seat. Don't knock it, until you've tried it!

Information:

[https://www.cdc.gov/healthyschools/physicalactivity/classroom-pa.htm#:~:text=Improving%20their%20concentration%20and%20ability,higher%20grades%20and%20test%20scores\).](https://www.cdc.gov/healthyschools/physicalactivity/classroom-pa.htm#:~:text=Improving%20their%20concentration%20and%20ability,higher%20grades%20and%20test%20scores).)

Activity: <https://www.youtube.com/watch?v=2DN9nsgrQ9s>

Character Word of the Week: Integrity

Integrity is a commitment to honesty that is clear because actions are consistent with stated beliefs or promises. Honest, truthful, trustworthy people have integrity.

How it can look when put into action:

- Doing the right thing even when no one is watching.
- Telling the truth.
- Producing work that is honest and sincere.
- Keeping confidences.
- Keeping promises and commitments.
- Communicating honestly, openly and respectfully.



Spotlight On Learning

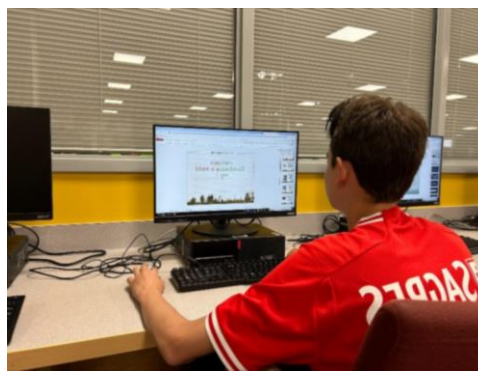
World Conflict Inquiry

Presented by: Daniel Mills

Subject: Social Studies 10

TEACHER DESCRIPTION and/or REFLECTION:

Final project where students had to choose a conflict or event that was discussed throughout our course and discuss it as it relates to the 6 historical thinking concepts. This final project in an inquiry project where students had to choose one conflict/event of their choice that we had covered over the entire semester and create a visual presentation. Their task was to present their chosen topic using the 6 historical thinking concepts; Establish historical significance, use primary source evidence, identify continuity and change, analyze cause and consequence, take historical perspectives, and understand the ethical dimension of historical interpretations. Students were given total creative freedom over this project, and I received work such as videos, podcasts, brochures, and slideshows.

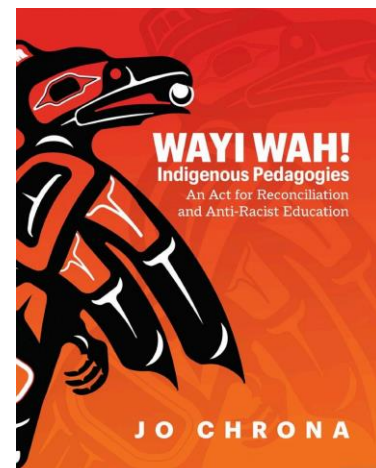


STUDENT REFLECTIONS:

This project allowed me to have freedom as to what to write about and I got to decide what I wanted to make this project about as a whole. I was able to connect personally to this project as I wrote about Portugal, which is where I am from. It allowed me to learn about my country's history more in depth and how they contributed to World War 1 and why. I enjoyed how there was lots of area for creativity whether it was where you wanted to make this presentation (Canva or slides for example) or what you wanted to write on (based on what we learned about this year) I feel that this was a great way of reflecting and explaining what we learned about this semester and explaining it in our own way.

Personal Reflection by Jo Chrona

One of the most significant was the lesson Jeremy (not his real name) taught me about maintaining high expectations for learners. Jeremy was a quiet student in my grade 12 English course who generally kept to himself in high school. He also had the kind of smile that folks would say could light up a room. Partway through the course, I understood that Jeremy's skills in reading, writing, and other forms of communication were low. At this time in British Columbia, high-stakes provincial exams were attached to many secondary courses, and the exam for this course was worth 40 percent of the final mark. I figured that in the time we had left in the course, Jeremy would not be able to develop his skill sets enough to pass the exam. In consultation with the school counsellor, I suggested to Jeremy that he



transfer out of English 12 into a Communications 12 course I was also teaching that semester. A requirement for graduation was successful completion of English 12 or Communications 12. Communications 12 was easier academically, and I was sure he could be successful in that course. If he completed Communications 12, he could graduate; however, Communications 12 did not allow for direct entry into a post-secondary institute. If he wanted to go on to further education, he would have to take upgrading courses.

At the time, I thought I was being helpful. Fortunately, Jeremy had other ideas. In his usual quiet and steady way, he said that he would rather stay in my English 12 course. Even when I suggested that he might not pass the final provincial exam, and that this would mean he would have to repeat the course, he remained resolute. When I asked why, Jeremy indicated that he felt comfortable in the English class. He enjoyed working with his classmates and he liked the work we were doing. I was happy that he felt a sense of community in the class, but still wished that he had agreed to switch courses.

The semester proceeded as expected. Jeremy wrote the provincial exam and scored quite low. He enrolled in English 12 again the next semester- with me again. Now you might think he passed the course the second time around, and that is where the story ends. But he didn't. His skill sets continued to improve, and he doubled his score the second time he took the provincial exam, but his combined grade was still not high enough to pass the course. So, what did Jeremy do? He came back to school for one more semester. He was once again in my English 12 class and, this time, his knowledge and skills had improved so much that he easily passed the course and exam.

By this time, I had gotten to know Jeremy quite well and understood that his persistence stemmed from his belief that he could learn, but sometimes he needed more time. He did not have an easy childhood, and his desire for a better life meant further education after grade 12. Somewhere along the way, he had internalized the determination not to give up on himself. I am so glad that he had that awareness. It made me think deeply about why I was so willing to push him onto the easiest path possible, instead of better supporting him to graduate with the options that would allow him to create a better life for himself. I had lower expectations for Jeremy, which, thankfully,

he resisted. I was also coming to understand more about shifts I needed to make in my teaching practice. Why should I have expected that Jeremy would graduate, but then take additional courses (at his own expense) in order to get into a post-secondary institute? Wouldn't that mean that the K-12 system had not done what it needed to do for him?

When I look back now, I know that I could have done much, much better for Jeremy from the outset. I am so glad he came back for the additional semester, but I understand now that I could have provided, or found, extra or different supports for him in his first or even second time in the course. I should have at least tried.

I knew enough then to understand how to create a learning environment where learners felt a sense of belonging, but I didn't know enough to understand how I was contributing to lowered expectations for some students when they needed different supports than what I was providing. Jeremy taught me so much.

Jo Chrona – Wayi Wah! Indigenous Pedagogies

(https://www.google.ca/books/edition/Wayi_Wah_Indigenous_Pedagogies/sqtsEAAAQBAJ?hl=en&gbpv=1)

HAWK GEAR

Crewneck \$35

Hoodie \$40

AVAILABLE IN THE OFFICE

The Authentic T-shirt Company GENERAL SIZING GUIDE

	XS	S	M
Chest	30"- 32"	34"- 36"	38"- 40"
Waist	26"- 29"	29"- 32"	32"- 35"
Sleeve Length-CB	31"- 32"	32"- 33.5"	34"- 35"
Sleeve Length-CI			
	L	XL	2XL
Chest	42"- 44"	46"- 48"	50"- 52"
Waist	35"- 38"	38"- 41"	41"- 44"
Sleeve Length-CB	35"- 36"	36"- 37"	37"- 38"
Sleeve Length-CI	37"- 37.5"	38"- 38.5"	39"- 39.5"

*This information is intended for use as a general guideline.
Sizing and fit may vary.*