



# THE VIEW

GLENVIEW PUBLIC SCHOOL

MAY 2010

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## FROM THE PRINCIPAL'S DESK

Dear Parents and Guardians:

During our staff learning time over the last two years we have placed a major emphasis on the **Halton District School Board Expected School and Classroom Practices: JK to Grade 12.**

This document and the ideas within encourage us to be precise, intentional and strategic in creating our staff learning plans to improve student learning. We use the document and its components to monitor our effectiveness and it forms the basis for our school improvement plan.

The following expected practices come from work at the Ministry of Education looking into what makes an effective school: To clearly identify some **researched based practices that are highly effective** in improving student learning and achievement. To create a **base of expected school and classroom practices** to ensure equity of outcomes for all students in the Halton District School Board. To provide a tool for schools to conduct a **self-assessment** of their School Effectiveness Plan and actions. To **describe the strategies** in the Student Goal Section (Literacy/Numeracy. Student Success. Safety and Well-Being) of the Halton District School Board Strategic Plan. Our school effectiveness plan is written each year using these four areas: literacy, numeracy, student success, and safety and well being.

The practices that must be demonstrated in every school and classroom include the following essential components and indicators:

1. Student Learning and Achievement: There is a culture of high expectations that supports the beliefs that all students can learn.
2. Instructional Leadership: there are structures, processes and practices in place to guide decision-making in the implementation and support of programs for all students.
3. Assessment and Evaluation: A variety of valid and reliable assessment data is collected, disaggregated and used to inform planning and instruction.
4. Curriculum and Instructional Strategies: Instruction is based on the expectations of the Ontario Curriculum and HDSB alternate curriculum.

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### Glenview Expected Practices

**Large blocks of instructional time** are protected, with minimal interruptions (i.e., 100 minute English and French literacy JK to 6, and 60 minute numeracy block for JK to 6, 20 minutes of QDF JK to 6).

The **Comprehensive Literacy Model** reflects the needs of students and ensures the gradual release of Responsibility (i.e., Read Aloud-think Aloud, Shared, Guided, Independent Reading and Writing).

**Differentiating** the content, process, product and learning environment based on the student's reading interests and learner profile.

**Assessment practices** include the ongoing collection of evidence of student learning using tracking tools (i.e., ESAT...minimum expectation PM, EQAO, PM and DRA boards/data folders/spreadsheets) to provide a focus for professional discussion between and among staff.

There is a **designated literacy and mathematics area** housing an extensive selection of leveled reading materials and math manipulatives. A range of technologies (e.g., assistive) supports the needs of all students and their learning.

**Job-embedded professional learning** is regularly scheduled to determine best instructional practices meet students' needs. (e.g., use time during staff meetings, division/grade team meetings for teachers to engage in learning process like ... teaching learning critical pathway, teacher moderation).

The **Teaching Learning Critical Pathway** is used by all teachers to gather evidence of student learning to inform instruction and determine whether the intended outcome has been achieved.

1. gather evidence, determine the area of greatest student need, connect the learning need to the curriculum, identify an explicit researched practice to address the student need, design a classroom plan assessment
2. plan a learning block, gather evidence of student learning, have students complete the classroom assessment
3. conduct teacher moderation, reflect on the process in terms of student achievement and teacher practice to identify focus to work through the process again

**Classrooms are inclusive learning environments so that all students feel safe and they belong.**

Deborah Renton  
Principal

### Class Building

Glenview staff are beginning to plan for the building of classes for next year. This is a process that involves factors and staff members spend a great deal of time working on the process. When building classes, we intend to create the most effective learning groups possible by carefully considering the following:

- \* Ministry and Board guidelines for numbers of students in each class
- \* Academic compatibility (how well students work together, academically)
- \* Social compatibility (how well students interact socially)
- \* Learning style of the student and teaching style of the teacher
- \* Input from our Special Education Resource Teacher
- \* Balance of boys and girls
- \* Input from students' current teachers

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We are happy to receive input about the kind of learning environment in which you believe your child should be. However, due to the many factors that we must consider when building classes and the nature of our class building process, **we will not consider requests for a specific teacher**. Staffing for next year is still in its tentative stage and many changes can occur in staffing for a variety of reasons.

We do not place groups of students in a class simply because they want to be with a group of friends. Meeting new friends, building a social network and working with a variety of people are lifelong skills that we foster. Teachers do their best to ensure that each child has at least one friend in the class.

If you have input regarding your child's learning needs and learning environment preferences, please outline them in writing and direct them to the classroom teacher **by May 15th**. The information provided will be accessible to the staff.

### Combined Grades

(from: Ontario. Ministry of Education. 2007. *Combined Grades: Strategies to Reach a Range of Learners in Kindergarten to Grade 6*. Toronto: Ministry of Education, Ontario)

We will have combined grade classes next year at Glenview. A class of combined grades is composed of students from two adjacent grades who are grouped with one teacher for instruction. In all classrooms, no matter how they are organized, teachers need to provide for the individual needs of students. To achieve this, they use a variety of methods on a daily basis to assess the needs of each student, and then adjust the focus of instruction for skill development accordingly. In all classrooms, there is a range of students, and a teacher's goal to meet the needs of all learners remains the same regardless of the classroom organization. Also, the focus of instruction for all subjects is on helping students to advance regardless of age, grade or current level of performance.

Strategies to ensure that the classroom is inclusive also apply to all classrooms. In an inclusive classroom, students' diverse experiences and points of view are reflected in learning materials, discussions, problem solving, and learning applications. The aim is to ensure equity of outcome in all classrooms.

Within a class of combined grades, students work towards the achievement of their grade-specific curriculum expectations. When common "big ideas" or skills are involved, all students in the class often work together, but at other times, instruction may be specific to each grade. Assessment, evaluation and reporting are grade-specific. Although classes of combined grades do require careful preparation to manage the distinct content in different disciplines, there can be benefits for students both socially and academically.

### Combined Grades: Questions and Answers

(from: Ontario. Ministry of Education. 2007. *combined Grades: Strategies to Reach a Range of Learners in Kindergarten to Grade 6*. Toronto: Ministry of Education, Ontario)

***Why do you have classes of combined grades?*** Most classes of combined grades are created to accommodate students in a school where it is not possible to create only single-grade classes. For example, if there are thirty Grade 2 students, thirty Grade 3 students, and three teachers, the only way to organize the children into smaller classes is to combine some students from both grades in one class. Some schools, however, choose to create classes of combined grades, so that their students have the opportunity to gain the academic and social-emotional benefits associated with such classes.

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***What are the benefits of placement in a class of combined grades?*** There are many social-emotional benefits for students who are in classes with students of various ages. For example, in such classes, peer interactions have been shown to be very positive; students have opportunities for greater development of social skills and cooperation skills; and students often develop a feeling of comfort and security, a positive self-concept, and a sense of satisfaction with their achievements. There are also significant opportunities for development of leadership skills and for learning from peers. In studies measuring academic achievement, students in classes of combined grades were found to perform as well as students in single grade classes.

***Why was my child chosen to be in a class of combined grades?*** When placing students in all classes, educators consider a variety of factors, including number of students, number of boys and girls, and students' interests, strengths, needs, learning styles, motivation, work habits, emotional development, and linguistic, cultural, and social backgrounds.

***Will the teacher have as much time for each child in a class of combined grades?*** The amount of time for an individual student is not determined by the organization of classrooms by grade. In all classrooms, teachers employ a number of instructional strategies to address the needs of all students. On a daily basis, teachers work with large groups, small groups, and individual students.

***How do teachers prepare for teaching classes of combined grades?*** Teachers develop the knowledge and skills to effectively manage any classroom, including knowledge of curriculum resources and flexibility in planning. Teachers also learn about which instructional strategies work well with the students in their class while they teach, whether it is a single-grade class or a class of combined grades. As well, the Ministry of Education and the local district school board provide many professional learning opportunities for teacher son planning and instruction.

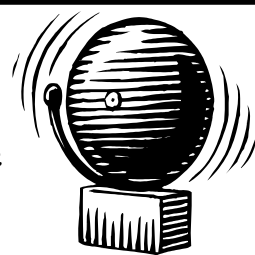
***Will the child in the higher grade be sufficiently challenged?*** Research has shown that there are no negative effects on academic achievement. Teachers design programs to challenge children at their appropriate academic level. In any given classroom, students have diverse needs and interests, and teachers spend a great deal of time planning a program so that it addresses this range.

***Might the child in the lower grade be overwhelmed?*** Teachers and principals are careful in selecting students who will be compatible in all classes. In any class, children show a range of development physically, emotionally, and academically. It is an advantage for younger children in a class of combined grades to have many people they can ask for help-both the teacher and older students. They may also benefit from being able to learn from older children.

This publication is available on the Ministry of Education's website at:  
<http://www.edu.gov.on.ca>

### **Parent Survey regarding "Start and End Times" at Aldershot Neighbourhood Schools**

The Halton District School Board is currently exploring a change to the school start times at Maplehurst, Glenview, Aldershot Elementary and Aldershot High School. An important step in this process is to survey parents and guardians of students in the Aldershot community to assess levels of support for these changes (including King's Road parents/guardians). All parents will be mailed a questionnaire from the HDSB asking for their input. A pre-addressed, stamped envelope will be included for its return. **Surveys must be returned by May 14, 2010**. Please look for your survey arriving in the mail in early May.



## Grade 3 and 6 EQAO

Just a reminder that all Grade 3 and 6 students at Glenview will be writing the Assessment of Reading, Writing and Mathematics on May 31 and June 1, 2, 3, 8 and 9 between 9:15 and 10:55 a.m.

We are asking parents **NOT** to schedule appointments or holidays during this time as it is essential that all Grade 3 and 6 students be at school on both days of testing. Studies confirm that parents who take an active interest in their children's education are more likely to have high achieving children.

The following is a list of suggestions for parents to help ensure that their child has a positive experience with the assessment. Ensure that your child:

- \* Is on time and in attendance for each test date
- \* Has had the proper amount of sleep and rest
- \* Has had a proper breakfast and brings nutritious snacks for their breaks
- \* Brings proper writing materials

Please feel free to contact the school if you have any questions regarding the use and importance of the data collected through this assessment.



### MOVING??

Please advise Mrs. Reitknecht as soon as possible if your family will be moving out of the Glenview area this summer. This information helps the schools with class building. If you know of new neighbours moving into the area, please encourage them to register as soon as possible.

### TELL US ABOUT TEACHING AND LEARNING IN SCHOOLS

*From April 19th to May 21st, 2010 parents with children in the Halton District School Board are invited to complete the annual **School Effectiveness Survey**. The results of the survey will provide important data to be used to shape systems and school effectiveness planning for improving student learning. Parent survey results will be examined in conjunction with survey results from students, teachers and non-teaching staff. The survey will be available at [www.hdsb.ca](http://www.hdsb.ca)*

*Parents may complete the survey on-line from wherever Internet access is available (home, work, or at your child's school). If you do not have access to the Internet, please discuss alternatives with your child's school Principal or Vice-Principal. **NOTE:** To log-on, parents must have their child's/children's Ontario Education Number (OEN), a number found on report cards) as a security log-on. Further information is available through your child's school or by contacting the Research Department, Halton District School Board at (905) 335-3665, ext. 3280.*



### Jump Rope for Heart

Our Jump Rope for Heart kick off assembly will be later this month prior to our Jump Rope day on May 27. Watch for pledge forms and volunteer requests coming home soon!

### Appropriate Clothing

In keeping with our positive, respectful values, we want to remind students that bare midriffs, spaghetti straps and extremely short skirts and shorts are not appropriate attire for school. "Lasagna" straps are fine. Also t-shirts with questionable messages are not acceptable for wear around the school. Revealing clothing does not send respectful messages. Please discuss with your child that clothing reflects both the image they wish to portray of themselves as well as being conducive to a positive work environment. Thank you for your help in this matter.

## POLICE DAY 2010

May 8, 2010, marks the 11<sup>th</sup> annual Police Day celebration in Halton!

The day begins at 10:00 a.m., and finishes at 2:00 p.m., rain or shine. This is an indoor and outdoor event taking place on the grounds of Headquarters, which is located at 1151 Bronte Road, in Oakville.

The day promises to be a great family experience, with children's rides, magic shows, clowns, music and a BBQ. There will be police and community partner displays and live demonstrations. Our own Police Pipes & Drums welcome you at the opening ceremony.

There are free shuttles from Bronte Creek Provincial Park, on Burloak Drive, and also a free shuttle from the Halton Hills communities - [pre-registration required for Halton Hills only]

For more information visit our website at [www.haltonpolice.ca](http://www.haltonpolice.ca)



**Litterless Lunches**

Just a reminder that in keeping with the need for reduction of waste, we would encourage all students to bring litterless lunches. Thank you for your cooperation.

The **LOST AND FOUND** boxes are overflowing again now that spring has arrived. Please encourage your child to claim costly clothing and shoes.

**THANK YOU BOZEK ORTHODENTICS!**

Bozek Orthodontics generously sponsored a day of healthy eating at every Student Nutrition program in Burlington during April Dental Health Month!

Drs. Ray and John Bozek realize the importance of healthy nutrition and its role in optimizing the physical, emotional and cognitive growth of our children in Halton. The importance of breakfast, lunch and snack programs has never been greater. Tough economic times, busy schedules and less nutritious food choices are all resulting in our children's nourishment being compromised. We thank Bozek Orthodontics for sponsoring a day of Student Nutrition in our school and providing our students with the right fuel for learning!

**Fun Fair and The Book Fair are Coming!**

The Glenview Fun Fair is Friday, May 28! Please mark your calendars. Contact Leyland Brown at (H) 905-631-1328, (C) 905-220-2263 if you wish to volunteer at this annual, fun filled event!

The Spring Book Fair will be held in the library starting on Tuesday, May 25th through Monday, May 31st. There will be a fantastic selection of books, pencils, posters, games and activities for all ages of readers. All profits will go towards the purchase of new books for our own library. See you at the Book Fair!

**KINDERGARTEN ORIENTATION**

We would like to welcome all parents of students new to the Junior or Senior Kindergarten program in September 2010 to an information meeting on **May 18th at 6:30 p.m.** This meeting will include information on the staggered entry process, a typical Kindergarten day and the goals of the Kindergarten program across Halton.

**EARLY DISMISSAL**

**AT 2:05 ON TUESDAY, JUNE 29TH,**  
**THE LAST DAY OF THIS SCHOOL YEAR!**

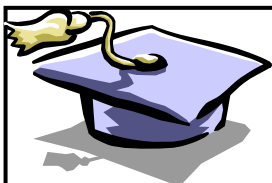
Please mark your calendars. Buses will leave the school promptly. Please make arrangements to have your child(ren) picked up at 2:05 p.m.

**THANK YOU VOLUNTEERS!**

Thank you so very much for the beautiful luncheon which you so wonderfully presented to the Glenview Staff. It was such a pleasure to be served and to actually sit down and enjoy lunch with colleagues. The food was incredible. Thank you to everyone for making such wonderful dishes. It was also a thrill to not have to think about covering recess duty—thanks to all the parents who enjoyed a recess with the students.

We will be celebrating the generosity and commitment of all the volunteers who support staff and students at Glenview at our **Volunteer Appreciation Tea on Thursday, May 13th from 10:55-11:45 a.m. in the Library.** Please return the bottom portion of your invitation to the school office as soon as possible. Thank you. On behalf of the Glenview Staff, we look forward to meeting with all of the volunteers and personally thanking them for all you do to help Glenview be "the best".





### Grade 5 Parents Needed for Grade 6 Graduation!

In the past, Grade 5 parents organize and help out with the Grade 6 graduation. If you are interested, please call Sue Grafham at 905-634-6729. Thanks.

### Reminder: Aldershot Community Festival, Saturday, May 29th, 11-5 pm

This is an all day, free, fun festival! There will be continuous on stage entertainment, a rubber duck race, clowns, a HUGE inflatable kids' area, a United Way BBQ and 40 vendors. The Glenview Primary Choir, Junior Singers, Junior Band and Recorder Club will be performing at 11:00-11:45 a.m. See you there!



### "MUSIC MONDAY" - May 3rd

Parents, grandparents, and some Glenview community members came to our celebration of music to listen to our whole school (JK-6) perform for our "Music Monday" event. The song "Sing, Sing", written by Canadian Juno award winner, Serena Ryder, was performed by our "Junior Band", our "Primary Choir" and "Junior Singers". Our students from grades 3 to 6 used body percussion (clapping & stomping) to accompany the song.... even our Kindergartens were outside with us to enjoy the music! Thanks for coming to celebrate this Canadian event, organized by the **Coalition for Music Education in Canada**, and joining in recognizing that Music Education is necessary for our childrens' academic, social, and emotional growth.

### Fine Arts Night Reminder

May 11th, 2010 6:00-7:00 p.m.

Please come with your child and admire the creative interesting art which everyone has produced. We look forward to seeing you!



### ATTENTION: CHANGE TO COURTESY SEAT TRANSPORTATION PROCEDURE FOR 2010-2011

Courtesy Seat Application forms will be accepted annually at all schools AFTER JUNE 1ST until SEPTEMBER 30TH. Previously, applications were only accepted after Sept 1st.)

Applications will continue to be processed annually AFTER OCTOBER 1ST.

Applications forms are available on the HSTS website at [www.haltonbus.ca](http://www.haltonbus.ca) If you have any questions, email [transportation@haltonbus.ca](mailto:transportation@haltonbus.ca).



### Readership.....

Just for reading the important information in our monthly newsletter, child(ren) could win 2 free pieces of pizza on one of our Pizza Days.

Simply sign this form and have your child return it to the school the next day. We will do a draw each month. Thanks for reading our newsletter!

Child's name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## PEER MEDIATORS



Congratulations to the following students who have successfully completed an intensive 17 week training session program compiled to introduce new mediators to the nature of conflict, effective communication skills and the mediation process. This program is a school wide, proactive plan which will deal with conflict and promote respectful behaviours. Students in Grade 6 were given the opportunity to participate in this counselling program. Students have been trained to help their peers resolve conflict in a peaceful and restorative manner without adult intervention.

The Glenview Peer Mediation Student Handbook outlines training sessions compiled to introduce mediators to the nature of conflict, effective communications skills and the mediation process. Students will be out on the school yard during recesses assisting teachers with problem situations. Our mediators will now meet twice a month to review the mediation process, discuss mediation difficulties and bring forth concerns that are affecting the program. At our next assembly, our Peer Mediators will present skits depicting events which may occur during recess and how a Peer Mediator may assist in this particular situation. **Congratulations to Glenview's Peer Mediators who were awarded certificates for successfully completing the Peer Mediation Counselling Program: Taylor M., Tessa L., Brittany J., Kassie A., Emmalyne H. and Emily B.**



## An update on Brady!

We have been very excited to receive many email messages from Brady since his visit in January. He has been busy training in Florida for the past few months. At one of our Tribes assemblies we were able to share a letter that Brady sent to us and on April 5th were talked with Brady live via Skype! Several students asked questions and we could see their image on the screen as well as Brady while he answered our questions. It was fun for the whole school and for Brady too! Here is a quote from a recent email and a picture. Can you guess which spaceman is Brady?

*"Things are going great training is harder than ever. We just had a fun regatta that gets all the international paddlers together. Not only is there an award for the fastest team but for dressing up as well. The costumes have been quite extreme for this. This year 3 others and I won best costume! We went as space-men. Our space ship was a car with wings we made attached to the roof racks. We also had smoke effect when we rolled into the area. I've attached a picture. Best part about the costume is you have to race in it."*

We look forward to Brady's next visit where he will be working with us in Gym classes and we will be presenting a cheque to him with the proceeds from the Bulldog's game. Remember to visit the raffle table at the Spring Fun Fair on Friday, May 28th. Brady has donated an autographed red shirt, 2008 Olympic Team shorts, a canoe kayak Adidas hat and a water bottle. All money raised with support Brady in following his dream to once again be a member of the Canadian Olympic team in 2012! We are so happy to be a part of him fulfilling his dream.



# Glenview Snack Program

*...some food for thought*

## May Menu

	<u>TUESDAY</u>	<u>WEDNESDAY</u>
Week Of May 3rd	Whole wheat bagels with strawberry jam, watermelon slices	Yogurt, apple rings (cored and sliced into rings with cream cheese and cheerios on top)
Week Of May 10th	Yogurt tube, pineapple slices or banana halves	Pitas with cream cheese, sliced cucumbers
Week Of May 17th	Snack mix and apple sauce cups	Jam sandwich halves and grapes
Week Of May 24th	Strawberries and mozzarella cubes	Tortilla rollups (tortilla shell with shredded cheese and lettuce) and banana halves
** We expect to provide snacks according to our Snack Program Outline. At times changes may be necessary due to availability and the need to capitalize on sale items		

## Thank You To Bozek Orthodontics

During the last week in April, Bozek Orthodontics sponsored a day of nutrition in every Burlington Student Nutrition Program! Over the past few years, Bozek Orthodontics has generously supported a number of local programs and this year, they have chosen to significantly increase their donation to include all Burlington programs - which benefits Glenview and the nutritious snack program.

## EQAO Snacks

During EQAO testing in the first week in June (for grades 3s and 6s), the Glenview Snack Program will be offering all students writing the EQAO tests a nutritious snack each morning to help fuel their minds! This will be provided each day that the students are writing EQAO.

### Public HDSB Budget Meetings

Parents/guardians are invited to attend HDSB meetings to learn about the budget/funding and the 2010/2011 budget. The same presentation will be made on each of the following evenings so you are invited to attend any of these meetings:

**Oakville:** Tuesday, May 18th, Abbey Park H.S. (Theatre) 7-9 p.m.

**Halton Hills:** Thursday, May 20th, Gardiner P.S. (Gym) 7-9 p.m.

**Milton:** Tuesday, May 25th, Milton District H.S. (Theatre) 7-9 p.m.

**Burlington:** Thursday, June 3, M.M. Robinson H.S. (Theatre) 7-9 p.m.

## Silver Birch News

On Thursday, April 29th all of the Silver Birch Express and the Silver Birch Readers voted for their favourite book for the Ontario Library Association's Reading Program. The students listed below were able to read at least five books on their own time in order to place their vote for this provincial event. Some of the students even read all ten titles which made their vote even stronger!



All primary children in Grades 1-3 placed their votes for their favourite Blue Spruce picture book as well. Mrs. Wigle donned her blue wig for the event and children were decked out in their favourite blue attire.

All participating school libraries will send in vote totals to the main office in Toronto, Ontario and the winners of these awards will be announced later in May. Children's authors value their young readers' votes and this is one way to identify those books that children will enjoy. Some of our books were supplied by the Glenview School Council and will now become part of our regular library book collection. This means that all of the students at Fisher benefit from this Reading Program.

### Silver Birch Express (Grades 3,4)

Trellice S.	Malcolm S.	Ryan P.	Jacob M.	Sarah R.
Sydney H.	Nieve K.	Katie C.	Aquinn H.	Leah J.
Emily W.	Jacqueline W.-C.	Matthew G.	Amorelle B.	Samantha C.
Hanna V.	Dana M.	Lona O.	Benjamin P.	Ethan W.
Kelty H.	Owen O.	Grace B.	Jessica L.	Ryan C.
Sophie T.	Leah S.	Christina S.	Sydney H.	Emily P.

### Silver Birch (Grades 5,6)

#### Fiction

Alexander P.	Margo R.	Riley B.	Megan H.	Christina S.
Taylor M.	Hanna V.	Emma W.	Idah C.	Bella M.
Charlotte S.				

#### Non Fiction

Charlotte S.	Jenna B.	Christina S.	Hanna V.	Alex S.
Alexis D.	Rebecca Q.	Oskar P.		

### Red Maple (Grades 7,8)

Alexander P.	Riley B.
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Note: The following students read enough titles to vote for their own age category as well as voting for older age categories:

Riley B.	Alexander P.	Christina S.	Hanna V.
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**Congratulations to all readers for the time and effort they made to enjoy the wonderful titles of the Ontario Library Reading Clubs!**

**Readers are Leaders at Glenview!**