

ORCHARD PARK ELEMENTARY SCHOOL

PURSUIT OF EXCELLENCE

24 Calverley Street, Orillia L3V 3T4

Phone (705) 325-7772 Fax (705) 325-5522

School Web Page <http://orc.scdsb.on.ca>

Follow us on Twitter: @OrchardParkPS

Greg Jacobs
Principal

NOVEMBER 2017

Cynthia Michaud
Vice Principal

PRINCIPAL'S MESSAGE

Dear Parents/Guardians:

Elementary Progress Reports will go home with all students on November 10th. Student conferences / interviews with teachers and parents will be held on November 16th in the evening and November 17th in the morning. Please keep an eye open for information pertaining to Student Conferences coming home in the very near future. The Progress Reports provide students and parents with information regarding "a student's development of the learning skills and work habits during the fall of the school year as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects." (Page 50 – Growing Success)

Students have been talking about the learning skills and work habits "look for" qualities in their classrooms with their teachers. These "look fors" have been posted in your child's classroom for intentional instructional purposes and reference.

Please call your child's teacher with any questions that you may have regarding your child's progress. We look forward to working with you in all aspects of your child's success at school."

Thank you.

Attached is some Learning Skill information for consideration in the future.

SCDSB's new Holy Days and Holidays Calendar now available

The students and staff of the SCDSB represent a rich diversity of faith traditions. The Holy Days and Holidays calendar helps identify some of the important days of commemoration, however it isn't designed to be a complete listing of religious days. Students and staff from a particular faith background may or may not be absent from school on these special days. If they do attend, certain accommodations may be required. To view the July 2017 - December 2018 calendar, visit www.scdsb.on.ca, click on 'Schools,' 'School Year Calendars' and then 'Holy Days and Holidays Calendar.' You can also learn more the significant faith dates that the SCDSB recognizes.

***Eye See...Eye Learn* program offers free glasses for Junior Kindergarten students**



The *Eye See...Eye Learn* program provides comprehensive eye exams by local optometrists to Junior Kindergarten (JK) students. The eye exams are covered under the Ontario Health Insurance Plan (OHIP) when parents show their child's health card. There is no out-of-pocket cost for the eye exam and if the child requires a pair of glasses, they will receive them free of charge courtesy of a participating optometrist. For more information, visit www.Eyeseeyelearn.ca.

Treaties Recognition Week takes place Nov. 5 to 11, 2017

Did you know we are ALL treaty people? Treaties Recognition Week is the first week of November every year - this year it's Nov. 5 to 11. The Simcoe County District School Board is located on territory covered by several pre-confederation treaties - Treaty 5, 16, 18, 19 and 82, as well as the 1923 William's Treaty.

Treaties Recognition Week was introduced in 2016 to honour the importance of treaties and to help Ontarians learn more about treaty rights and treaty relationships. Take some time this week to learn about the treaty in your area. To learn more about the treaties and how we can honour them, visit www.ontario.ca/page/treaties and www.anishinabek.ca/education-resources/gdoo-sastamoo-kii-mi/.

Voluntary self-identification of First Nation, Métis or Inuit ancestry

Self-identification is a personal choice to disclose First Nation, Métis or Inuit ancestry. The choice to self-identify is up to you and does not require proof of documentation (i.e. no status card), regardless of where you live. Self-identification is confidential, securely stored and used only to support First Nation, Métis and Inuit student success. Self-identification helps schools support the needs of First Nation, Métis and Inuit students and their achievement. Student achievement data is collected and protected with other confidential data used to help improve student achievement. To self-identify your child as First Nation, Métis or Inuit, check off the First Nation, Métis or Inuit box on the school registration form and write in details if applicable. The SCDSB is committed to meeting the learning needs of First Nation, Métis and Inuit students through responsive programming and services. Past activities have included: the inclusion of First Nation, Métis and Inuit focused resources in schools; school based pow wows; dedicated First Nation, Métis and Inuit student advisors and cultural awareness training for school staff. To learn more about First Nation, Métis and Inuit Education, visit www.scdsb.on.ca > Programs > First Nation, Métis & Inuit Education.

November 12 to 18 is National Addiction Awareness Week

Nov 12 to 18 is National Addiction Awareness Week. The SCDSB will be marking this week by providing schools with a variety of resources to increase awareness and education among staff and students. We hope that your child will share some of what they are learning this week and we have included some helpful resources to support you in conversations you might be having with your kids:

www.participaction.com/en-ca/programs/unplug-and-play

<http://parentactionondrugs.org>

www.drugfreekidscanada.org

www.camh.ca

Information from the Simcoe Muskoka District Health Unit:

Nutri-eSTEP can help your family encourage healthy eating habits

Are you a parent of a Kindergarten student? Do you sometimes worry about your child's healthy eating? Nutri-eSTEP can help! Check out www.smdhu.org/Nutri-eSTEP. You answer 17 questions to find out what's going well and what to work on to keep your child healthy. Nutri-eSTEP is a questionnaire for parents with children aged 18 months to five years of age. When you help your children learn how to eat healthy, move more and limit time spent sitting, you make a difference to their lifelong health. For more information, call Health Connection weekdays from 8:30 a.m. to 4:30 p.m. at 705-721-7520 or toll free 1-877-721-7520.

High school information nights coming to a school near you!

Is your child starting Grade 9 next year? High school information nights happen this fall and winter. This event gives an overview of what's new, what to expect, as well as a chance to check out the school and ask questions. Attend our local high school information night to find out what's offered: Check out the full schedule of info nights and more information at www.scdsb.on.ca/highschool.

It's time to update your child's immunization records

The Simcoe Muskoka District Health Unit is required to keep up to date immunization records for all students who attend elementary or secondary school in the County of Simcoe and the District of Muskoka. Parents are responsible for reporting immunizations to the health unit each time their child receives a vaccine from their health care provider. It's easier than ever to update your child's immunization status. Go to www.smdhu.org/immsonline to update your child's record, or call Health Connection at 705-721-7520 or 1-877-721-7520.

Information provided by the YMCA of Simcoe/Muskoka

Celebrate peace in your community: Peace Week is Nov. 18 to 25

November is a month of reflection and gratitude. The sight of poppies and wreaths serve as a reminder of the brave men and women who have fought for peace and freedom.

The month of November also celebrates a nationwide YMCA initiative called Peace Week, from November 18 to 25. This is a time when we can celebrate the presence of peace in our local and global communities. Peace Week offers activities and opportunities for people of all ages to explore peace from personal, community and global perspectives. Simple actions like sharing, being patient or smiling and saying hello can have a far greater impact than we think.

As an advocate for peace, the YMCA invites everyone to be part of the conversation. Share something you do to foster peace in your home, school, workplace or community. Join in spreading kindness throughout our community with "Be Kind Bells." These bells will be hidden in locations throughout our community. If you find one, perform one kind act, then hide the bell for someone else to find. Share on social media using #YMCAPeaceWeek with the location where you found the bell, your kind act and encourage someone else to do the same!

Visit <http://ymcaofsimcoemuskoka.ca/ymca-international/peace-week/> for more information

Volunteer with Big Brothers Big Sisters and our schools

Big Brothers Big Sisters (BBBS) of Barrie & District is proud to partner with the SCDSB to run three mentoring programs for students. Volunteers are welcome to apply to mentor students for as little as one hour per week. Call BBBS Barrie at 705-728-0515 or visit www.bigbrothersbigsisters.ca/barrie to find out more. The Orillia (705-325-3151), Georgian Triangle (705-445-2330) and North Simcoe (705-526-5051) BBBS locations also welcome volunteers for their in-school mentoring programs.

BRRRRRRRRRRRRRRRRRRRRRR.....

As the weather slowly creeps towards winter, please send your child(ren) with appropriate clothing and accessories to accommodate the change of weather. Thanks!



SCDSB online tool for reporting bullying, drug use or vandalism

The SCDSB has an online Safe Schools Reporting Tool, which is available on our school website homepage, <http://orc.scdsb.on.ca/> as a Quick Access button. Students and parents can use this tool to submit a report online if they witness a student engaged in inappropriate behaviour such as bullying, drug use or vandalism. Students are still encouraged to speak to a trusted adult at school or home if they have any concerns. This form isn't a substitute for having a discussion with your teacher or principal. Student safety and well-being is our top priority. For more information, visit <http://scdsb.on.ca/ReportAnIncident>

FUEL OUR SCHOOL – NOVEMBER 9TH!

Help support the school by 'fueling up' at the MAC's gas station at the new McDonald's in Orillia on November 9th! See below brochure.



FUELING OUR SCHOOLS

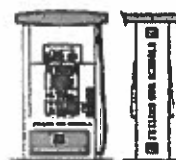
FUELING OUR SCHOOLS

HOW IT WORKS:

STEP 1:
Use the specially marked Pump

STEP 2:
Earn money for your school - 0.25¢ per litre

STEP 3:
Share the spirit & tell everyone! Mac's & Circle K are proud to support your local school.



Join us at Mac's for FUEL UP NIGHT

2.5¢/Litre at EVERY pump will be donated to your local school
Special event dates vary, ask your sales associate for more details



During the 2016-2017 school year, Mac's Convenience Stores or Circle K will donate over \$100,000 to participating public elementary, middle and high schools across the U.S. and Canada. Schools will be paired with Mac's Convenience Stores or Circle K nearest to the participating school. Donation amounts are based on sales from specially designated Refillometers at participating Fueling Our Schools Locations.

Bus cancellation information reminder

All information regarding cancelled buses in Simcoe County is posted on the Simcoe County Student Transportation Consortium's bus information website at www.simcoecountyschoolbus.ca. Our school is in the **NORTH** zone. When buses are cancelled, schools remain open for student learning, unless otherwise noted. The Consortium and bus operators try to make the decision to cancel school buses before 6 a.m. and make every effort to post announcements before 7 a.m. Inclement weather cancellations are effective for the whole day and buses cancelled in the morning will not run at the end of the day. You can follow the Consortium on Twitter @SCSTC_SchoolBus for bus cancellations and other information. You can also subscribe to receive bus delay notifications here: <https://scstc.ca/Subscriptions>

For school event cancellations in case of inclement weather, follow our school's Twitter account at @OrchardParkPS or listen to your local radio station for event cancellation information.

Please support our Fall Bag2School textile Collection

We are organizing another Bag2School textile collection at Orchard Park. We will be receiving the bags Nov. 13th to 17th at the school. As you are cleaning out those dressers and closets, please save your textiles for our collection. The items can be collected and sent to the school in any bag or box; although, you may have received a Bag2School collection bag by now. What can be included in the collection? Any clean clothing in reasonable condition, soft toys, shoes (tied together, please), belts, purses, drapes, linen and even skates. In North America 80% OF TEXTILE waste is still disposed of in landfills- That equals 3.8 BILLION pounds of unnecessary waste. By textile recycling approximately 93% OF WASTE is successfully reclaimed items re-sold as used clothing, reprocessed as fibres: stuffing for vehicle seats, upholstery, insulation, converted to cloth wipes and more. You can also drop your collection bag off during the Bazaar on Nov. 25th. Tell your neighbours, friends and relatives about our collection; they too can participate. Our Twitter account is [@EcoOrchardPark](https://twitter.com/EcoOrchardPark).

Thank you!



DATES TO REMEMBER

November 2	Picture Retake Day
November 6	School Council @ 6:30 pm
November 9	Fuel Our Schools
November 10	Remembrance Day Assembly – 11:20 a.m.
November 15	Grade 7 Immunizations
November 16	Grand opening: Orillia Central Preschool
November 17	PA Day – no school
November 17	Parent/Teacher Interviews
November 17	Bag2School Nov. 17 – 22
November 20 & 21	Dental Screening
November 25	Christmas Bazaar

OHIP+ provides free prescription drug coverage for children

Beginning Jan. 1, 2018, the province will provide free prescription drug coverage for children and youth aged 24 and under, regardless of family income. Under OHIP+, Ontario children and youth will have access to over 4,400 medications and other drug products. Enrollment in OHIP+ will be automatic, based on age. There are no upfront costs, no co-payment and no annual deductible. Those who are eligible for OHIP+ will only need their health card number and a valid prescription from their doctor or nurse practitioner when they visit their pharmacist. For more information, visit: www.ontario.ca/page/learn-about-ohip-plus.

Learning Skill: Responsibility

- I finish my work when it is due
- I hand in my homework on time
- I am responsible for my behaviour when working independently or with a group
- I make good choices when I work in a group
- I ask questions if I need help
- I am committed to my learning
- I have my agenda signed
- I finish my homework

Learning Skill: Organization

- I create a plan for finishing my work on time
- I come to school ready to learn (agenda, supplies, etc)
- I achieve my learning goals
- I have priorities in the classroom
- I research
- I use the resources (manipulatives) in the classroom to help me
- I manage my belongings and work area effectively
- I can assess my work

Learning Skill: Independent Work

- I complete my work on my own
- I do my work carefully/my best effort
- I manage my time
- I use the time given
- I follow instructions
- I can be trusted to be on task
- I think about my work and make changes
- I listen to my teacher's feedback and make changes to my behaviour/work
- I can handle constructive criticism

Learning Skill: Collaboration

- I am responsible for my work and the group's work
- I try different roles (leader, recorder, presenter, etc.) in a group
- I help my group succeed
- I listen to other people's ideas
- I share my ideas with others
- I am respectful when working with others
- I am polite
- I try to avoid conflicts
- I help solve conflicts
- I share
- I cheer for others
- I try to solve problems on my own
- I make decisions

Learning Skill: Initiative

- I am interested in learning
- I look for opportunities to learn new things
- I try new things, experiment with new ideas
- I take risks
- I am curious
- I am a positive student and thinker
- I advocate (stand up) for myself
- I advocate (stand up) for others
- I try to learn outside of the classroom

Learning Skill: Self Regulation

- I set reasonable goals and achieve or revise them
- I monitor my progress in reaching my goals
- I ask for help if I need it
- I can reflect on my strengths and next steps
- I can assess myself
- I see new opportunities to learn
- I make good choices in and out of the classroom
- I persevere (try)
- I seek new challenges

Student Name: _____

Grade: _____

Teacher: _____

LEARNING SKILLS ASSESSMENT RUBRIC

	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
RESPONSIBILITY	<ul style="list-style-type: none"> Routinely fulfills responsibilities and commitments within the learning environment. Consistently completes and submits class work, homework, and assignments according to agreed-upon timelines. Independently takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> Often fulfills responsibilities and commitments within the learning environment. Usually completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour with few reminders from teacher. 	<ul style="list-style-type: none"> Sometimes fulfills responsibilities and commitments within the learning environment. Sometimes completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour with regular reminders from teacher. 	<ul style="list-style-type: none"> Rarely fulfills responsibilities and commitments within the learning environment. Little attempt to complete and submit class work, homework, and assignments according to agreed-upon timelines. Takes little responsibility for managing own behaviour with regular reminders from teacher.
ORGANIZATION	<ul style="list-style-type: none"> Routinely devises and follows a plan and process for completing work and tasks. Independently establishes priorities and manages time to complete tasks and achieve goals. Consistently identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 	<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks most of the time. Establishes priorities and manages time to complete tasks and achieve goals with considerable effectiveness. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks most of the time. 	<ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks some of the time. Establishes priorities and manages time to complete tasks and achieve goals with some effectiveness. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks some of the time. 	<ul style="list-style-type: none"> Rarely devises and follows a plan and process for completing work and tasks. Often has trouble establishing priorities and managing time to complete tasks and achieve goals. Regularly has trouble identifying, gathering, evaluating, and using information, technology, and resources to complete tasks.
INDEPENDENT WORK	<ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals on a regular basis. Routinely uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> Monitors, assesses, and revises plans to complete tasks and meet goals with little teacher assistance. Often uses class time appropriately to complete tasks. Follows instructions with some supervision. 	<ul style="list-style-type: none"> Monitors, assesses, and revises plans to complete tasks and meet goals with some teacher assistance. Sometimes uses class time appropriately to complete tasks. Needs greater supervision to follow instructions. 	<ul style="list-style-type: none"> Monitors, assesses, and revises plans to complete tasks and meet goals with intensive teacher assistance. Rarely uses class time appropriately to complete tasks. Needs regular supervision to follow instructions.
COLLABORATION	<ul style="list-style-type: none"> Regularly accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others, with a high degree of integrity. Routinely builds healthy peer-to-peer relationships through personal and media-assisted interactions. Effectively works with others to resolve conflicts and build consensus to achieve goals. Always shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 	<ul style="list-style-type: none"> Usually accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others, with considerable integrity. Often builds healthy peer-to-peer relationships through personal and media-assisted interactions. Effectively works with others to resolve conflicts and build consensus to achieve goals with little teacher support. Often shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 	<ul style="list-style-type: none"> Sometimes accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others, with some integrity. Attempts to build healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve goals with some teacher support. Attempts to share information, resources, and expertise, and promote critical thinking to solve problems and make decisions. 	<ul style="list-style-type: none"> Rarely accepts various roles and an equitable share of work in a group. Has difficulty responding positively to the ideas, opinions, values, and traditions of others. Has difficulty building healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve goals with intensive teacher support. Rarely attempts to share information, resources, and expertise, and promote critical thinking to solve problems and make decisions.

LEARNING SKILLS ASSESSMENT RUBRIC

EXCELLENT

GOOD

SATISFACTORY

NEEDS IMPROVEMENT

INITIATIVE

- Routinely looks for and acts on new ideas and opportunities for learning.
- Regularly demonstrates curiosity and interest in learning.
- Approaches new tasks with a positive attitude on a consistent basis.
- Always recognizes and advocates appropriately for the rights of self and others.

- Often looks for and acts on new ideas and opportunities for learning.
- Usually demonstrates curiosity and interest in learning.
- Approaches new tasks with a positive attitude on a frequent basis.
- Usually recognizes and advocates appropriately for the rights of self and others.

- Sometimes looks for and acts on new ideas and opportunities for learning.
- Sometimes demonstrates curiosity and interest in learning.
- On occasion approaches new tasks with a positive attitude on a frequent basis.
- Has made attempts to recognize and advocate appropriately for the rights of self and others.

- Routinely requires prompting to look for and act on new ideas and opportunities for learning.
- Rarely demonstrates curiosity and interest in learning.
- Sporadically approaches new tasks with a positive attitude on a frequent basis.
- Has made little attempt to recognize and advocate appropriately for the rights of self and others.

SELF-REGULATION

- Independently sets own individual goals and monitors progress towards achieving them.
- Regularly seeks clarification or assistance when needed.
- Routinely assesses and reflects critically on own strengths, needs, and interests.
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals, independently.
- Always perseveres and makes an effort when responding to challenges.

- Sets own individual goals and monitors progress towards achieving them, with little teacher support.
- Often seeks clarification or assistance when needed.
- Usually assesses and reflects critically on own strengths, needs, and interests.
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals, with little assistance.
- Regularly strives to persevere and makes an effort when responding to challenges.

- Sets own individual goals and monitors progress towards achieving them, with some teacher support.
- Sometimes seeks clarification or assistance when needed.
- At times assesses and reflects critically on own strengths, needs, and interests.
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals, with some assistance.
- At times strives to persevere and makes an effort when responding to challenges.

- Sets own individual goals and monitors progress towards achieving them, with intensive teacher support.
- Seldom seeks clarification or assistance when needed.
- Rarely assesses and reflects critically on own strengths, needs, and interests.
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals, with regular assistance.
- Show little evidence of striving to persevere and makes an effort when responding to challenges.

Date: _____

Comments: _____

Parent/Guardian Signature: _____