

IONVIEW PUBLIC SCHOOL

October 2020



Trustee: Mr. D Smith

SO: Ms. D. Panagiotopoulos

Principal: Mr. N Gordon

Vice Principal: Ms. K Fox-Casey

Upcoming Events

- ◆ Oct 23: Terry Fox Celebration
- ◆ Oct 27: School Council Meeting
- ◆ Oct 30: Halloween and Student Recognition
- ◆ Nov 17th: Progress Reports Go Home
- ◆ Nov 19th: Parent-Teacher Interviews Evening (Virtual)
- ◆ Nov 20th: Parent Teacher Interviews AM (PA Day for students)

Ionview's parent council meetings will be virtual for the foreseeable future. Our first virtual council meeting is Tuesday October 27th at 6:30 PM

At IONVIEW PS our mission is "Be the change you wish to see in the world". At Ionview, we offer a balance of academic and extra-curricular activities that meet the needs of the whole child.

Dear Parents and Guardians,

It continues to be a very interesting in COVID times but we are so very proud of all our students. On behalf of all staff we are so impressed with our student's resilience and positivity while at school. We certainly acknowledge the school feels and is different but our students are what make Ionview the amazing place that it is.

We are hoping to start our nutrition program very shortly for students who are here at Ionview. We recently sent home information regarding this. We sincerely appreciate all the financial support as with out it we could not offer this very important program for students.

Every year we send home forms to families to fill out which includes medical information, appropriate use of technology,

French Program Application Information and Deadlines

For families interested in the Toronto District School Board's system-wide French Programs, we offer an online process to apply for Early French Immersion (begins in Senior Kindergarten) and Middle French Immersion (begins in Grade 4). An offer of placement in the program (not a specific school) is guaranteed to all on-time applicants. The timelines for applying for these programs for September 2021 are:

Early French Immersion: Applications must be completed online between November 2 and November 27, 2020.

Middle French Immersion: Applications must be completed online between January 4 and January 29, 2021.

Offers of placement within your chosen program (not a specific school) will be made to all on-time applicants in the weeks following the close of the application window. Families with an older sibling currently in a French program are still required to complete an online application for the new student.

Virtual Web-Chat Information Sessions (for the Early French Immersion (SK) application and placement process):

- ♣ November 2, 2020, 7 p.m.
- ♣ November 12, 2020, 7 p.m.
- ♣ November 19, 2020, 10 a.m.

For more information about the Virtual Information Sessions, please visit www.tdsb.on.ca/Elementary-School/School-Choices/French-Programs/Information-Sessions.

For more information about French as a Second Language programs, the application process and important dates, please visit www.tdsb.on.ca/french.

October 2020
RESPONSIBILITY

Report Student Absence
416-396-6350

permission for students to go on walking excursions within the community. We kindly ask, if you have not completed these forms to do so as soon as possible so that we can ensure updated information for all our students.

Finally, we are celebrating our Terry Fox fundraiser on Friday October 23rd. Our goal was to raise \$500 for cancer research but we raised \$1700 instead. As a result Ms.Fox-Casey and myself along with a few special guests will be getting a pie in the face. Many thanks Ionview for supporting cancer research.

N. Gordon

Principal

K. Fox-Casey

Vice-Principal

Parent Guide to Assessment, Evaluation and Reporting

ASSESSMENT

The process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations in a program.

EVALUATION

The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.

REPORTING

The process of communicating student achievement of the curriculum expectations and the demonstration of Learning Skills and Work Habits.

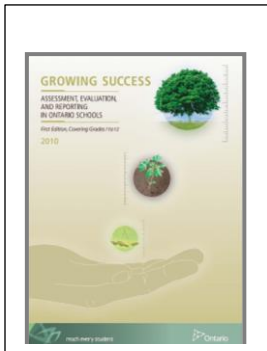
Our Partnership

At Ionview, we believe education today must prepare your child for tomorrow's world. Students need to learn more than facts. They must acquire 21st century skills such as critical thinking, communication, collaboration, and creativity.

Instruction, assessment and evaluation in our classrooms support multiple learning goals. As students explore personal interests and pathways to success, they work towards key exit outcomes, developing skills and habits that will help them be productive, successful citizens.

Since 2010, all assessment, evaluation and reporting in Ontario schools have been based on the policies and practices described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*.

The Fundamental Principles of Assessment and Evaluation



Teachers use assessment and evaluation practices that:

- Are fair, transparent and equitable
- support all students
- are carefully planned
- are clearly explained to students and parents at the beginning of the school year
- are ongoing and varied, and provide multiple opportunities for students to demonstrate their learning
- include feedback that is clear, meaningful and timely
- develop student self-assessment skills

Evidence-Based Strategies at Work in Your Child's Classroom

LEARNING GOALS

Clearly state/describe for a student what he or she should understand and be able to do by the end of a period of instruction.

SUCCESS CRITERIA

Standards or specific descriptions of successful attainment of learning goals, co-constructed by teachers and students or developed by teachers and discussed and agreed upon in collaboration with students.

Assessment Now

In the past, most of the *'assessment'* happening in schools was focused only on calculating final grades. Today, students are given more opportunities to practice new skills and receive feedback on their learning before being evaluated. The goal is for students to clearly understand what they need to do to improve their work. At Ionview, our emphasis when grading will be placed on students' more recent and most consistent performance. The grade that is assigned at report card time is a summary of the student's demonstrated learning.

Assessment has three roles:

FOR learning: providing students with feedback about their work

AS learning: helping students to set learning goals and monitor progress

OF learning: evaluation and reporting of progress in the form of grades or marks

How Do Teachers Determine Students' Grades?

In order to determine students' grades or marks, teachers use their professional judgment and consider factors such as consistency, recent improvement, and amount of evidence. Teachers and students work together to gather evidence of their learning over time from observations, conversations and student products. Teachers then look at the most recent and most consistent level of achievement or performance as measured against the curriculum expectations and the achievement chart.

Assessment is measured against the achievement chart, a framework within which to assess and evaluate student achievement of the expectations. The achievement chart identifies four categories of knowledge and skills:

Knowledge: The understanding of facts, concepts, theories, principles, procedures, processes

Thinking: The ability to plan, analyze, interpret, problem solve, evaluate, etc.

Communication: The ability to communicate with different audiences for different purposes in oral, visual and written form.

Application: The transfer of knowledge and skills to new, real-world, and unfamiliar contexts.

All four categories are important and are a part of the process of instruction, learning, assessment, and evaluation in all subjects.

Learning Skills and Work Habits

Learning skills and work habits help students to learn more effectively, develop their potential as independent learners and take ownership over their own learning. While they contribute to a student's ability to be successful at school, they are evaluated separately from student achievement of curriculum expectations and are not used in determining the final grade.

RESPONSIBILITIES

ORGANIZATION

INDEPENDENT WORK

COLLABORATION

INITIATIVE

SELF-REGULATION

E= Excellent

G= Good

S= Satisfactory

N= Needs Improvement



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WE ARE ON TWITTER

@IonviewPS

We're on the Web!

<https://schoolweb.tdsb.on.ca/ionview>

FRIENDLY COVID REMINDERS

1. Limit non-essential trips
2. Keep 2meters apart
3. Wear a mask or face covering
4. Clean you hands often (soap and water or hand sanitizer)
5. Clean and disinfect surfaces regularly
6. Avoid close contact with people who are unwell
7. Stay home if you are unwell
8. Download the COVID Alert App

<https://www.toronto.ca/home/covid-19/covid-19-protect-yourself-others/covid-19-reduce-virus-spread/>

Teaching and Learning: Mindfulness and Self Regulation

One of our school goals is for students to recognize the importance of being mindful in support of self-regulation. Mindfulness is seeing things more clearly, and paying attention moment to moment. When you are mindful, you notice what is happening—as it happens. Mindfulness creates a space, a pause in which you can respond considerately to situations, rather than react.

Strategies to try:

1. Take a listening walk.

Go someplace—even your backyard—and walk together in silence, listening for sounds you typically overlook: leaves rustling, a pine cone falling from a tree, your own steady breath.

2. Really taste what you're eating.

With the taste, textures, and temperature of foods so different, mindful eating is one of the easiest practices. Ask everyone to spend the first few minutes of certain meals silently playing with the food in their mouth, noticing the varied sensations of, say, a spoonful of hot oatmeal topped with fruit, nuts, and cinnamon, or a warm juicy burger and cold mushy bun—with that burst of sweet, liquidy ketchup.

3. Go inside your body.

Mindfulness pioneer Jon Kabat-Zinn from the University of Massachusetts encourages people to do a "body scan." Sit or lie with your kids and, starting with the toes, silently or out loud bring awareness to one body part for a moment, until you've worked your way up to the top of your head. A variation is for everyone to take turns naming one part of their body out loud and briefly describing how that part feels. You might start by saying, "I'm focused on my stomach, and it feels rumbling." Your child then continues, "I'm focused on my left toes, and they feel tingly." Continue for as long as there's interest, or just do one round periodically through the day.

4. Savor some silence.

During a period of enforced quiet, everyone goes through their regular routines—but they don't speak. Start with 5 or 10 minutes and try to work up to an hour or more

5. Try a sitting meditation.

A formal meditation, where you sit without moving and focus on a single thing, can be difficult for kids (and adults!). Turn down the lights and your phones off and have everyone sit on the floor (or a chair with a back) for a few minutes. The most common form of meditation is to focus on the breath. Kids can get the hang of this by envisioning they are slowly blowing out to cool a cup of hot tea, then slowly breathing in to sip the cooler tea. (Eventually, work up to breathing in and out through the nose.) End each session with a moment that solidifies the sacredness before everyone makes their mad scramble. In our home, we stand in a circle and hold hands, "squeezing" a bit of love into the hand of the person to the right, until the love goes around a few times.

BENEFITS OF MINDFULNESS WITH CHILDREN

- Mindful children experience less stress, anxiety and sadness
- Mindful children are better able to cope with change and other stressors.
- Mindful children have better sleep habits
- Mindful children feel more connected to the people around them
- Mindful children are more compassionate
- Mindful children have more confidence in themselves and their decisions
- Mindful children tend to perform better academically
- Mindful children understand, feel and express gratitude more freely
- Mindful children are better able to focus and concentrate

Student Reflection

Watch your thoughts they become your words
 Watch your words they become your actions
 Watch your actions they become your habits
 Watch your habits they become your character
 Watch your character it becomes your destiny

