

Captain Michael VandenBos P.S.

Name _____ Room _____



3121 Country Lane, Whitby, Ontario, L1P 1N3
T. 905-665-2001 / F. 905-665-2004
<http://ddsb.ca/school/vandenbos>
Twitter @VandenBosPS

Principal..... K. Schmidlechner
Vice Principal..... L. Hill
Office Administrator..... T. Pardy
Chief Custodian..... M. Lepper

Welcome to Captain Michael VandenBos P.S. and the academic year 2015-2016. We look forward to working with each member of our CMV family to make this year outstanding. It is our sincere hope and indeed our expectation that all our students strive to do their very best in all that they do. We are a strong learning community that values our mission statement:



Our school community will create a safe and motivating learning environment that empowers students to become successful learners and to acquire the skills needed to become responsible citizens of tomorrow.





2015-2016

		Day 1	Day 2	Day 3	Day 4	Day 5
ENTRY	8:15-8:20					
Period 1	8:20-8:50					
Period 2	8:50--9:20					
Period 3	9:20-9:50					
RECESS	9:50-10:05					
Period 4	10:05-10:35					
Period 5	10:35-11:05					
LUNCH ENTRY	11:05-12:05 12:05-12:10					
Period 6	12:10-12:40					
Period 7	12:40-1:10					
Period 8	1:10-1:40					
RECESS 1-6s	1:40-1:50					
Period 9	1:40-2:10 (Ks & 7/8s) 1:50-2:20 (1-6s)					
Period 10	2:20-2:40 (Ks & 7/8s) 2:20-2:50 (1-6s)					

Extra Help	2:50-3:30pm					
Co-Curricular						
Conferencing						

Welcome to Captain Michael VandenBos P. S.

K. Schmidlechner	Principal	4001	L. Rioux	2	119
L. Hill	Vice Principal	4002	M. Power	2/3	218
T. Pardy	Office Administrator	4004	R. Saati	3	214
T. Jackson	S.E.R.T.	4014	P. Gendron	3	216
W. Pokupec	S.E.R.T.	4007	A. Waugh	4	212
	KINGERGARTEN		D. Woodcock	6	104
P. Murray	Kindergarten	108	G. Sallie	5	102
E. McClelland	E.C.E.	108	F. Prieur	7/8	202
D. McGregor	Kindergarten	110	C. McDonald	7/8	204
A. Doris	E.C.E.	110	W. Deacon	7/8	203
K. Webb	Kindergarten	112	K. Hines-Henry	Pri./Jr. Associated	116
M. Fergusson	E.C.E.	112	J. Edmonstone	E.A.-Associated	116
	ENGLISH		C. Cosens	E.A.-Associated	116
S. David	1	115	J. Roach	E.A.-Associated	116
A. Mark	2/3	219	J. Loach-Perry	Physical Education	117
M. Blanche	2/3	217	J. Ayotte	Library/Tech.	206
S. Blanche/L.T.O.	4/5	210	A. Liut	Core French Visual Arts	200
J. Carnie	4/5	213	A. Michaud	Core French	200
L. Coore	6	208	J. Ratnayake	Primary Coverage	
D. Evans	7/8	201	S. Dodington	Educational Assistant	
J. Anderson	7/8, Science	206	W. Hodgins	Educational Assistant	
N. Henning	7/8, Music	101	T. Weeks	Educational Assistant	
	FRENCH IMMERSION		CUSTODIAL STAFF		
R. Blea	1	113	M. Lepper	Chief Custodian	
E. Wilkinson	1	111	G. Ferguson	Night Custodian	
K. Hamilton	1/2	121	C. Cooper	Night Custodian	



Welcome back Snowbirds to an exciting and rewarding year. VandenBos P.S. will continue to be a very busy place providing a multitude of opportunities in a variety of capacities. Based upon our experience, we have found that students who excel at school put the most into it. Please, take our advice and become actively involved in your school life. Whether it is reviewing work on a regular basis, joining clubs or teams, participating in an activity, reaching out to make new friends, or representing our school in a competition or presentation, you will be the beneficiary when you're actively involved at school.

We would also like to take this opportunity to welcome new families to our VandenBos community. Please feel free to drop in and meet us in the office as we would like to make your transition to our school a smooth one. It is our hope that this year will be a memorable one as we encourage you to set high standards for yourself, dare to dream then, enjoy the pursuit of your dreams.

-The VandenBos Staff

SAFE ARRIVAL PROGRAM

If your child is absent or late, we would appreciate a call to the school at **905-665-2001**. Please leave a message on the answering machine or speak directly to our office staff.

When a pupil is not in class and the parent has not contacted the school, a phone call home to ensure the child's safety will be made. Every student who is late must sign in at the office before going to their classroom. When students need to leave the school before regular dismissal, they are to report to the office and sign out where the parent/guardian will pick them up. The Education Act requires that a note, explaining the reason for the absence, be sent to the school signed by a parent or guardian. The agenda is a great place to send these notes. Thank you for your continued support.



PUNCTUALITY AND ATTENDANCE

Regular attendance at school is important in promoting social development and enabling students to keep up to date with the workload. Developing positive attendance and timekeeping habits at a young age will serve students well throughout their life. Students are expected to attend regularly and to be on time for school each day.



Reasons for Punctuality:

1. To encourage a positive life-style habit.
2. To show a measure of consideration towards others. Lateness is an inconvenience, not only for the teacher who spends long hours preparing lessons, but also for the students who have accepted the responsibility for preparing for class and arriving at school on time.
3. To maximize optimum learning opportunities.

When students are absent for an extended period of time, such as vacations, teachers are not expected to provide all missed learning in advance. Students are expected to catch up on missed work upon their return. Incomplete missed work cannot be assessed and will be reflected on the report card.

EMERGENCY WINTER WEATHER CONDITIONS

For school closure and busing information please check the local radio stations, or www.schoolbusmonitor.com.



ADMINISTRATION OF MEDICINE



From time to time, a parent's request is made for staff to administer medication to students. Board policy states that office staff cannot administer medication unless a "Request For Administration Of Medication" form is completed and signed by the parent/guardian and the family physician. These forms are available in the office and on the website. All medicine must be stored in a locked cabinet in the office area.

PROGRESSIVE DISCIPLINE

Parents should be the first and foremost providers of discipline for their children. Discipline begins at home and parents have the prime responsibility for their children's behaviour and the modification of problem behaviour. The Durham Board of Education Progressive Discipline procedures outline proactive measures to foster student success.

PROGRESSIVE DISCIPLINE: A BIAS-FREE APPROACH 2014

K to 12 Prevention and Intervention Model



Creating a Positive School Climate

- Foster a safe, inclusive and accepting environment
- Review Code of Conduct annually
- Focus on Bullying Prevention and Intervention, Character Education and equitable, inclusive and culturally responsive initiatives
- Recognize and celebrate positive attributes/accomplishments
- Utilize a restorative approach
- Teach and model expectations and behaviours

Staff/Classroom Level

- Focus on effective classroom management strategies, mindful of students' individual identities
- Co-construct and communicate classroom expectations that align with the School Code of Conduct
- Redirect inappropriate behaviour
- Use Restorative Practice including Circles
- Teach and support problem solving/conflict resolution strategies
- Reflect upon/reward/reinforce improved behaviour
- Ensure on-going communication with parents/guardians
- Provide a quiet area to work
- Use consequences as an opportunity to improve behaviour
- Develop Support and Responsibility Agreement (SRA) to transition student
- Implement Behaviour Contracts with related, achievable goals
- Consult with school team to create a plan to improve behaviour
- Conference with students/parents/guardians and school team

Administrator/Student/Teacher/Parent - Interventions and Consequences

- Interview student(s)
- Review Code of Conduct and behaviour expectations
- Communicate with parents/guardians
- Refer to support staff and/or community agencies
- Use appropriate strategies and consequences as learning opportunities:
 - Detentions
 - Reflection sheets
 - Reparations
 - Restorative Practice with a culturally responsive lens
 - Support Responsibility Agreements (SRA)
 - Behaviour contracts
 - Suspensions/Expulsions (Refer to Procedure 5500: Code of Conduct and Discipline for Students)

Suspended Students

- Please refer to Procedure 5500: Code of Conduct and Discipline for Students for a description of the process and reasons for suspension
- School investigation determines suspension
- Consider Mitigating/Other Factors and Human Rights Principles
- Continue the academic program
- Up to 10 days suspension – academic program established by school and provided to student
- 11-20 day suspension – academic and non-academic program required
- Develop a Student Action Plan
- Develop a Transition Plan for a successful student return

Expelled Students

- Please refer to Procedure 5500: Code of Conduct and Discipline for Students for a description of the process and reasons for expulsion
- School investigation determines recommendation to expel
- Consider Mitigating/Other Factors and Human Rights Principles
- Trustee Panel decides on expulsion
- Expelled student attends Return Ticket program
- Written notice to parents/guardians provided
- Develop a Transition Plan for a successful student return

CMV is Safe and Respectful

A number of school procedures and expectations will continue to ensure that:

- ⇒ Our students are safe at all times ,and
- ⇒ Our students have opportunities to be and do their best at all times.

KISS N' RIDE

Our Kiss and Ride operates both before and after school. Teachers will be on duty to ensure a safe arrival at our school from 8:05—8:15 am and from 2:50—3:05 pm. When entering the north parking lot from Country Lane, please make an immediate right turn and continue to circulate in a counter clockwise direction to ensure a constant flow. Children are to be dropped off and picked up at the curb adjacent to the kindergarten fence. **Do not drop off/pick up until you reach the end of the driveway.**

When exiting the parking lot, drivers are encouraged to make a right turn on to Country Lane (north) as this too will help to ensure a constant flow.

Please note, the driveway loop at the front of the school (facing east) is strictly available to busses only. Cars are not permitted to drive into this lane before or after school.

As we are primarily a 'walk to' school, we encourage families to walk and not drive to school. Studies show that walking to school not only is good outdoor exercise, but it can also improve academic performance.

BICYCLES, SKATEBOARDS, PERSONAL PROPERTY, ETC.



Bicycles are to be kept locked up in the bicycle racks while they are at school. The law of Ontario states that bicycle helmets must be worn by all students under the age of 18. Skateboards, roller blades and scooters are not allowed on school property. The Durham District School Board has banned the use of laser pointers in the schools. Captain Michael VandenBos P.S. is not responsible for lost, stolen or damaged items.

LUNCH AT CMV

Students are strongly encouraged to eat at home whenever possible. For those students remaining with us, lunch hour supervisors are hired to supervise.

Lunch Expectations:

1. Students remain on the school property for the entire lunch hour.
2. Students stay inside only if supervised by a teacher.
3. Students respond to supervisors in a respectful, courteous manner.
4. Students respect the property of others.
5. Students refrain from contact sports, physical aggression or "play fighting."
6. Students are strongly recommended to bring a healthy 'Litterless Lunch'



VISITORS AND VOLUNTEERS



VandenBos values all volunteers and welcomes visitors. In order to maintain clear hallways, honour the learning environment by minimizing disruptions and keep all our students safe, please note the following school policy:

- all visitors must make their first stop at the office to sign in and wear an identification tag,
- all volunteers must submit a current criminal reference clearance to the office or have an updated offence declaration on file, and
- during recess, visitors are not permitted on the yard and field.

DOGS ON SCHOOL PROPERTY

Dogs are to be kept off school property as many of our students become easily frightened by dogs. Even a friendly puppy can have a bad day.



APPROPRIATE DRESS

The school dress code responds to several needs: the need to uphold a healthy self-image, a sense of modesty, respect for self and others, and rules of etiquette. The school dress code assists in the creation of a positive learning environment. Inappropriate dress distracts and diverts us from our primary purpose - LEARNING! Administration will make final decisions regarding appropriate dress. Students may be sent home to change. Students must not wear any type of clothing that serves to harass or intimidate others.



- Clothing is free of inappropriate logos, slogans, phrases, and pictures.
- Clothing does not depict ethnic, cultural or racial slurs, violent scenes or slogans.
- All undergarments are hidden from view. Cleavage is concealed.
- Hats are to be removed when entering the school building.
- Tank top shoulder straps follow the "2 finger rule".
- Shirts have adequate coverage over shoulders and around armholes, covering shoulder blades.
- Bottom garments (including slits) are in the 'finger range' or mid-thigh area, including gym shorts.
- Midriff area and back are covered completely, ie no belly-baring shirts.
- Pajamas/nightwear (unless a Spirit Day) and transparent clothing are not permitted.

CHARACTER EDUCATION

The VandenBos community strives to foster, model and imbed Character Education into our school life on a daily basis through curriculum, community service and leadership opportunities.



Teamwork	Responsibility	Respect
Perseverance	Optimism	Kindness
Integrity	Honesty	Empathy
		Courage



L'Esprit d'Équipe	La Responsabilité	Le Respect
La Persévérance	L'Optimisme	La Gentillesse
L'Intégrité	L'Honnêteté	L'Empathie
		Le Courage

RESTORATIVE PRACTICE

Students participate in respectful dialogue as they problem solve during times of conflict. CMV staff have been trained on Restorative Practice involving a respectful and predictable process to facilitate conflict, fostering empathy and mindful reflection.

Foundations of Safe Schools



- Whole School Approach
- Progressive Discipline
- Restorative Practice
- Character Education
- Bully and Cyberbullying Prevention & Intervention
- Healthy Choices
- Safety and Security

RESTORATIVE PRACTICE

Restorative Practice creates a safe and caring learning environment that enhances accountability and achievement. The questions provide a framework for finding solutions when things go wrong.

Restorative Questions I www.irp.org

When things go wrong...

- ▶ What happened?
- ▶ What were you thinking of at the time?
- ▶ What have you thought about since?
- ▶ Who has been affected by what you have done? In what way?
- ▶ What do you think you need to do to make things right?



Restorative Questions II www.irp.org

When someone has been harmed...

- ▶ What were you thinking when you realised what had happened?
- ▶ What impact has this incident had on you and others?
- ▶ What has been the hardest thing for you?
- ▶ What do you think needs to happen to make things right?



Code of Conduct

The Code of Conduct for Captain Michael VandenBos P.S. was established following the Ontario Schools Code of Conduct (2000) and policies, regulations and procedures of the Durham District School Board. It is designed to provide a framework to ensure that school is a safe, productive learning environment for all. We ask families to review this Code of Conduct so that all parties are familiar with school expectations and procedures. Recent changes under the Safe Schools Act include:

Equity and Inclusive Education

Bill 157- Keeping Our Kids Safe At School

Bill 14 - Anti-Bullying Act

PPM 144- Bullying Prevention and Intervention

PPM 145- Progressive Discipline and Promoting Positive Student Behaviour

For more information: www.edu.gov.on.ca, or www.ddsb.durham.edu.on.ca

Creating a Positive School Climate for Learning

The VandenBos staff, students, parents and community work collaboratively to create a positive school climate that fosters student achievement and well-being. Our Code of Conduct involves elements that contribute to a positive school climate including: clear behaviour expectations, character development, leadership opportunities, engaging lessons and resources, high expectations and a comprehensive bullying prevention and intervention plan.

Ontario Ministry of Education DEFINITION OF BULLYING

"Bullying" means aggressive and typically repeated behaviour by a pupil where,

- (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or creating a negative environment at a school for another individual, and
- (b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education;

Bullying

(1.0.0.1) For the purposes of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, social, verbal, electronic, written or other means.

Cyber-bullying

(1.0.0.2) For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

The 4 R's of Bullying Prevention

Recognize

- Know what bullying looks like, sounds like and feels like
- Understand the difference between bullying and conflict

Refuse

- If you don't like what you see happening, invite the victim to walk away with you
- Choose an upstander action

Report

- Report facts to a trusting adult
- Know the difference between "tattling" and reporting

Restore

- Choose to make positive choices
- Be a part of the solution
- Choose to be an upstander



Five Key Points of Bullying:

1. Bullying is a deliberate act
2. There is an intent to harm
3. It is usually persistent over time
4. There is an imbalance of power
5. It can negatively affect the school climate

More information is available on the DDSB website.

RESPECT FOR SELF, OTHERS AND PROPERTY

Each day students will have opportunities to practise positive and respectful behaviours that contribute to a safe and orderly school. VandenBos students:



1. Are encouraged to **BE THE BEST THEY CAN BE** in all that they do,
2. Put forth their best effort in their academics,
3. Arrive to school on time with their materials and a positive attitude,
4. Remove their hats upon entering the school,
5. Keep personal devices (e.g. phones, blackberries, ipods etc.) in backpacks/lockers during school hours, unless used for educational purposes with school's permission and supervision,
6. Keep their purses and backpacks out of classrooms (e.g. kept in lockers or hanging on hooks),
7. Enter and exit at their assigned doors,
8. Do not use the school's front doors unless escorted by an adult or given special permission,
9. Walk quietly on the right-side of the hallway and stairwells, never running,
10. Never chew GUM,
11. Keep hands to themselves at all times: **HANDS ARE FOR HELPING NOT FOR HURTING**,
12. Are responsible for school resources (e.g. books, lockers, equipment etc.),
13. Speak and behave with good intent, and
14. Maintain a vandalized-free school.

ACCOMMODATION OF RELIGIOUS REQUIREMENTS PRACTICES AND OBSERVANCES

The D.D.S.B. and Capt. M. VandenBos P.S. follow the Guidelines and *Procedures for the Accommodation of Religious Requirements Practices and Observances*, which is in compliance with requirements of Ontario's Equity and Inclusive Education Strategy within the contexts of the *Canadian Charter of Rights and Freedoms* and the *Ontario Human Rights Code*. This document assists us in creating and maintaining equitable and inclusive environments within our schools and facilities, and guides the process of providing religious accommodations as the need arises. The document is available for viewing at <http://ddsb.durham.edu.on.ca/DDSMain.htm>.

If you anticipate that you or your family might require religious accommodation during the school year we ask that you inform the administration at your child's school as early as possible, preferably at the start of the school year. Areas that you might consider include, but are not limited to, the following:

- Observation of major religious holy days and celebrations
- Accommodation in, or exemption from, specific areas of the curriculum or other school activities
- Religious attire
- Modesty requirements in physical education
- School opening and closing exercises
- Prayer
- Dietary requirements

COMPUTER TECHNOLOGY AND DIGITAL CITIZENSHIP

As technology evolves, electronic devices become more visible in our everyday lives. Personal electronic devices that are used inside the school during the regular school day are disruptive to the learning environment. The privacy and personal integrity of others can be violated by the inappropriate use of personal electronic devices such as camera cell phones, Ipods, games, social networking or recording devices. If a student brings these items to school, they must be turned off and kept in lockers or backpacks during school hours, unless used for educational purposes with teacher permission and supervision. Students who have had CMV's Digital Citizenship Training and hold a Digital Citizenship Licence are permitted to bring their personal laptops and tablets to school when instructed by their teacher. Student access to the internet is monitored and inappropriate use of the computers will follow progressive discipline measures. All students will sign a computer use contract prior to access to school computers. For more information on Safe Use of Technology procedures, please log on to: http://ddsb.durham.edu.on.ca/pdf/parents_comm/Procedure3101AcceptableUse.PDF



CMV Values Home-School Partnerships

EQUITY AND DIVERSITY RESOURCES



The Durham District School Board values and respects all members in its school community. We believe it is important that our school libraries and classroom resources reflect inclusivity and serve to foster sensitivity towards individuals and groups that have traditionally been and/or are currently being marginalized within the broader society. These resources serve to identify and remove barriers that may exist for various groups and families. They may touch on topics of ethnicity, disability, religion, sexual orientation, gender identity, gender expression, age, family status and marital status. They are intended to help students to acquire the knowledge and skills that enable them to challenge unjust practices, and to build positive human relationships as members of a global community. Our goal is to provide students with opportunities to promote equity and social justice.

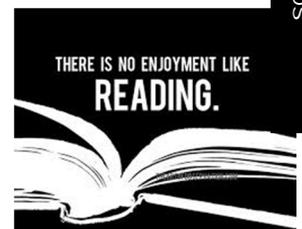
PARENT RESOURCE BOOKS

Students may sign these out of the library for any parents wanting to read them! To have a student sign a particular book out on your behalf just send a note with the student stating which book, you'd like. The titles included are:

From Defiance to Co-operation	How to Talk So Kids Will Listen & Listen So Kids Will Talk
Kids are Worth It	The Defiant Child – A Parent's Guide to Oppositional Defiant Disorder
Grown Up Digital	A Parent's Guide to Texting, Facebook, and Social Media
Cyber Safe	Growing Up With Technology
Girls on the Edge	What Every 21st Century Parent Needs to Know
Digital Community/Digital Citizen	21st Century Skills
Raising Responsible Teens in a Digital World	Adolescent Literacy
When Kids Can't Read	Courage to Be Me – Living with Alcoholism

CMV LIBRARY COLLECTION INFORMATION

Students at CMV are encouraged to read a variety of resources that the school has to offer. The guidelines for student book sign out are based on age, and in some circumstances, book demand. Primary students are allowed to sign out one book per week from the school library, while Junior and Intermediate students may sign out 2 and 3 books respectively. Damaged books should be brought to the attention of our teacher-librarian Mr. Ayotte, so that they may be repaired or discarded. Book replacement fees for lost or irreparably damaged books are set at **\$7.00 per book**. This fee often represents only a fraction of the value of books that need to be replaced, so students are encouraged to ways take care of books they sign out. By limiting book replacement costs, we can ensure that there are many quality resources for all students to share and enjoy, and spend library funds on popular new books, rather than replacing old missing books.



DDSB LEARNING COMMONS

On our school website (www.ddsb.ca/school/vandenbos), you will find a link to our "Learning Commons". Through this link, students can access the same DDSB subscription resources that they have access to at school, from home. These resources are to assist them with reading, research, and obtaining copyright cleared materials. The username and sources from home are the same for each link.

Username: durham
Password: research12

Also, on the school website under the "Parent Information" tab, there is a list of helpful free learning links that we have compiled to support student learning in their French literacy, English literacy, and mathematics. These resources are updated frequently, and can be used to reinforce concepts taught in class, and afford students the opportunity to practice skills at home. There are also links to "English as a Second Language Resources" and "Learning for All" links and resources.

CHEATING AND PLAGIARISM : PREVENTION AND INTERVENTION

DEFINITIONS:

Cheating is defined as any attempt to give or obtain unauthorized assistance in a formal academic exercise (the use of unauthorized materials during a quiz, test, examination etc., including using notes copied from other students or use of information from print, electronic devices or other sources).

Plagiarism is a form of cheating that is defined as the use of the thoughts or ideas of someone else by a student without crediting the source. Use of part or all of any other person's book, essay, magazine article, chart, drawing, diagram or any other piece of work in an assignment without proper acknowledgement is plagiarizing. Submitting an assignment written by anyone else or presenting information taken from the internet as one's own is plagiarizing.

ACADEMIC INTEGRITY

Cheating and plagiarism are very serious concerns. Plagiarism is defined as the use or close imitation of language and thoughts of someone else without crediting the source in order to represent them as one's own original work. Using part or all of any other person's book, essay, magazine article, website, diagram or anything else in your school work without proper acknowledgement, is considered plagiarism. Students are expected to be honest. In the case of cheating or plagiarism, parents/guardians will be notified regarding the determined consequences.



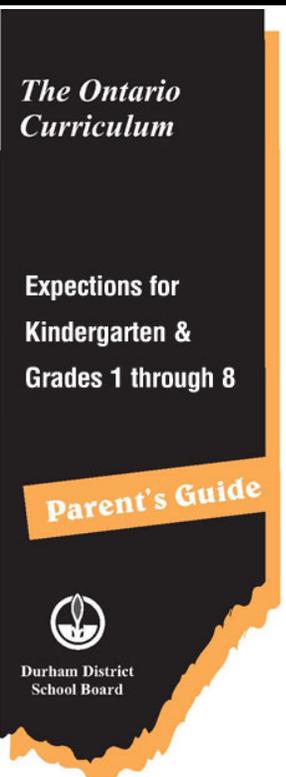
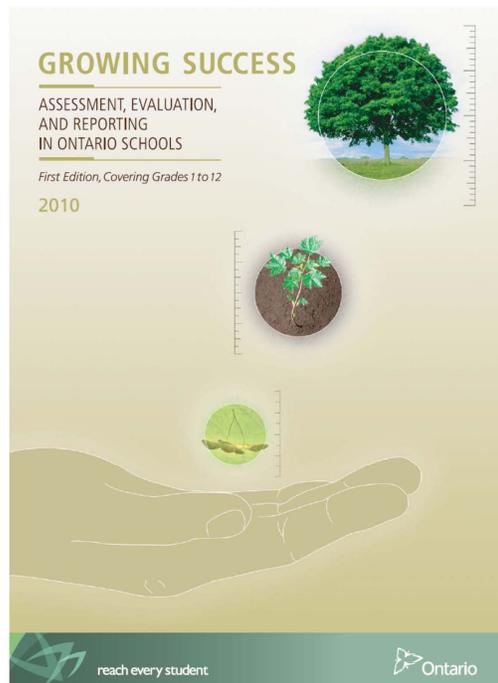
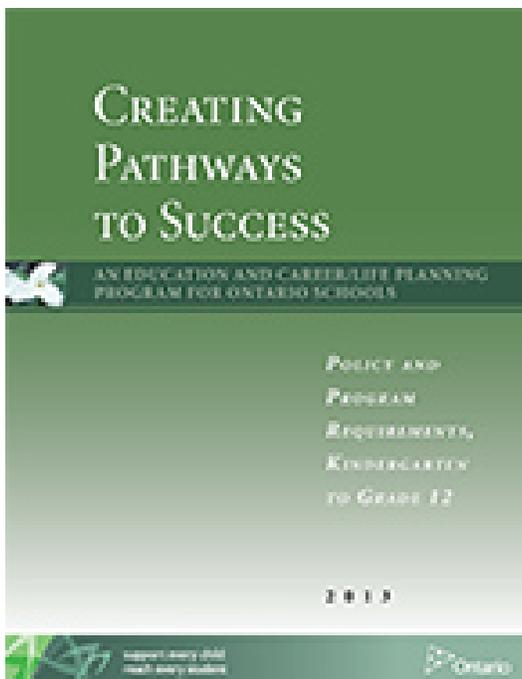
There are several websites that can help students with citing their sources:

<http://www.citationmachine.net/>

<http://www.easybib.com/>

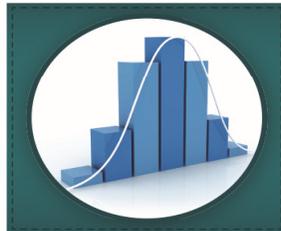
Parents are encouraged to access the Ministry of Education website for valuable and relevant information :

<https://www.edu.gov.on.ca/eng/parents/>





MAKING LEARNING VISIBLE FOR TECHNOLOGY INFUSED ENHANCED LEARNING



PRIORITIZED CURRICULUM EXPECTATIONS

- Incorporate prioritized curriculum strands and expectations in teaching and learning
- Embed critical thinking skills and process expectations in planning and instruction
- Embed scope and sequence to support planning



ASSESSMENT AND EVALUATION

Pre-instructional assessment to uncover misconceptions that hinder student progress:

- Conversations, observations and product (COP)
- Leaps & Bounds (Intervention tool)
- LLI (Levelled Literacy Intervention)
- BAS (Benchmark Assessment System)
- The Loop—Assessment For, As, Of Learning
- Gap Closing—Grades 6 and 9
- PRIME
- Numeracy Nets
- EQAO style questions/tasks



EVIDENCE-BASED INSTRUCTIONAL STRATEGIES

- Learning Tools
- Real world, authentic rich tasks
- Inquiry based learning
- Accountable talk
- Guided groups
- 3-Part Lesson (Minds-on, Action, Consolidation Model)
- Comprehensive Programming
- 4-Part Problem Solving
- EQAO style questions/tasks
- Descriptive feedback
- Differentiation
- Interactive journals and concept books



INTERACTIVE LEARNING TOOLS

- Co-created learning goals
- Co-created success criteria
- Exemplars/examples
- Co-created anchor charts
- Tools (Manipulatives)
- Word Wall
- Strategy Walls
- Reflects Growing Success/SEF loop and the strands/expectations being taught
- Performance walls



MONITORING AND TARGETED STRATEGIC INTERVENTIONS

Through Faces on the Data, explicit instruction, tiered interventions and guided groups:

- Leaps & Bounds
- Gap Closing
- LLI (Levelled Literacy Intervention)
- Numeracy Nets
- Student Success
- PRIME
- BAS (Benchmark Assessment System)



ENGAGEMENT AT HOME AND AFTER SCHOOL

- Online Homework Help
- Teacher pages/websites
- After school OFIP tutoring
- Ongoing communication with home
- Student Success structure for after school help
- Family Nights
- Online classroom resources (D2L, Moodle)
- DDSB Mobile Campus
- Online Learning Commons

PURPOSEFUL

PRECISE

PERSONALIZED

PROFESSIONAL LEARNING

MONITORING

PROMOTING A GROWTH MINDSET FOR RESPONSIVE INCLUSIVE CLASSROOM

“Education directly influences students’ life chances and outcomes.”

—Ontario Ministry of Education

"School isn't the same as when I went to school," ...

... is a comment parents often share with teachers and administration - and parents are absolutely right. If we are to prepare our students for an ever-changing world, we need to seriously identify the skills and knowledge required that best prepares them for the future. In fact, many of the jobs for which our students will be applying have not yet been created. Times are changing quickly and as educators and parents, our responsibility lies in the necessity to help our children develop skills to problem solve, analyze, and synthesize critically and independently. The development of literacy skills - in reading, writing, oral communication and media - are the critical pieces that foster independent and critical learners and thinkers. Conceptual numeracy development is also a vital skill for future student success.

A perfect spelling test is certainly worth a high five and congratulations. However, this type of memorizing activity is considered a lower-order thinking exercise and does not provide clear evidence of a critical thinker. A good speller is not someone who has memorized the most words, but rather someone who knows ways to figure out the logic of words and can construct them as needed. Spelling is problem solving with letters, sounds, patterns and meanings. Similar to if a student were to receive 10 out of 10 on a basic rote math task – this demonstrates memorization and basic understanding of math, not deep conceptual understanding.

So, the question becomes, what should I be looking for as a parent? Here is an example of a Level 4 question: "In a paragraph, explain why the author might have written this text. Use evidence from the text and your own ideas to support your answer." Students are required to demonstrate an understanding of the text, make inferences, extend their understanding, analyze the text from different perspectives, and organize their ideas in written form. This type of question provides the students with opportunities to demonstrate a thorough understanding of content and critical thinking (higher-order thinking), thus potential to demonstrate a level 4 performance. Spelling and grammar would be one component of this task, not its entirety. In Math, the simple add on of "explain your thinking" or "how do you know" challenges students to demonstrate their math understanding, and explain from where their thinking has derived.

Formative vs. Summative Assessment

Your child's learning is continuously being assessed throughout the gathering of information from a variety of sources throughout the day. Whether it be through **formative** methods, for example, conferencing, group work, independent work, anecdotal observations, checklists, whole class input lessons, or, a more formal or '**summative**' method, such as quizzes, assignments, projects and tests. Part of the assessment process involves providing students with descriptive feedback that guides their efforts towards improvement. How learners analyze a problem, work through a learning challenge, organize information, explain their thinking or apply their knowledge helps to determine how a student is achieving.

- Level 4, an 'A': Student performs independently, exceeding provincial standard. Achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specific to that grade in more sophisticated ways than a student achieving at level 3.
- Level 3, a 'B': Student achieves most of the required skills and knowledge, meeting provincial standard. Parents of students achieving at level 3 can be confident that their children will be prepared for work in the next grade.
- Level 2, a 'C': Student achieves some of the required skills and knowledge, approaching provincial standard.
- Level 1, a 'D': Student achieves some of the required skills and knowledge in limited ways, falling below the provincial standard, while still reflecting a passing grade.

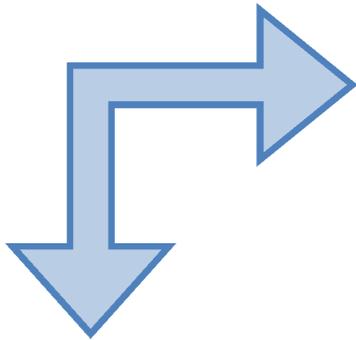
Most Recent and Consistent

Your child's performance is recorded throughout the year, and the goal is to see growth and development. Therefore, for example, as a new concept is introduced, opportunities to practice applying this new concept are provided. Teachers also provide the appropriate descriptive feedback that guides the student and over time the learner begins to build confidence and independence using this concept in a variety of problems and challenges. As teachers assess student work throughout this learning process, they are able to understand where the learner is in terms of strengths and needs, adjusting their teaching practices as required. As the time approaches to report the student's achievement (e.g. end of unit), the teacher analyses all the assessment data and provides a summative mark of where the student is performing at that time. In other words, the most recent and consistent level of achievement based on weighted assessments is reported. This means that the assessment from earlier on at the start of this unit is not an accurate reflection of where the learner is currently. Averaging scores and marks are no longer appropriate, as it does not reflect an authentic view of recent and most consistent learning.

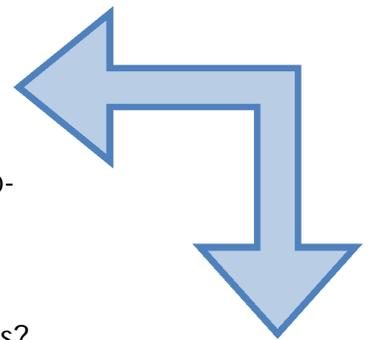
So, parents, when you ask yourselves, "How did my child get a Level 3 from this work?" hopefully this explanation helps your understanding. Certainly, these are changing times and the Ministry of Education has identified the need to best prepare our future generations through ongoing research of how children best learn. What is strongly valued at VandenBos P.S. is the positive and ongoing partnership between home and school. Studies continue to prove that student progress is greatly enhanced when home and school work together. Thank you to all CMV families for supporting your child's learning.

Assessment of Student Learning

Diagnostic Assessment



- Given to students to find out 'where they are'
- Should assess a wide variety of learning: Knowledge and Understanding, Thinking, and Application skills
- Communication Skills: How well do students explain their thinking and problem solving solutions?
- Planning of unit should be based on student needs, and focus on correcting misconceptions of student learning



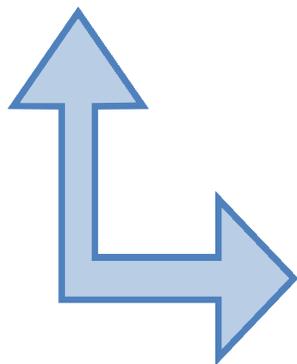
Summative Assessment

- Gives a final 'picture' of student learning
- Assess knowledge (basic understanding), thinking (creativity of learning), and application (ability to apply learning to new situations)

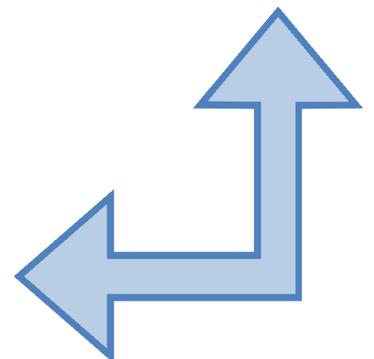
Learning Goals/Success Criteria

- Should be co-created with students using student friendly language
- Based on Curriculum expectations
- Students should be able to apply the criteria/goals to their learning, and be able to self assess and set goals for themselves

Descriptive Feedback



- Timely and meaningful
- Specific to the Success Criteria
- Is a 'mid-point' check of where students are; can happen multiple times throughout a unit
- Students are given a chance to apply the feedback to their learning, and fix/change their work
- Students should be able to dialogue with peers and teachers about next steps, and how to move forward



ONLINE READING

www.my.abdodigital.com

ABDO eBooks is an online site featuring eBooks for elementary schools within the Durham District School Board. Ask your teacher-librarian about the username and password to begin using this exciting resource!



www.storylineonline.net

Storyline Online is an online streaming video program featuring actors reading children's books aloud.

www.go.galegroup.com

With reading level geared for intermediate & senior students, the Gale Virtual Reference Library consists of over 40 eBook reference works within a simple keyword search window.

www.bkflixflix.grolier.com

BookFlix offers students both picture books and nonfiction books in an interactive online website. Ask your teacher-librarian about the username and password for home use.

www.starfall.com

Starfall provides online games, printable sheets, activities and build-a-book programs for children who are just learning the letters and to those who are on their way to reading lower-level chapter books.

www.en.childrenslibrary.org/

The International Children's Digital Library offers a collection of digital books in a variety of languages, lengths and themes. The ICDL aims to offer a collection that represent outstanding historical and contemporary books from around the world.

ONLINE MATH SUPPORT

www.oame.on.ca/CLIPS/

The OAME has created a comprehensive site of math resources for Ontario learners. This site includes lessons divided by strand, interactive games and practice activities.

www.mathies.ca

Mathies is another Ontario based site that includes a variety of virtual manipulatives for students to explore, games, math support, and a great deal of activities to support numeracy learning.

www.cemc2.math.uwaterloo.ca/mathfrog/

Math Frog is a site created by the University of Waterloo to support the Ontario math curriculum through the use of appealing math games for children grades 4-8.

DDSB MOBILE CAMPUS

Students can access their documents, and Home Folder (u:) from home by using the following link with their username and password: <http://www.ddsb.ca/Parents/TechTalk/TechTalk%20Documents/mobile/campus.html>

HOMEWORK

School success is directly related to a reasonable amount of regular, systematic and effective home study. A good student can never truthfully say, "I have no homework tonight."

Homework could include:

*Completion of daily class work
*Practising on instruments

*Reading for pleasure
*Visiting the library

*Review of work previously taught
*Studying for tests/quizzes

General Homework Guide Per Evening

JK-K	up to 10 minutes	Grades 4-6	20-40 minutes
Grades 1-3	10-20 minutes	Grades 6-8	30-60 minutes

CMV Celebrates Student Success

Our Snowbird Targets are at the heart of all we are and do at VandenBos. Our monthly Excellence Assemblies are planned and lead by our students. It is here where we publically and proudly recognize the efforts of all our students both on an academic and personal level. Parents are invited to attend as they are an essential component in their child's development. It takes a village to raise a child.



Snowbird Targets

Flying High For Excellence

STUDENT SUCCESS I put forth my best effort in my school work.

SCHOOL LEADERSHIP I participate in co-curricular activities and/or demonstrate positive leadership skills in all that I do (e.g. making the right choice, helping a friend).

SNOWBIRD CITIZENSHIP I display positive character traits every day:

<i>teamwork</i>	<i>responsibility</i>	<i>perseverance</i>
<i>respect</i>	<i>optimism</i>	<i>kindness</i>
<i>integrity</i>	<i>honesty</i>	<i>empathy</i>
<i>courage</i>		



Cibles de Snowbird

Voler Vers l'Excellence

Succès d'Étudiant Je fais de mon mieux dans mon travail scolaire.

Direction Scolaire Je participe aux activités para-scolaires et/ou je démontre des compétences de direction positives dans tout ce que je fais (ex. la réalisation du choix juste, en aidant un ami).

Citoyenneté de Snowbird Je démontre les traits de caractères positives chaque jour:

<i>l'esprit d'équipe</i>	<i>le respect</i>	<i>l'intégrité</i>
<i>l'optimisme</i>	<i>le courage</i>	<i>la responsabilité</i>
<i>l'honnêteté</i>	<i>la gentillesse</i>	<i>l'empathie</i>
<i>la persévérance</i>		

GRADE 8 GRADUATION AWARDS

Graduation award plaques are proudly displayed in our hallway, reminding everyone that we value and celebrate student achievement, positive character, leadership and success. Criteria for **Subject Awards** are not necessarily awarded to students with the highest overall average, but to students who achieve success through persistent effort. Some of the criteria may include:

- *consistently completes work to the best of his/her ability and adheres to all deadlines
- *is a strong advocate in all aspects of school life (academic, social and personal)
- *displays a positive and curious attitude for learning

SUBJECT AWARDS

* **English** * **French** * **Science** * **Geography** * **History** * **Visual Arts** * **Music** * **Drama** * **Health and Physical Education**

All Around Student: excels in all areas of school life: represents excellence in academics, participation in athletics, the performing arts, school community leadership, and special accomplishments

Arts Award: strong dedication towards the arts, participates in a variety of activities related to dance, drama, visual arts and music

Athlete of the Year: excels and/or contributes a significant impact or athletic accomplishment in several sports, models outstanding sportsmanship, and demonstrates extraordinary leadership qualities while maintaining a good academic standing

Award of Merit: demonstrates great improvement in his/her academic and social growth this year

Captain Michael VandenBos Memorial Award: shows the qualities for a good citizen: helpful, considerate and supportive towards his/her peers

Kiwanis Citizenship Award: demonstrates dependability, reliability and dedication

Ontario Principal's Council Leadership Award: respected by peers and adults, demonstrates leadership, initiative, and stands by strong values and principles

Valedictorian: displays positive influence and leadership amongst peers, representing student voice in a respectful and powerful manner

Academic Excellence: demonstrates academic perseverance and excellence in all learning opportunities

MEDALLIONS

Academic Excellence: 80% average for all subjects for both report cards

Routines, Expectations, Code of Conduct, Safe and Appropriate Use of Technology

I have read and understand Captain Michael VandenBos P.S. routines, expectations, Code of Conduct and Safe and Appropriate Use of Technology.

Student Name _____ Signature _____ Date _____

Parent Name _____ Signature _____ Date _____

*Be the best you can be
because that's what
Snowbirds do.*



*Faites toujours de votre
mieux; c'est ce que font les
Snowbirds.*

FLY HIGH FOR EXCELLENCE!
VOLER VERS L'EXCELLENCE