



**WEST WIND JUNIOR HIGH  
SCHOOL GUIDE**

**2012- 2013**



Dearcroft Montessori School \* 1167 Lakeshore Road East \* 905.844.2114

## WELCOME

*On behalf of the owners, administration, and teachers, we would like to extend a very warm welcome to all students and their families. As a member of the Dearcroft community, we look forward to working with you and receiving your support and contributions to school life. If you have any further questions please do not hesitate to contact us.*

### **CONTACT INFORMATION**

School Telephone	905.844.2114
School Email	dearcroft@primus.ca
Junior High Email	wwjuniorhigh@gmail.com
School Fax	905.844.3529
Owners/Directors	Gordon Phippen Lynda Phippen
Administration	Catherine DeBorba
Teacher Facilitators	Danielle Walker Dave Gunn Breanne Rymes

### **SCHOOL HOURS**

Monday through Friday	Commencement 9:00am Dismissal 3:45pm
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### **Inclement Weather Closing**

In the event that weather conditions force the closing of the school, you will receive an email by 7:15a.m. There will also be a recording left on Dearcroft's voicemail (905.844.2114).

### **Before and After School Care Program**

Before and after school care is available on campus from 7:30 a.m. to 8:45 a.m. and 3:45 p.m. until 6:00 p.m. at an additional charge. Arrangements should be made by calling the school office. Any student not picked up after school will be sent to the program, and parents will be responsible for related fees.

### **Absences/Late Arrival**

Please notify the office if your child will be absent from school. If possible, prior knowledge of an appointment will help to ensure the student will not miss important curriculum. Students are responsible for finding out what work they have missed. If arriving after 9:00am please proceed first to the Office to obtain a late slip before going to class. A late slip will be required to enter the classroom.

# JUNIOR HIGH PROGRAM DETAILS

## PROGRAM ATTRIBUTES

### **Two-Year Cycle**

The Junior High program runs over a two-year period. During this time Ontario Provincial Curriculum standards are met or exceeded. Traditional classes, such as math, French and physical education, run throughout the year with a conventional timetable. Science, language, humanities, and health are taught in an integrated manner, consisting of several sessions throughout the year.

### **Sessions**

The Junior High program is split up into sessions of approximately 6 weeks focusing on one topic, and are set up to allow students time to complete an in-depth study on the theme. These interdisciplinary topics are developed considering Montessori pedagogy, the Ontario curriculum, student interests and engagement, current issues, and potential career paths.

Each session involves a mix of group and independent learning, and culminates with an independent study project. Students are able to determine the direction of their study, and have input into the language, art, and presentation components of their work. Teachers act as facilitators of the student's learning. The session schedule will be set for the beginning of the school year. However, we pride ourselves on keeping a current and flexible program, and if new opportunities arise the schedule may be adjusted to provide maximum learning prospects for the students.

### **Field Trips**

A fundamental component to adolescent programs is the opportunity for students to go out of the school for learning. Off-site activities vary from short experiences to several days at a time. In addition to appealing to adolescents' need of human experience, trips allow students to have real world involvement supporting their curriculum and exposing them to the adult world. Longer trips also allow students to develop a sense of independence and a set of skills necessary for their future that cannot be replicated in the classroom. Field trips include volunteering in the community, career days, and destination trips related to session topics. Students are encouraged to attend all field trips. As the trips are part of the curriculum, students unable to attend will generally be given an assignment equivalent in nature.

### **Expedition Education**

Established in 1996, this award winning experiential education program has taken students across Canada. We offer at least one trip per year to explore the spectacular natural wonders of the country. These trips usually run about 10 days and use a combination of planes, trains, automobiles, motor homes and ferries. Students receive an unparalleled first-hand education of different Canadian regions. Expedition Education has allowed over 100 of our students to explore Canada coast-to-coast, covering a combined 25,000+ km!

## **Classroom Community**

Where as adults work to change their environments, adolescents use their environment to change themselves. A safe and just environment is essential for optimal growth of an individual. Adolescents are very critical of themselves and others, and constantly feel judged. They are vulnerable to hurt and humiliation, and identify very strongly with their peers. A sense of belonging is critical during this plane of development. The ideal conditions for growth are created when students become contributing members of their community.

The Junior High Program has a number of components aimed at creating class community. These involve teamwork, a leadership program, class meetings, seminars, committees, and activities aimed at building interdependence. This strong sense of community can also inspire students to become active participants in the world by instilling a sense of compassion and responsibility.

## **Harkness Table**

The Junior High room features a Harkness Table, which is a wooden oval-shaped table that allows the whole class to sit together. The clever design of the table enables everyone seated at it to see the eyes of everyone else at the table, including all students in discussion. Classmates at the Harkness Table learn by discussing their thoughts and ideas with their teacher and each other. Students are encouraged to challenge ideas, and to collaborate rather than compete with each other. Harkness teachers guide and participate in classroom discussions, demonstrating to the students how to learn, rather than just what to learn. Students are both giving and receiving help by learning together, gaining confidence with discussion skills necessary for future careers.

## **Community Involvement**

As adolescents become active members of society, opportunities to be involved in the community are integral to help them become aware of their role in society and of the contributions they can make. Students at this level have both a need and a responsibility to work within the larger community in activities that will help them gain an understanding of how interdependent we are. Our Junior High students have several opportunities for involvement, including:

- Career Days
- Mentoring younger students
- Helping with chores around the school grounds and office
- Volunteering (both during and after class hours)
- Field trips (planned by both teachers and students)
- Event planning

Students are encouraged to get involved in the school and local community as much as possible.

## **Physical Education Program**

The primary goal of the West Wind gym program is to encourage lifelong participation in physical activity and increase knowledge of each student's personal health to ensure a healthy future. These goals will be achieved through active participation in a number of different sports and activities over the course of the school year. The Junior High Students will continue to participate in the Skating and Shiny program at Canlan Ice Sports, Volleyball and Badminton at St. Paul's Church, Swimming at Appleby and additional activities at Lawson Park and on the Dearcroft Property.

The Junior High students will also have some unique opportunities to explore other sports and games as they continue to develop their coordination and motor skills. In addition the students in grade 7 and 8 will be given opportunities to plan, organize and run games or activities for each other and younger students within the school community, allowing for a fun, alternative setting to display teamwork and leadership as well as, organizational and presentation skills.

## **Private School Athletic Association**

This year Dearcroft and West Wind will be an associate member of the Private School Athletic Association (PSAA). As an associate member of the PSAA we will have the opportunity to participate in Cross Country, Swimming and Track and Field, competing against other schools in the Oakville, Burlington, Mississauga and Etobicoke area. Information to be involved with these teams will be provided in September.

## **French**

The new core French curriculum emphasizes the development of oral communication skills with the subsequent introduction to reading and writing. True learning occurs when curriculum is meaningful and relevant. At Dearcroft Montessori School, we have adopted AIM (Accelerated Integrative Method) for teaching French from Grades 1 to 8. This kinesthetic method develops strong oral and written communicative skills using an integrated, drama-based approach, designed for students specifically at each grade level. Through 'Histoires en action!' students learn word-meaning relationships and develop an awareness of syntax in oral language contexts and well supported in written form. Young minds experience successes at a very early stage, which encourages a love for the French language. We believe students of all different learning styles are truly involved in a warm and supportive environment, which helps them achieve their full potential.

## **Music**

Our music program builds on the foundations set in elementary levels. Students learn how to read music, accompany songs, sing, history, and music theory. They will also have opportunities to create their own music using guitar, band instruments, and computer programs.

## **ASSESSMENT & REPORTING**

The focus of the West Wind Program remains on building skills and confidence for future success. As most of our students continue to traditional high school models, we bring in certain elements to help students gain comfort in preparation for Grade Nine.

### **Marking**

Students receive assessment of most of their work using a numerical mark system and comments as feedback on their work from the teachers. Students are also involved in self-evaluation and goal setting. With small class sizes, students are able to get individual help when they are having difficulty and are encouraged to seek help whenever needed. Final grades account for teacher and student evaluation, as well as participation and effort. Students are encouraged to correct work where necessary and resubmit it to improve both their understanding and marks.

### **Homework**

WWJH is an academically rigorous program, and students are encouraged to do all work to the best of their ability. Assignments are given with ample time for students to prepare, and generally if students manage class time wisely they will not have too much homework. However, students will need to bring work home that has not been finished in class, or work that they wish to improve with more effort. In order to prepare students for high school and help with organizational skills, students can expect approximately 30 minutes of homework, on average, per night. Homework generally consists of finishing in-class assignments.

### **Late Work**

In order to build organizational and time management skills, each assignment or activity will be given a due date. There is a penalty of 10% each day the assignment is late to a maximum of 40%. We encourage students to communicate any issues that might prevent them from completing the work in the given time prior to the due date so that alternative plans can be made.

### **Report Cards**

Junior High students receive 3 report cards, one per term (November, March, and June). The report cards break down learning skills and subjects, and provide evaluation both through grades and individual comments.

## **STUDENT EXPECTATIONS**

Adolescents tend to respond best when given choices. Our program offers a 'focused freedom' in which students are able to make many choices within given parameters. Students manage their own time, ensuring that they complete their weekly goals. This allows students to develop independence and helps them learn how to make good decisions.

### **Computers**

Computers are excellent tools for students to use for research and communication. Junior High students are encouraged to bring laptops or tablets to school with them on a daily basis to use for their work. Computers are, however, only one of many research tools. The use of a personal computer is considered a privilege. Students are expected to use computers appropriately, for schoolwork only, and in a responsible manner. Any student abusing this privilege will no longer be allowed to bring in personal computers /tablets and will be limited to supervised use of shared school computers.

### **Discipline Policy**

Adolescents have a keen sense of justice, and function well when there is clear expectation of rules for everyone. At the beginning of the school year we spend time creating these expectations together as a class, as well as developing logical consequences when expectations are not met.

Students who display inappropriate behaviour are removed from class activity to discuss with a teacher. If inappropriate behaviour continues, the student may be asked to sit in the office for a period of time to discuss the behaviour with an administrator. Parents will be contacted if the behaviour continues to be a problem.

WWJH has a zero tolerance towards any display of aggressive or inappropriate behaviour towards others. Students will be removed from the program and teachers will discuss appropriate measures with parents.

### **School Environment and Property**

All students are responsible for the maintenance and care of the school environment. Students need to take full responsibility for lost or damaged items and property. If students are negligent or break something through boisterous activity they will be expected to reimburse the school. This includes misplaced textbooks, equipment, and school property. This policy is to help young people develop accountability for their actions.

## COMMUNICATION HOME

### Agendas

Junior High students are provided with an agenda that they use as a base for organizing their work. Teachers will provide students with a weekly list of goals personalized to the needs of each student. The list is put in their agenda and checked off by both the student and teacher as the goals are completed. Parents are encouraged to look at the agenda each evening, and to use it as a base for discussion of the student's work.

To begin each school year, parents are asked to sign their child's agenda every day. This is an effective tool for communication home, and can be used for notes between parents and teachers. In addition, students are asked to rate themselves everyday based on their productivity. As students demonstrate their time management skills teachers will reduce the requirement for parent signatures.

### Parent Conferences

The Junior High program encourages students to take ownership over their learning. To help in this regard our parent interviews will be attended and run by the student it is being held for. This will be an opportunity to discuss progress and to work together to set educational goals.

### Phone/Email

Parents are welcome to call the office and leave messages for the Junior High teachers. In addition we have an email address that can be used to communicate with teachers. We do our best to check this email throughout the day. We also collect email addresses at the beginning of the year so that we can email calendars, forms, and updates home.

Address: [wwjuniorhigh@gmail.com](mailto:wwjuniorhigh@gmail.com)

## ROLE OF THE PARENT

By nature, adolescents seek increasing independence, which can often lead to challenging moments for parents. Your involvement and commitment to your child is truly appreciated, and remains the best gift you can offer as they continue to mature.

Our work as adults is to guide your child toward adulthood in a positive manner. Showing interest in your child's work at school is an excellent way to keep positive communication open. We encourage you to discuss school topics with your child during dinner, attend family and parent events at the school, and help your child with time management where needed. Modeling behaviour you would like to see in your child is as important as ever. During this plane of development, it is imperative that students have good nutrition, ample sleep, and balanced activities, all of which may require parent contribution (despite what your adolescent might say!).

In addition to supporting your child at home, there are a number of ways to be involved directly in the school community. Please contact the teachers or administration if you are interested in helping with field trips, school events, or organizational work.

## SCHOOL POLICIES

### **Allergies**

Parents of children with allergies are required to list the allergies on the medical form completed at enrollment and to fill out an allergy alert form. If the student requires an Epi-pen we ask that one be kept at school in the classroom and a consent form is to be completed.

### **Medication**

If a student needs to be given medication while at school, a consent form to administer the medication must be completed by the parent. Without this form, we will not be able to administer the medication. All medication must be sent in the original pharmacy container with the student's name and dosage instructions.

Teachers are not to administer Tylenol/ Advil to students. Teachers are to be advised if students are carrying and administering their own Tylenol/ Advil.

### **Lunches**

The students are asked to provide a nutritious and garbage-less lunch. WWJH promotes healthy living choices, and thus items such as pop, chips, chocolate, and candy are not welcome. ***Any products containing nut products or warnings should not be included and will be sent home.*** A teacher is to be advised if a student is leaving the school grounds during lunchtime.

### **Recycling**

We are asking for your assistance with recycling and garbage collection. All food scraps are to be taken home in your child's lunch box to be disposed of in your green cart. We ask that you provide a reusable container, rather than a plastic bag, in lunch boxes for leftover food. We recycle plastics and other items at school, but we encourage you as much as possible to use washable, reusable containers for lunches rather than disposable bags and juice boxes. We appreciate your support and assistance to help make Halton more environmentally friendly with the use of green bins at your residence.

### **Use of Telephone**

Students will not be called from class to answer the telephone except in case of an emergency or extreme urgency by the parents. Students may use the phone if it is absolutely necessary. Cell phone use is not permitted during school hours.

## **Dress Code**

Junior High students are required to wear the school uniform. Please refer to the Dearcroft Parent Handbook for details. On gym days the students are asked to come dressed in their gym uniform (please see Junior High timetable). The school uniform is available at InSchool Wear.

InSchoolWear Inc. provides our uniforms and they recommend that you book an appointment for new uniform requirements. They are located at 482 South Service Road East in Oakville (905-338-3030). Orders may be made online at [www.Inschoolwear.com](http://www.Inschoolwear.com). Each student is required to wear a complete and clean uniform everyday, including black shoes.

### **Regular Uniform (worn Tuesdays, Wednesdays, & Fridays)**

Girls: West Wind crested blue Oxford shirt, West Wind crested navy  $\frac{1}{4}$  zip sweater, navy skort or navy pant, navy socks or tights, black shoes. (Optional: turtleneck and short sleeve navy polo shirt).

Boys: West Wind crested blue Oxford shirt, West Wind crested navy  $\frac{1}{4}$  zip sweater, navy pants, navy socks, black shoes. (Optional: turtleneck, navy walking shorts, short sleeve navy polo shirt).

### **Gym Uniform (worn Mondays & Thursdays)**

Two -piece navy warm-up suit, West Wind crested gym t-shirt, navy shorts, white socks, supportive gym shoes with a white sole.

*We look forward to working with your family!  
Please let us know if you have further questions.*

## 2012- 2013 SESSIONS

September 5 - 14 <sup>th</sup>	Welcome to the West Wind Wolf Pack: Team Building
September 17 <sup>th</sup> - November 1 <sup>st</sup>	Discovering the Past to Influence the Future: Canadian History
November 5 <sup>th</sup> - December 19 <sup>th</sup>	War & Peace: Current Events, Politics & People
January 7 <sup>th</sup> - February 22 <sup>nd</sup>	Inventors Convention: A Focus on Science
February 25 <sup>th</sup> - April 26 <sup>th</sup>	"To Be or Not To Be" ... an Artist: Celebrating the Arts
April 29 <sup>th</sup> - June 14 <sup>th</sup>	Rocks Rivers & Ridges: Geology and Geography in Canada

### **Sessions**

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**If you have any ideas for trips, resources, speakers, or ways to help with these sessions we would love to hear about them!**

### **Expedition Education**

There are two expeditions available to students this year. Each trip links directly to session topics and will provide invaluable extensions for in-class learning.

September	Lake Ontario & Kingston - Study of Upper Canada & Confederation
June	GL5 (Great Lakes Five... Part 3) - Focus on Lake Superior