



Anastasia Poulis
Principal



David Budd
Vice-Principal

Newsletter – May 13, 2016

STAFFING MODEL

The staffing model for 2016 - 2017 has been approved by our Superintendent. We have added two French Immersion classes to our school as well as a .5 PREP class.

Here is our **English** Staffing Model with the number of classes beside each assignments:

- JK/SK (3)
- $\frac{1}{2}$ (2)
- 2/3 (2)
- $\frac{3}{4}$ (1)
- 4/5 (1)
- 5/6 (1)
- 7/8 (2)

Here is our **French Staffing Model** with the number of classes beside each assignment:

- SK (2)
- 1 (2)
- 2 (2)
- 3 (1)
- $\frac{3}{4}$ (1)
- 4(1)
-

Other Assignments:

- .5 VP/.5 Resource
- .5 HSP/.5 Resource
- .5 HSP
- .5 Drama and Dance PREP
- .5 Library/.5 Literacy PREP
- 1.0 Gym
- 1.0 Music
- 1.0 French/Health

Classroom Teaching Assignments will not be finalized until June.

Class Placements for September:

In early June, we will be meeting with staff to begin organizing classes for next September. As we do this, a great deal of attention is given to finding the best available placement for each child.

We consider the child's academic achievement. What are his/her particular strengths and needs? We consider the child's social needs. Who are his/her friends? Do they work well together or do they distract one another from their work?

Parents often wish to have some input into next year's placement. You, of course, know your child from a different point of view. We welcome your input. Tell us

about your child's special needs, especially if you think there is some factor that you think we may overlook, that may influence class placement. Please do not request a specific teacher, but rather focus on the needs of your child. Remember that we have many things to consider as we organize our classes. If there are some special factors that should be considered, please share them with your child's teacher, by June 1st.

When we meet as a staff to discuss class placements, we can put your knowledge together with our own in order to find the best possible placement for your child for September. Please understand that placements are the professional responsibility of our staff. All placements will be indicated in the June report card. For students new to our school in JK and SK French Immersion, a letter will be sent home the first week of July indicating their placement for the next school year.

EQAO TESTING

Between May 31 and June 2nd, students in Grade 3 and 6 will be taking part in the provincial Assessment of Reading, Writing and Mathematics. Students in Grade 3 French Immersion will be taking part in the Mathematical component of this assessment. This assessment is administered to all Grade 3 and 6 students in Ontario's publicly funded school system by the Education Quality and Accountability Office (EQAO), an independent agency of the Government of Ontario. All parents whose children will be involved have received a letter indicating this information. If you have not received this letter, please contact the school office.

GRADE 8 GRADUATION

Grade 8 Graduation will be held on Monday June 27, 2016 at 4:00 pm at Kimbourne Park United Church which is located at 200 Wolverleigh Blvd. (half a block west of Earl Beatty). The church is accessible. Graduates are required to meet outside the venue at 3:45 pm. The ceremony will be approximately one hour in length and will be followed by light refreshments and photos.

Graduation rehearsal will be on Thursday June 23, 2016. Please make sure your child is at school on this day.

There is no limit to the number of invited guests but please let your child's homeroom teacher know approximately how many people will be attending so that we have the appropriate amount of seating arranged. Please note that all children/adolescents must be accompanied by an adult.

In addition to the Graduation Ceremony, students will be celebrating with an overnight excursion to Scarborough Outdoor Education Centre from June 1 - June 3 and with a luncheon on Friday June 24, 2016. Permission forms will be sent home regarding these two celebrations.

If you have any questions or concerns, please contact us @ 416-393-9070. We look forward to seeing you at Graduation to celebrate the successes of this years graduating class.

WELCOME TO KINDERGARTEN

On May 5th at 6:00 p.m. we hosted our Welcome to Kindergarten event for new families in JK and SK French Immersion. Families had a chance to meet the teachers, and participate in interactive, hands-on activities. Each of the children received a Kindergarten bag from the Learning Partnership to take home and explore with their families.

Children's Mental Health Awareness Week

Each year, Ontarians mark the first full week of May as Children's Mental Health Week. The week is about increasing awareness of the signs of child and youth mental health needs, decreasing stigma and understanding that help is available.

This year, the TDSB celebrated Children's Mental Health Week, May 1 to 7 by focusing our efforts on the theme of Belonging (#BelongingMatters). We know that mental health and well-being are affected by our sense of belonging. Belonging is the innate desire to be connected to something larger than ourselves. Based on research, two defining attributes of belonging are: being valued, needed

or important with respect to others; and feeling like you fit in through shared experiences. A sense of belonging to a greater community improves motivation, health and happiness.

By working together we will build a culture where mental health and well-being is integrated into every aspect of our students' school experience.

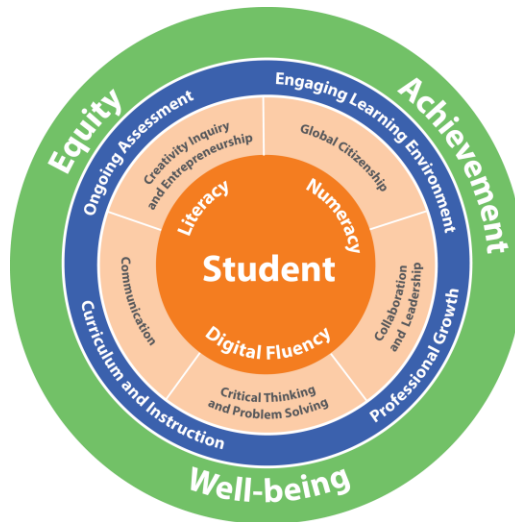
For more information visit www.tdsb.on.ca/mentalhealth



Digital Fluency

Over the past number of months, we have been researching, through school visits and information seeking, how best to use technology as a tool for learning at our school. In moving forward with our plan, supported by the inspiring vision (represented by the image below), of TDSB's Director, Dr. John Malloy, Earl Beatty will be decentralizing the placement of technology in the media lab and placing the technology directly in the classrooms. By having consistent opportunities to use computers, tablets and other tools, students will accelerate their learning, diversify their ability to communicate and, increase their digital fluency. To ensure all classes are equipped equitably, we are looking to our community for support in this endeavour. The additional equipment we are hoping to purchase will move our teaching practice forward, giving students and teachers an opportunity to regularly use programs such as Google Apps for Education

(GAFE), Adobe Voice - to present ideas and information in a creative format, access Twitter, to show class accomplishments and communicate with families, and move past the walls of our school to enter the global classroom of 21st century learning. We thank you for your support in our goal to provide the tools available to have your children maximize their potential as learners.

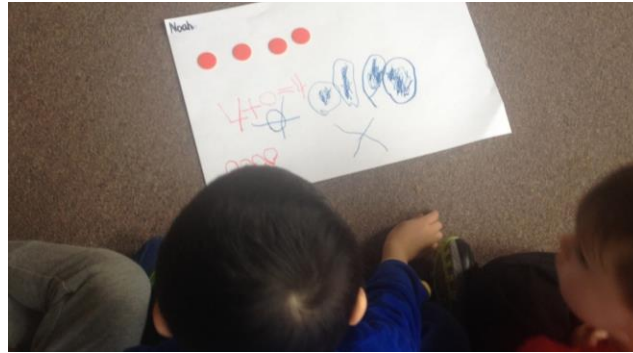
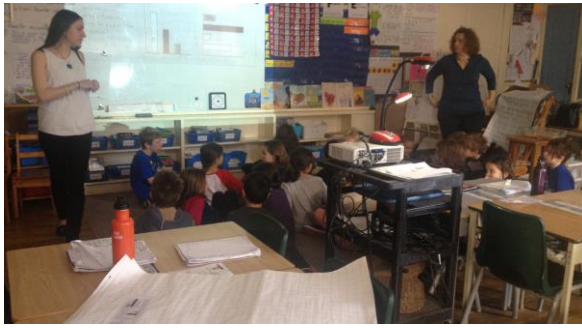


Later Years Committee

Parents, teachers and administration met on Monday May 2nd to discuss how to best meet the learning needs of our students in Grades 4-8. Suggestions such as: increasing student writing in newsletter about extra-curricular activities, incorporating a Junior/Intermediate space when reconstructing our outdoor space and providing a Junior/Intermediate presentation specific to the students in addition to our Sharing Assembly were some of the suggestions provided. We are continuing our conversations and will be meeting again Monday, June 6th at 4pm in the office.

Co-Planning, Co-Teaching, Co-Learning

Our teachers were involved in an experience of monitoring and learning about Assessment For Learning in Mathematics with our Coach, George Karagiorgakis. This involved cross-divisional teams of teachers creating a math lesson that was delivered to students. Teachers were either co-teaching or co-observing and we were all listening to the students as they described their learning in mathematics.

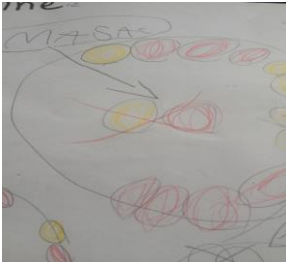


Mindset Mural

A grade 8 student approached Ms Poulis after her maternity leave and told her that the mural outside the school does not represent him and is no longer a clear representation of Earl Beatty students. He requested another mural to be created that did celebrate and indicate the true picture of the students in our building. This initiative was led by the Student Council representing the voices of students. Through the partnership with Inner City Angels artist Allycia Muerello, the grade 7 and 8 students captured the school's vision of Growth Mindset in Learning (especially in the areas of Math), researched quotes to best represent the voice of students in persevering and created the mural in our main entrance. A project initiated, implemented and completed by our students representing the student voices of Earl Beatty. It represented a proud celebration of taking action to create change in their own school.



Math Norms - from Jo Boaler's Mathematical Mindsets



- "Mistakes help our brain grow" (as explained in Kindergarten).

As a staff we have continued to use the resource, **Mathematical Mindsets**, to direct our professional learning teams. The seven guiding norms from the book are:

- Questions are really important
- Everyone can learn math to the highest levels
- Mistakes are valuable
- Math is about creativity and making sense
- Math is about connections and communicating
- Math class is about learning not performing
- Depth is more important than speed

Ms. Brown's Grade 1/2's adapted these ideas to create age-appropriate versions of the norms for our younger primary grades:

- **It's Okay to Love Math!** (We are all mathematicians)
- **It's okay if other people talk about our work!** (We should be showing solutions that other people can understand.)
- **It's okay to feel frustrated sometimes!** (We learn best when we are trying really hard)
- **It's okay to make mistakes!** (Mistakes help our brains grow)
- **It's okay to work slowly!** (It is more important to think about the question and to show your thinking than to answer questions quickly)
- **It's okay to ask questions about math!** (Questions mean that we are thinking)
- **It's okay to answer questions in different ways!** (Creativity is good)
- **It's okay to make connections!** (Connections help us understand why we are learning!)

Growth Mindset

Ms. Harrison has led her Grade 7/8 students throughout the year to create a classroom environment of opportunity, using the philosophy of **Growth Mindset**. The results have been fantastic and seen an increase in participation, risk-taking during lessons and a positive framework where students have flourished. She will be offering a **parent talk on June 1st at 6:30 pm**, on the work that she has been doing in the classroom. Please visit us in the library. Child minding will be provided.

Beautifying Our School

The partnership with East York Alternative students to create posterized images of characters that depict the TDSB Character Traits of: respect, responsibility, cooperation, integrity, honesty, perseverance, teamwork is up in our lunchroom! Please visit to see the beautiful work. Thank you to Ms. Harrison and her class for helping to finalize this work for our school.



School Year Calendar

The 2016-2017 school year at the TDSB begins on Tuesday, September 6, 2016 following the Labour Day long weekend. For more information about important dates and holidays for the upcoming school year, please visit:

<http://www.tdsb.on.ca/AboutUs/Calendar/SchoolYearCalendar20162017.aspx>

Summer School

Elementary summer programs are tailored to increase engagement and build self-confidence in our students. This summer, from July 5 - 29, we are opening schools

across the city to help build literacy and numeracy skills in students from Kindergarten to Grade 8.

Visit <http://www.tdsb.on.ca/summer> for a complete list of participating schools, and on Twitter - @TDSB_ConEd

Pedestrian Safety - Safety Tips for Parents

Children under nine should be accompanied by adults or older children when crossing the street. At this age, their judgment and perceptual skills are still immature, yet they often eagerly try to cross streets on their own in order to demonstrate some independence. Teach your children the rules of the road - start when they're young. Think of it as gradually training your children about safety until all the connections are in place. By the time your child reaches age nine and can act independently, the road safety rules will be second nature.

- Teach children how to cross the street safely. Teach them to stop (before stepping onto the road), look left, right and left again, and listen for traffic before stepping out into the street. Teach children to wait until the street is clear and to keep looking until they have crossed the street. They should also look the driver in the eye before crossing.
- Teach children to recognize pedestrian crossing signals but not rely on them. Before crossing, children should also be sure the traffic has stopped. Remind them to continue across if the light changes to "Don't Walk" while they are in the crosswalk.
- Teach children to be extra alert when crossing at a corner with no traffic lights.
- Teach your children to stop at driveways, alleys and areas without curbs and to never run out onto the street.
- Teach children about the dangers of crossing the street between parked cars or when not at a corner. Children should cross only at corners and pedestrian crosswalks, not diagonally or between parked cars.

- Teach children to respect the role of the crossing guard and to understand his/her signals.
- Teach children that wherever possible they should walk on the sidewalk. In areas without sidewalks, teach children to walk as far away from the road as possible, facing approaching traffic (when there is no choice but to walk on the road).
- Teach children that playing games at railway crossings or around trains can be deadly. Teach children that the only way to cross railway tracks is to use designated railway crossings.

Follow the same rules that you want your child to follow. You may want to cut across the street in the middle of the block, but you want your child to learn to cross at the intersection. Be a good role model.

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App of the Week - **EPIC!**



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There are 2 versions of **Epic!**, both accessible through the one app:

1. **EPIC! - FOR THE HOME**

Epic! costs only \$4.99/month with the first month FREE and supports up to 4 individual child profiles per account. Each child receives personalized recommendations based on their reading level and interests, helping them discover new books they will love. No commitments or hassles. You can easily cancel at any time.

2. **EPIC! FOR EDUCATORS**

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