

March 31 – April 4, 2025



THE MCNAIR WAAG

Monday Mar 31	Tuesday Apr 1	Wednesday Apr 2	Thursday Apr 3	Friday Apr 4																																																																																																									
<p>Day 1</p> <table border="1"> <tr><td>Block A</td><td>8:30</td><td>9:40</td></tr> <tr><td>Flex Time Sign-in</td><td>9:45</td><td>10:20</td></tr> <tr><td>Block B</td><td>10:25</td><td>11:35</td></tr> <tr><td>Break</td><td>11:35</td><td>11:50</td></tr> <tr><td>Block C</td><td>11:55</td><td>1:05</td></tr> <tr><td>Lunch</td><td>1:05</td><td>1:45</td></tr> <tr><td>Block D</td><td>1:50</td><td>3:00</td></tr> </table> <p>First Day of Classes after Spring Break</p> <p>SCC Meeting (at lunch)</p>	Block A	8:30	9:40	Flex Time Sign-in	9:45	10:20	Block B	10:25	11:35	Break	11:35	11:50	Block C	11:55	1:05	Lunch	1:05	1:45	Block D	1:50	3:00	<p>Day 2</p> <table border="1"> <tr><td>Block A</td><td>8:30</td><td>9:40</td></tr> <tr><td>Flex Time Sign-in</td><td>9:45</td><td>10:20</td></tr> <tr><td>Block B</td><td>10:25</td><td>11:35</td></tr> <tr><td>Break</td><td>11:35</td><td>11:50</td></tr> <tr><td>Block C</td><td>11:55</td><td>1:05</td></tr> <tr><td>Lunch</td><td>1:05</td><td>1:45</td></tr> <tr><td>Block D</td><td>1:50</td><td>3:00</td></tr> </table>	Block A	8:30	9:40	Flex Time Sign-in	9:45	10:20	Block B	10:25	11:35	Break	11:35	11:50	Block C	11:55	1:05	Lunch	1:05	1:45	Block D	1:50	3:00	<p>Day 1</p> <table border="1"> <tr><td>Collaboration</td><td>8:30</td><td>9:50</td></tr> <tr><td>Block A</td><td>9:55</td><td>10:55</td></tr> <tr><td>Block B</td><td>11:00</td><td>12:00</td></tr> <tr><td>Break</td><td>12:00</td><td>12:15</td></tr> <tr><td>Block C</td><td>12:20</td><td>1:20</td></tr> <tr><td>Lunch</td><td>1:20</td><td>1:55</td></tr> <tr><td>Block D</td><td>2:00</td><td>3:00</td></tr> </table> <p>Collaboration Day (Classes begin at 9:55am)</p> <p>Euclid Math Contest</p> <p>Tech Planning Committee (Conference Room @ Lunch)</p> <p>Dry Grad Meeting on Teams</p>	Collaboration	8:30	9:50	Block A	9:55	10:55	Block B	11:00	12:00	Break	12:00	12:15	Block C	12:20	1:20	Lunch	1:20	1:55	Block D	2:00	3:00	<p>Day 2</p> <table border="1"> <tr><td>Block A</td><td>8:30</td><td>9:40</td></tr> <tr><td>Flex Time Sign-in</td><td>9:45</td><td>10:20</td></tr> <tr><td>Block B</td><td>10:25</td><td>11:35</td></tr> <tr><td>Break</td><td>11:35</td><td>11:50</td></tr> <tr><td>Block C</td><td>11:55</td><td>1:05</td></tr> <tr><td>Lunch</td><td>1:05</td><td>1:45</td></tr> <tr><td>Block D</td><td>1:50</td><td>3:00</td></tr> </table> <p>GNA Prep Session (Theatre at Flex Time)</p> <p>SBT Meeting (at lunch)</p>	Block A	8:30	9:40	Flex Time Sign-in	9:45	10:20	Block B	10:25	11:35	Break	11:35	11:50	Block C	11:55	1:05	Lunch	1:05	1:45	Block D	1:50	3:00	<p>Day 1</p> <table border="1"> <tr><td>Block A</td><td>8:30</td><td>9:40</td></tr> <tr><td>Flex Time Sign-in</td><td>9:45</td><td>10:20</td></tr> <tr><td>Block B</td><td>10:25</td><td>11:35</td></tr> <tr><td>Break</td><td>11:35</td><td>11:50</td></tr> <tr><td>Block C</td><td>11:55</td><td>1:05</td></tr> <tr><td>Lunch</td><td>1:05</td><td>1:45</td></tr> <tr><td>Block D</td><td>1:50</td><td>3:00</td></tr> </table>	Block A	8:30	9:40	Flex Time Sign-in	9:45	10:20	Block B	10:25	11:35	Break	11:35	11:50	Block C	11:55	1:05	Lunch	1:05	1:45	Block D	1:50	3:00
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Marlin Strong: Every student, every day, whatever it takes!

It does not matter how much power, brilliance, or energy you have, if you don't harness it and focus it on a specific target and hold it there, you're never going to accomplish as much as your ability warrants.
Z. Ziglar

Spring Break is over, and it's time to refocus on learning. Time to refocus on lessons, assignments, and lectures! Easy, right? If only it were that easy to turn on our "focus" when we require it. Turning on our "focus" is challenging for everyone, even for adults.

It is even more difficult for children. Biologically, a child's brain tends to be more active than adults, which makes the process of focusing for extended periods of time more challenging. This natural variance is compounded by today's multimedia environment that significantly affects the neuroplastic brain of young people. The overuse of technology results in a smaller anterior cingulate cortex, which is the area of the brain that manages and regulates emotion and attention. Thus, even with the child's good intentions and teacher reminders, the wandering mind of the child is often difficult to combat. But all is not lost.

To support students and give them the best opportunity to learn, educators need to actively engage, cultivate, and sustain a student's focusing skills. The ability to "focus" is a skill, and it can be improved. It's important to access the state of the student's mind and emotions and allocate resources to address the wandering mind. Lessons that focus on mindfulness start by disengaging from a previous experience (a purposeful and planned transition); concentrate on one task at a time; and block out distraction.

While students may be easily distracted, incorporating mindfulness strategies into lessons will help cultivate a young person's positive emotions and help boost a student's focusing abilities. **Championing Students and Their Learning**

Communicating Student Learning

Semester 2 student mid-term evaluations will be communicated on April 23, 2025. These report cards will provide information on the students' learning progress to date, feedback to aid learning, as well as comments on the student's work habits and engagement.

Ramadan 2025

For the past month many McNair students have been gathering with family and friends to pray, fast during the daytime, and break the fast at 'iftar' after sunset. We wish everyone observing Ramadan a blessed and peaceful time of reflection. Ramadan Mubarak!

DATES TO REMEMBER:

- Apr 7-8 Mini 12: Food Bank
- Apr 7 Staff Meeting (after school)
- Apr 8 Grad Assessment: Numeracy10
- Apr 9 Ed Fac Meeting (at lunch)
- Apr 11 Suggested Marks Cutoff
- Apr 16 Mini School Meeting (at lunch)
- Apr 16 Evacuation Drill (Block B- 10:30am)
- Apr 17 SBT Meeting (at lunch)
- Apr 17 Learning Updates due 8:00am
- Apr 18 Good Friday (School Closed)
- Apr 21 Easter Monday (School Closed)
- Apr 23 Learning Updates Published on MyEdBC
- Apr 28 SCC Meeting (at lunch)
- Apr 30 Parent-Teacher Conferences (2-4pm) Early Dismissal
- May 1 Parent-Teacher Conferences (2-4pm/5-7pm) Early Dismissal
- May 5-6 Grade 9 Mini School Trip: Timberline Ranch
- May 6-9 Grade 11 Mini School Trip: Juan De Fuca hike
- May 7 Collaboration Day (Classes begin at 9:55am)
- May 8 SBT Meeting (at lunch)
- May 13-15 Gr. 8 Mini – Galiano Island
- May 12-21 Social Justice New York Trip
- May 14 Gauss Math Contest (Gr. 8)
- May 14 Ed Fac Meeting (at lunch)
- May 16 Pro-D Day
- May 16 District Non-Instructional Day: (Indigenous Learning Focus)
- May 19 Victoria Day (School Closed)
- May 21 Mini School Meeting (at lunch)
- May 22 SBT Meeting (at lunch)
- May 26 SCC Meeting (at lunch)
- May 26 At-Risk Learning Completion Plans Due (3:00pm)
- May 27 SD38 Indigenous Achievement Ceremony
- May 28 At-Risk Learning Completion Plans Emailed Home
- May 30 Evacuation Drill (Block A – 9:30am)
- June 2 Staff Meeting (after school)
- June 3 Athletic Banquet
- June 5 Spring Music Concert
- June 5 SBT Meeting (at lunch)

Importance of Flex Time Time (Flex)

As we return from Spring Break and prepare for the last 3rd of the school, students are encouraged to use Flex Time. During Flex, students are given choices and ownership over their learning, while staff facilitate by providing a supportive learning environment. The goal is for students to "self-direct" their time, to independently learn and pursue their passions with teachers' support and mentorship.

Steps to success during Flex Time:

- 1) Organize your learning plan
- 2) Develop a game plan for the week and for Flex Time
- 3) Set your priorities – what do you need to accomplish
- 4) Be prepared and ready to learn