



Unionville Public School PawPrints

June 2009

Principal: Dr. Debbie Donsky
Trustee: E. Richardson(905) 940-9818

Vice Principal: Ms. Carol Takagi
Superintendent: R. Lambert (905) 940-7800

UPCOMING EVENTS

- Monday June 1st-Wednesday June 3rd—EQAO test for grades 3
- Monday June 1st—Area Track and Field for designated Junior and Intermediate students
- Tuesday June 2nd-Thursday June 4th—EQAO test for grade 6 students
- Thursday June 4th—MULCH Day
- Friday June 5th—House Colours Day—TWIN DAY!
- Monday June 8th and Tuesday June 9th—Dental Screening
- Tuesday June 9th—Staff Appreciation Luncheon sponsored by UPSAC
- Tuesday June 9th—School Council Meeting, 7:30 pm in the school library
- Wednesday June 10th—Volunteer and Lunch Assistance Appreciation Breakfast, 8:15 am-9:15 am in the school library
- Thursday June 11th—Regional Track and Field
- Friday June 12th—House Colours Lunch sponsored by UPSAC for the highest ranking house colour team from 2008-2009
- Tuesday June 16th—Senior Kindergarten Graduation, 6:30-7:30 pm in the gym
- Wednesday June 17th-Friday June 19th—Grade 8 Trip to Ottawa
- Monday June 22nd—Grade 8 Graduation at BCSS and Markville Pickle Barrel
- Tuesday June 23rd—Primary Play Day!!!!
- Thursday June 25th—Half Day for all students to end at noon
- Friday June 26th—PA Day, no school
- HAVE A FUN, SAFE AND HAPPY SUMMER! SEE YOU IN SEPTEMBER AND BEST OF LUCK TO OUR GRADUATES!



From Your Administrative Team

In the time I have spent at UPS, there have been many occasions when parents have entered into my office with privately conducted psych-educational assessments done. They hold these reports close to them so that I cannot see the content of the report. I have often wondered why a parent would have this done and not share the results. As many of you know me by now, you wouldn't be surprised that I have asked parents what their hesitancy is. The responses are many.

I don't want anyone to label my child.

I don't want anyone to judge my child.

What if the test isn't accurate?

I don't know what staff at the school will do with the information.

The list goes on and on but they all speak to one issue in my mind, **trust between home and school.**

We can only develop trust when parents come to understand the processes (A clear description of this process is included inside this newsletter, in the article, *Supporting All Students in Ontario Schools* on page 3.) that guide us in the school and to ensure that those processes are adhered to by all staff in the school.

A parent typically seeks out a report of this nature when s/he has questions about her/his child as a learner.

Parents may have concerns based on report card marks or assessments sent home throughout the term.

It is also important to note that the school board also provides these types of assessments when warranted based on an academic assessment conducted by one of our Special Education Resource Teachers (SERTs). Even still, some parents opt to go to a

private psychologist for these reports.

At the school, these reports are interpreted in a team (described on page 3) setting with our school psychologist to determine which instructional strategies will best support your child. The process is respectful and professional. At all times, we are committed to the best interest of your child's achievement and success.

If you would like more information on how special education issues are addressed in Ontario schools, please go to http://www.edu.gov.on.ca/eng/gen_eral/elemsec/speced/guide/resourcel/iepresguid.pdf.



The Comings and Goings

June always promises to be a busy month but this month (and the last two weeks of May) have been extraordinarily busy in terms of announcements!

- We would like to welcome the birth of Mrs Ragonese's son, Nicholas Xavier, born on May 20th, 2009.
- We would like to welcome Mr Mark Becker to our Junior/Intermediate ASD classroom. In such a short time Mr Becker has made a significant impact with our boys.

We wish the best to several of our staff who will be leaving in the fall.

- Ms Lauren Kennedy will be joining the team at Parkview full time next year.
- Mme Robyn Noble will be moving to Ventura Park PS where she will be teaching a grade 1 French immersion classroom
- Mr Scott Chin has been promoted to Vice-Principal at Cornell Village Public School for September 2009.
- Ms Carol Takagi will be leaving us as Vice-Principal to become Vice-Principal at Bayview Hill Elementary School also in the fall.

Each one of our team will be missed dearly and has contributed extensively to our school in their time here. We wish each of them the very best in their new positions.

A Note from Ms Takagi...

It has been a pleasure working at UPS in a shared Vice Principal role since January 2007 and in a full time capacity since January 2008. As you know, student success and achievement is dependent on the partnership between home and school. The uniqueness of UPS lies with its community. You have wonderful children and I have appreciated the opportunity to work with students and families at UPS in a variety of ways. In addition, when you consider the gardens, the community outreach projects, our library, music and athletic opportunities, and fund-raising efforts, just to name a few, this community constantly strives to bring parents and students, collaborating with staff to create a positive school experience for all.

Thank you to all of you who have helped to shape my first experience as Vice Principal. There is a proverb that states, "If a child's life is like a sheet of paper, and each passer-by leaves a mark", then I would like to leave knowing that I have left a positive impression. Have a wonderful and safe summer.

Carol Takagi

Sunday June 14th, 2009 - Toogood Pond, Unionville

WALK, RUN, ROLL or RIDE
To help find a cure for inflammatory bowel disease.



• COLLECT PLEDGES THE EASY WAY ONLINE

- Use the e-pledge system.
www.heelnwheelathon.ca
- Pledge forms available: at M&M Meat Shops,
www.heelnwheelathon.ca or call CCFC 416 920-5035 | 1-800-387-1479
- Registration at Toogood Pond 9:30 a.m.
- Warm-Up 10:15 a.m.
- Start time 10:30 a.m.

- BBQ lunch provided by M & M Meat Shops
- Pizza Nova pizza
- Tim Horton's
- Refreshments: Please bring your own water bottle!
- Clifford the Dog will be on hand
- Face Painting for the kids
- Event T-shirt for everyone who collects a minimum of \$50.00 in pledges.

Not able to attend? Collect pledges anyway, and turn your pledge form in before the event. You will still be eligible for the national prizes. We will designate someone to walk for you. Please encourage everyone you know to pick up a pledge form and participate with you, or sponsor you. **Together we can make a difference!**

Congratulations to our Badminton Team

Congratulations to the Intermediate Badminton Team on both their team and individual success this year. Many students were new to the sport of badminton and some had one year of experience under their belts. They soon learned that it was a tough sport as we took on William Berczy PS for our first match. Chris and Tyler, little did they know, played their first match against a Canadian third ranked player. It was the story of our short season as our team played one strong team after another.



It was a strange season interrupted by Junior Basketball, soccer, band and any other extracurricular events our students can sign up for. With the unavailability of gyms to practice and limited practice times, I was impressed to see the progress all of the team members made. We finished strong at the Area Tournament with Cameron and Peter placing 5th, Alex McKay and Leanne placing 4th, and Stephanie and Daniel qualifying for Regionals in 3rd. They represented our school well, coming 7th out of 21 of the top mixed doubles teams in York Region.

Peter Apostolopoulos	Alex Crawford
Daniel Cramarossa	Rachel Elieff
Cameron Mitchell	Kim Ingram
Evan Nicolaou	Ashley Lam
Tyler Pickering	Stephanie Lapointe
Chris Rogers-Flute	Natasha Lin
Brett Tossounian	Alex McKay
John Woosley	Sydney Roberts
Alex Yip	Leanne Tworzanski
Alex Zegas	Brigitte Worrall

We welcome our new VP for the fall, Ms Carolyn Brndiar

I love being a teacher! Over the past 15 years, I have worked at a variety of York Region Schools. I began my career in Keswick, moving south to Newmarket, Stouffville and finally Markham, to Stonebridge P.S. where I have been for the



past four years. I have taught in all divisions, from my first grade 7 class to my current position as Primary Special Education Resource Teacher.

Personally, I love to swim, bike and run. Swimming is my passion. Four years ago, I started doing triathlons, slowly increasing the distances. Last summer I completed my first half iron man.

I believe that all students can achieve and be successful given the appropriate time and support. As a former graduate of U.P.S., I look forward to coming back to my elementary school and working collaboratively with the staff, students and parents to ensure that all students are successful. See you in September!

Supporting All Students at UPS

The goal of education is to ensure that ALL students receive quality instruction that ensures both achievement and success. For many years students have been taught a program by a teacher based on the curriculum expectations set out by the Ontario Ministry of Education. As we come to understand more about not only our special education students, but all students, we understand that all learners have different learning styles. We understand that in order to meet the needs of all students we have to provide differentiated instruction.

Differentiated instruction requires teachers to transform their practices from a program-based pedagogy to a student-based pedagogy. Teachers attempt to adapt pedagogical interventions to the needs of each student, acknowledging that each student differs in interests, learning profile, and level of functioning. Differentiated instruction may facilitate high levels of both student engagement and curricular achievement (Caron, 2003; Tomlinson, 2004).

Curriculum tells teachers what to teach, while differentiated instruction tells teachers how to teach it to a range of learners by employing a variety of teaching approaches. Students can develop their potential if they are provided with appropriate activities in an environment that is planned and organized to meet the needs of all students. The teacher can differentiate one or a number of the following elements in any classroom learning situation (Tomlinson, 2004):

- the content (what the students are going to learn)
- the processes (the activities)
- the products (the accomplishment following a learning period) (From *Education for All*, p. 14)

If the teacher has made the changes to content, process and/or product and still the child struggles with learning, the teacher may decide to request an *In-School Team (IST)* meeting (also referred to as “team”). The concerns are indicated by a pattern of performance and/or behaviour over time and the teacher is asked to identify the steps already taken for the student. These meetings typically include our special education resource teachers (SERT), a principal and/or vice-principal, and our school psychologist. If the psychologist is present and consent has been signed by the parent (s) and/or guardian (s) of the student, we can discuss using the student’s name. otherwise, the discussion is done anonymously.

We encourage all teachers to discuss these meetings with parents prior to attending. It is only with a trusting partnership between school staff and parents that we can support our students.

There are many outcomes from such a team meeting. It may be to develop a clear plan for moving forward called a *growth plan* which will target the specific areas of need over short time. It may be to delve deeper into the situation with an academic assessment which is completed by one of our SERTs or it could be to call in support from one or more of our school physical therapist, occupational therapist, speech and language pathologist, behaviour team, autism team, intervention team, or a variety of other supports that exists to better inform the decisions made your each and every student who is brought to team. Each time we involve other participants in subsequent meetings, parents are informed and provided with consent letters to allow board staff access to their students.

Typically, if the student requires more support we will have a subsequent meeting to review the status of the student. If an academic assessment indicates need for further information, we can refer a student for psycho-educational assessment. At that point, the student is put on a list to be reviewed by our school psychologist. This requires parental consent. It is often at this point that parents opt to seek out their own psychologist or may have done so prior to our process being complete.

Psychological testing can reveal strengths and needs of the student as a learner. They can provide insights into behavioural patterns seen in the school and at home. In all cases, whether completed by our school psychologist or a private psychologist. they are interpreted by our school psychologist in order to provide the educators working with your child more information about your child as a learner and strategies for intervention are suggested.

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It is important to note that these reports are best shared in a team environment. They do not always indicate that there are special education issues but just provide us with more insight into your child as a learner. When they do indicate some type of exceptionality, in the team environment we can assure you that it is always discussed professionally. If you have a report like this and you want to share it, speak to your child’s teacher and ask her or him to please request a team meeting to share in the information.

Some terms that may be helpful to you are the following (all definitions in *italics* are from the *Education for All* document or the IEP document):

Special Education Resource Teacher (SERT)

All of our SERTs have additional qualifications in special education through a university. These qualifications provide these teachers with extra training in understanding the process of IPRCs and IEPs. They provide in class and in the Student Support Centre (SSC) for student with exceptionalities.

Individual Education Plan (IEP)

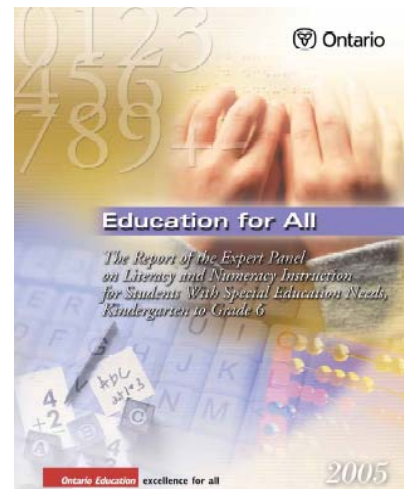
An individual education plan is created for any student with an exceptionality by an Identification, Placement and Review Committee (IPRC) . *a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student’s strengths and needs – that is, the strengths and needs that affect the student’s ability to learn and to demonstrate learning; includes a list of strengths and needs as well as accommodations and/or modifications necessary for the student to demonstrate learning.* IEPs are created by the SERT, classroom teacher and parents.

Psycho-educational Assessment

A psycho-educational assessment consists of a series of tests to evaluate a student’s level and pattern of cognitive and academic functioning. It usually provides a detailed breakdown of cognitive processes. As psycho-educational assessments are completed by, or under the supervision of, a psychologist, they can result in a specific diagnosis, such as learning disability or developmental disability.

Identification, Placement and Review Committee (IPRC)

This is a meeting whereby there is a statement of decision for a student’s identification and placement. The Committee is made up of a special education teacher, an administrator, homeroom teacher, parent (s) and/or guardian (s). Parents are always informed of these meetings and a signature is required. Attendance at the meeting is recommended for the parents. These decisions must be reviewed at least once a year.



For a copy of this document, please go to <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>

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Toronto Hippo Tour

As part of our geography focus this term which has been learning about places and their location, both Junior/Intermediate Community Classes went on the Toronto Hippo Tour earlier in May.

“The Hippo Bus” provides a land and water tour of Toronto. It is also called the “Bus that Floats” and it took us past some of Toronto’s famous attractions such as the Hockey Hall of Fame, Hummingbird Centre, Air Canada Centre, Molson Amphitheatre, IMAX, Eaton Centre, Osgoode Hall, Old and New City Hall as well as Toronto’s waterfront and Ontario Place.

The tour was narrated by an escort who provided us with some of the history about Toronto. We ate our lunch at the base of the CN tower. We had an awesome time!



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 are 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 a Do Not 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.**

(From Safe Kids Canada. Visit www.safekidsCanada.ca for more safety tips.)

Entomologists in Kindergarten!

This month Ms. Kennedy’s class learned about entomology! We learned all about insects. Did you know that an insect must have a head, thorax, abdomen and six legs to be classified as an insect? We read fictional and non-fictional texts about insects. We learned poems and songs as well. We even had a scientist from the “Scientists in School” program come into our classroom and show us real insect specimens. We really enjoyed creating our own insects from play dough!



We currently have caterpillars in our classroom and we are so excited because they are beginning to turn into pupas. They will soon be butterflies and we will release them into the natural world! We have enjoyed learning how they eat, move, see and camouflage themselves. Wish us luck!