

# TERRY FOX

## ELEMENTARY SCHOOL

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Connect Thrive Succeed - Own the Future

### OUR MISSION, VISION, AND VALUES

Our mission, vision, and values have been created in collaboration with our staff, parents, and students. All central to our learning and practice. From our direction as a community, to our individual action, we use these to guide and ground us.

### OUR MISSION

*Connect, Thrive, Succeed: Own the Future*

Inspire Growth, Empower Individual Excellence, and Enrich Lives.

### OUR VISION

To provide individualized learning pathways for students to flourish and positively impact others.

### OUR VALUES

As a community we share common beliefs. In order to accomplish our mission, we embrace our shared set of values that unite us towards shared purpose, structure, and inspiration.

### OUR CULTURE

#### *Connections – (Network – Relationships)*

We believe collaboration is the key to successful teaching and learning. We want teachers and students who share that value, and strive to work together, to enrich our entire community with opportunities for unique learning experiences. We appreciate individual successes and welcome the new ideas people often bring with them. We believe in networks and always seek to build further successful relationships within our community and the global community.

#### *Wellness*

We expect our staff and students to work hard, but also remain balanced, and we believe that being a well-rounded individual makes this more likely. Everyone in who



### What will tomorrow look like for today's student?

- They will work in jobs that don't yet exist.
- They will tackle challenges we don't yet understand.
- And they will experience opportunities we can't yet imagine.

**Our job is simple.** We equip students with the knowledge and skills needed to adapt and navigate the world as it changes.

**We believe** those who will thrive in the future are those who can create connections, those with the ability to put things together.

They will connect theory and practice, people and places, collaboration and innovation, intention, and action.

**We instill the desire** to question, to analyze and to explore.

### We build the Capability

- To Create, to build, and to implement.
- To Connect ideas in ways that push them forward.
- To Connect skills in ways that drive lifetime development.
- To Connect with people in ways that build understanding.
- To Connect to places in ways that will make the world their own.

This is what **we empower** our students to do:

- **Connect**
- **Thrive**
- **Succeed**
- **Own the future**

is part of the Terry Fox community contributes beyond the classroom through sports, service, and other extra-curricular activities, modeling the traits of global citizens. We believe that in a learning community, social connections help to keep us balanced, and we encourage our staff, students and parents to reach out to others.

### ***Effectiveness – (Growth)***

Above all we are very serious about learning at Terry Fox Elementary School. We believe we have a growth mindset as a community, and we want everyone who joins us to leave a more knowledgeable, principled, and balanced person. We strive for excellence, encouraging every staff member and student to achieve their individual potential.

## **OUR ASPIRATIONS**

Schools of the past existed in a different world, predictable, and constant. We now look forward to an uncertain future. Schools are no longer about buildings, books, or grades. Schools about people. Education should inspire us to become better, to learn from our mistakes, and empower those around us.

Terry Fox Elementary School's aspirations and vision of education do not rely on models of the past, on the accumulation of knowledge or the memorization of facts. We see learning as a catalyst, a force that will inexorably bring about positive change, and help all cultures and nations, find solutions to our common problems through innovation and passion. Our community believes Terry Fox Elementary School can be a model, a bright example of what diverse individuals can accomplish when they use learning to work together toward a common goal. We strive for excellence, encouraging every staff member and student to achieve their individual potential.

## **OUR GUIDING PRINCIPALS**

We believe that leadership is shared, and that with a common understanding of our roles, we can achieve our shared goals as a community. These guiding principles shape our approach not only as leaders, but also as learners.

- We begin with the belief that people are intelligent, capable, hard-working, and acting in good faith.
- We seek to be solution-oriented, and use the school mission and a focus upon student achievement to guide discussions.
- We advocate and support each other, and work as a team.
- We value open discussion, aim for consensus in decisions, and constantly strive to follow up decisions and communicate effectively.
- We strive to be transparent, make moral decisions, and be fair in our dealings.
- We create an environment based on trust and respect, which will enable our colleagues to function at their highest point of contribution.

## **OUR PROGRAM**

Terry Fox Elementary School is a public elementary school, part of the Lester B. Pearson School Board, offering a *French Immersion Program – Français Plus Model*. Basically the French Immersion program is expanded from Pre-Kindergarten all the way to grade 4. We focus on cooperation, achievement, and respect for the 21<sup>st</sup> Century Learning.

At Terry Fox it's all about *Modern Learning* for the 21<sup>st</sup> Century Learner. We apply educational *Best Practices* creating a *Happy School*, rooted in *Deep Learning* and *Social Emotional Learning*. We nurture our students to become the best that they can be, well-rounded future leaders.

In Kindergarten, French is the language of learning, with Physical Education and Music being taught in English, for a total of 90 minutes a week.

In cycle 1 (grades 1 to 2), Language Arts, Social Studies, Visual Arts and Mathematics are taught in French. English is the language of instruction for approximately 15% of the week, and includes Ethics and Religious Culture, Physical Education, and Music.

In cycle 2 (grades 3 to 4), Language Arts, Social Studies, and Religious Culture, Visual Arts and Mathematics are taught in French. English is the language of instruction for approximately 15% of the week, and includes Introduction to English Language Arts, Physical Education, and Music.

In cycle 3 (grades 5 to 6) French is the language of instruction for approximately 50% of the week. English Language Arts, Mathematics, Music, and Physical Education, and STEAM (Science, Technology, Engineering, and Mathematics) are taught in English. French is the language of instruction for approximately 50% of the week, which includes French Language Arts, Science and Technology, Social Studies and Visual Art.

Grade Level	French Instruction (approximately)	English Instruction (approximately)
Pre-Kindergarten & Kindergarten	85%	15%
Cycle One (grades 1-2)	85%	15%
Cycle Two (grades 3-4)	85%	15%
Cycle Three (grades 5-6)	50%	50%

## A shift from knowledge to skills and competencies

Education is changing. Our focus is on developing the skills and competencies students need to thrive in our changing society.

**The lines between subjects are blurred.** Students have more projects that blend subject areas. Through best educational practices students take on problems that need skills from various subject areas, Science, Technology, Mathematics, Language, and Arts.

**Students have more choice.** When students have a say in what and how they're learning, they're more interested and more likely to remember information. Choice starts in prekindergarten - kindergarten.

**We focus on thinking rather than memorizing.** Students need to know how to find and use information. We want them to ask questions and make connections between topics. We still teach the building blocks of knowledge—like math formulas, spelling and grammar. But the 21st Century Competencies are the focus of our learning and teaching.

**Assistive Technology (AT) is mainstream technology.** All students have access to technology that supports reading, organization, written expression, communication and collaboration. Students use speech recognition software, text-to-speech software, concept map creating tools, and much more.

**Teachers and other staff are learners too.** Learning doesn't stop when we graduate school. We're all learners and we want our students to know that. We need to continue to learn so we can adapt to our world. Teachers learn alongside their classes as they guide them through their projects and lessons.

**We're showing students what's possible.** In grade 6 students are introduced to robotics and coding. And we have devices (computer, laptop or tablet) for students use. We're giving students access to a range of technology so they can build skills they'll need for their futures and imagine what's possible. Teachers design learning spaces based on the students' interests.

## Helping students become positive, global citizens

We make a deliberate effort to help students become kind and engaged global citizens—online and offline. Here's what's happening at Terry Fox:

**Character Education.** We believe that learning is directly dependent on children's attitude towards the task of learning.

Children excited about learning and focused on getting along with others will do their best in school. We implement Positive Behaviour Intervention and Support (PBIS) based on our very own ROARS Program – Respect Others, Accept Responsibility, Be Safe, which encourages students to work together. We guide students to ensure success by creating a positive, safe, and nurturing environment. We focus on 10 character attributes: integrity, cooperation, optimism, honesty, inclusiveness, responsibility, empathy, respect, caring and courage. These values are integrated in our lessons and throughout the school day. The focus on these values is the same whether we're interacting offline or online.

**Digital leadership.** We teach students how to use the online tools available to them for good. For example, we may ask students to blog about their learning. This authentic audience and purpose helps students build a positive online reputation—it's like a digital resume. This can serve them well in the future.

**Collaborating beyond the classroom.** Social media and blogging give students access to a much broader audience. Some teachers set up projects that allow students to collaborate with their peers from other schools, including around the world. Students are also able to communicate/collaborate with experts in any field. These opportunities help to broaden our students' awareness and skills.

**On-line Safety.** Students learn about: safe and respectful use of technology; social, emotional and legal consequences of online behaviours; the potential negative impact of online activity on relationships and future employment. We teach about privacy and the importance of protecting personal information online (photos, names and other items that can be used to identify someone).

## Sustainable Happiness ROARS Program

We believe that learning is directly dependent on children's attitude towards the task of learning. Children excited about learning and focused on getting along with others will do their best in school.

Terry Fox Elementary School implements Positive Behaviour Interventions Support through our Sustainable Happiness ROARS Program, which is based on encouraging students to **Respect Others; Accept Responsibility; be Safe**. Our program guides students to ensure success by creating a positive, safe, and nurturing environment. At our school we encourage all our students to reflect before making choices by following the ROARS principles:

1. Are you being respectful?
2. Are you being responsible?
3. Are you being safe?

We also understand that we learn from our mistakes. It is important to acknowledge our mistakes, take responsibility for our mistakes and reflect on how to make better choices. Through reflection our children are encouraged to review how better choices can be made.

Our program is basically a systematic approach for achieving social and academic goals while preventing problem behaviours with ALL students.

### Purpose of our ROARS Program

The purpose of implementing the ROARS Program is to establish and maintain a safe and effective school environment that maximizes the academic achievement and socio-emotional behavioural competence of all students.

### Components of the ROARS Program

- Common approach to discipline
- Positively stated school-wide expectations of all students and staff
- Consistent use of an acknowledgement system and a consequence system
- Behaviour expectations are taught to students
- Procedures for monitoring and evaluating the effectiveness of the program on a regular basis

## Guiding Principles

Academic achievement and expected behavioral skills are the results of school, staff, and families working together to provide a continuum of support for all students. A continuum of academic and behavioral support includes:

- School-wide instruction for all students (Core Instruction)
- Instructional interventions for students who are at risk for academic or social and behavioral needs (Supplemental Instruction)
- Individualized instruction for students with intense or chronic academic or behavioral needs (Intensive Instruction)

## Data Driven

Data is collected to determine the implemented program effectiveness. The data is also used to determine the required changes to make the program more effective for all students. The team uses the data to identify students who may need more instructional or individualized support in order to be successful.

## Location

Terry Fox Elementary School is nestled in the borough of Pierrefonds-Roxboro in the northernmost sector of the West Island. More precisely, it is located in the western part of the borough, north of Gouin Boulevard and Highway 40, running the edge of the shores of Rivière des Prairies across from Ile Bizard and bordering the municipality of Dollard-des-Ormeaux. Pierrefonds-Roxboro is the only Montreal borough with official bilingual status under the Quebec's French-language charter. The borough offers lush green spaces and 79 community and nature parks, along with a slice of Montreal that blends the serenity of suburban living with the benefits of being part of a city. There is access to public libraries and the Pierrefonds Cultural Centre, which offers a broad range of cultural programming. Terry Fox Elementary School serves several areas of the community of Roxboro-Pierrefonds, Ile Bizard and Dollard-des-Ormeaux. The school currently has a population of approximately 270 students.

## Facilities

Our school is surrounded by ample green space. The children have access to a large fenced-in playground facilitated with playground Champ, tetherball, *ballon poire*, 3 outdoor basketball nets, 2 full soccer fields with permanent goals, a baseball diamond and extra field, and 4 separate play equipment with wood chip bases.

The school is housed in a two-storey building. There is a gymnasium with stage and screen. Our Daycare has its own dedicated section, where students eat lunch. We have a music room with various instruments and equipment. The students have access to a library, robotics room, and the OASIS Centre to practice mindfulness. All our classrooms are furnished with Smart Boards.

## Engaged Teachers and Staff

We are very fortunate to have teachers and staff who care, work collaboratively and support each other, all benefitting the children. This facilitates a smooth progression of learning through the grades. Teachers facilitate many extra-curricular activities within and outside the school. We showcase our students' talents through two concerts a year.

## Community Partners

Through our community partners, our students benefit from social skills groups, guest speakers and various interaction with community members.

## Government Grants

Through government grants we have been able to invite authors, organized interactive-presentations, attend theatre presentations, experience outdoor activities, and more.

## Kindergarten Curriculum

Our Kindergarten Curriculum revolves experiential learning, learning through play and movement (*Jouons les 5*), which helps develop imagination, collaboration, communication, and independence. Our classrooms are set-up using *Universal Design of Learning* (UDL) and *Deep Learning* concepts.

Students learn French through fun and varied daily activities such as: reviewing the calendar, participating in circle time, sing-a-long, morning message, and story time. Through thematic work stations (such as: The Seasons, Aerospace, Farm Animals...), students work on hands-on activities focusing on the development of social emotional and cognitive skills, all while learning French, Mathematics, Art, and Science.

Movement is an important part of the curriculum. The students participate in 60 minutes of physical education activity and 30 minutes of Movement and Music a week, along with daily movement breaks, which include: dancing, yoga, and cycling on our stationary bikes. Students are also exposed to *Mindfulness* and learning various techniques to ground themselves.

Students are introduced and work with technology and electronic learning tools, such as: software application, using computer hardware, navigating through I-Pads, and programming through robotics – *Bee-Bot*.

There is always something to celebrate in kindergarten, from Star of the Week, to the 100<sup>th</sup> Day of School.

Class parents are integral part of kindergarten, who are encouraged and welcomed to help out in the classroom on a daily basis.

## Physical Education

The goal of the Physical Education Program is to encourage students to develop and improve their physical, mental social and emotional well-being through physical activities. Emphasis is placed on participation and developing a life-long enjoyment of physical activity, literacy, cooperation, and sportsmanship. The school participates in all major Lester B. Pearson School Board tournaments, such as Ultimate Frisbee, Handball, Senior and Junior Cross Country Run, Volleyball, Basketball, Soccer, and Track and Field. We hold several tournaments, such as; Omnikin for grades 4-6; Pilo Polo for grades 1-2; Running Club for all grades. We promote winter activities by participating in snowshoeing, skating, sledding, and other various outdoor physical education. Every year we hold our Winter Carnival promoting fun winter activities and more.

Further to the 1 hour a week of physical education, we include 10 minutes of school wide physical activity every Monday, Wednesday, and Friday morning before school.

Very dear to us is the Annual Terry Fox Run Fundraiser. This is when all members of our community come together to celebrate and honour Terry Fox.

## Music

Music is alive at Terry Fox Elementary School and students look forward to their session in our music room. Throughout the year, students have numerous opportunities to showcase their musical talent at assemblies, concerts, and other events.

In Pre-Kindergarten, Kindergarten, and cycle 1, students learn movement and dance, singing, basic rhythmic notation, percussion instruments, xylophones, boom whackers, music composition, and music appreciation.

In cycle 2, students learn movement and dance, singing, reading musical notation (rhythm and pitch), percussion instruments, music history, recorder, music composition, and music appreciation.

In cycle 3, students learn movement and dance, singing, reading more advanced rhythmic and pitch notation, percussion

instruments, music history, recorder, music composition, ukulele, and music appreciation.

Students also have the opportunity to join the Terry Fox Choir. As part of the school choir, students learn how to sing and perform a wide variety of musical repertoire.

## Daycare Services

Daycare services are available through a government daycare program for kindergarten to grade 6 at \$8.35 per day (with a minimum enrolment of 3 days per week as per the *Ministère de l'Éducation et de l'Enseignement supérieur* (MEES). Part-time daycare is available at a higher rate of \$12.50 per day for 1 or 2 days a week. Lunch supervision is included when a child is registered for the daycare services.

For those not registered in daycare services and opt for lunch supervision services only, the cost is \$2.25 a day.

Students are to bring their own brown bagged lunches. For a nominal fee, hot lunches are available 3 days a week. The Daycare is open from 7:00 to 9:05 and 15:35 to 18:00 during school days. On pedagogical days the daycare is open from 7:00 – 18:00.

For Daycare services, students must be registered. All inquiries for daycare and lunch services are to be addressed to the daycare technician, Cathy Bruno, at (514) 626-6253, #2.

Kindly note that all fees are subject to change on an annual basis.

## School Bussing Services

In general, if any Pre-Kindergarten or Kindergarten child lives more than one half mile (0.8 km) away from the school and is “zoned” to come to this school, bussing will be provided by Lester B. Pearson School Board\*. Bussing is provided for students in Grades 1 to 6 who live within the school territory, but more than one mile (1.6 km) from the school\*.

\* Exceptions: No bussing is provided for students who do not reside in the school territory or for those students who live within walking distance of another Lester B. Pearson school offering a similar program.

CALL NOW

514 626-6253

FOR AN APPOINTMENT

Come See

For Yourself

21<sup>st</sup> Century Learning

in Action

In partnership with parents,  
we strive to equip our  
students with 21<sup>st</sup> century  
skills – Creativity and  
innovation, Critical thinking  
and problem solving,  
communication and  
collaboration. All in line with  
*best teaching practices*  
revolving around *Deep*  
*Learning* for a *Happy School*.

**CHOOSE**  
**HAPPY**