

### School Address

501 Arlington Avenue  
Toronto, M6C3A4  
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### Principal

Andre Patterson

### Vice Principal(s)

Mauro Paluzzi

### Administrative Office Staff

Laura Baigorria  
Mari Strazzeri-Pandolphi

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### School Council Chair(s)

Nadia Bove  
Pete Karageorgos

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### Ward 11 Trustee

Josh Matlow  
(416) 397-3094

### Superintendent

Michael Smith  
(416) 394-2046

### Director of Education

Chris Spence

## OUR SCHOOL

Arlington Middle School has established an outstanding reputation for academic excellence. The school is located on the west side of Cedarvale Park (Ravine), south of Eglinton Avenue and west of Bathurst Avenue. Arlington Middle School has the unique honour of being the first authorized two-year International Baccalaureate Middle Years Program (IBMYP) in the Toronto District School Board. The IBMYP has been specifically designed for adolescent students. The program aims to enable students to build upon a spirit of discovery, developed an understanding and passion for learning, become effective communicators, developed a sense of personal and cultural identity, gains insights into local and global issues, as well as develop a sense of global responsibility.

*Our vision is to inspire students in their journey toward independent, critical thought and responsible action--developing Learners, Leaders and Global Citizens. Our students will be active learners and effective communicators. We challenge students daily to be global thinkers and local leaders able to motivate, engage and empower others. Committed to equity and inclusiveness, we aspire to the goal of caring and engaged citizenship.*

The IBMYP is a philosophy-based program that is centred on five Areas of Interaction. The Areas of Interaction help students make connections between subjects and learn that knowledge is integrated. They are embedded into the subjects and are a vehicle for refining conceptual development by creating a deeper level of understanding.

The five Areas of Interaction are:

**Approaches to Learning** - the development of effective skills and fostering of the learning process. **Environment** - the interdependence of humans and nature. As well, awareness, responsibility and action towards a sustainable environment. **Homo Faber** - the creative and intuitive genius of humans and their impact on society. **Health and Social Education** - mental, physical and emotional health. Health and informed decision making. **Community and Service** - the development of an altruistic attitude. *The IBMYP promotes the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge.*

## School Focus For This School Year

As an IBMYP school, our aim is to develop internationally minded people who, recognize their common humanity and shared guardianship of the planet; to help create a better and people oriented world. In order to do this, the IB has generated a profile which aims to embed character education into learning. It is based on ten characteristics and they are:

Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

## OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	<b>339</b>	
✦ Gender:		
Female	155	46%
Male	184	54%
✦ Primary language other than English:	115	34%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	10	3%
Students living in Canada for 3 - 5 years	19	6%

\* Calculation does not include students for whom language information is missing.

## THE SCHOOL BOARD PROVIDES:

The Toronto District School Board (TDSB), in partnership with students, parents, teachers and all our communities, is committed to taking responsibility for continuous improvement of schools. This is achieved through:

- ✦ **Relevant Curriculum**
- ✦ **Equity**
- ✦ **Accountability**

### Regular Instructional Programs

- ✦ Languages - English, English as a Second Language, and French
- ✦ Mathematics, Science and Technology
- ✦ Arts - Music, Visual Arts, Drama and Dance
- ✦ Health and Physical Education, History and Geography, Family Studies and Guidance

### Special Education Programs

A variety of special education programs and services are offered to meet the needs of all students, including students with exceptionalities, such as behavioural, communication, intellectual, physical and multiple learning disabilities. Students' exceptionalities are identified through a formal review process undertaken by an Identification, Placement and Review Committee (IPRC).

## OUR SCHOOL ALSO OFFERS:

### Co-Curricular

#### Arts Programs

- ✦ Music:  
Strings
- ✦ Visual Arts:  
Art Appreciation

#### Intramurals

- ✦ Badminton
- ✦ Ball Hockey
- ✦ Basketball
- ✦ Dodgeball
- ✦ Floor Hockey
- ✦ Indoor soccer
- ✦ Volleyball

#### Athletic Teams

- ✦ Badminton
- ✦ Basketball
- ✦ Cross Country
- ✦ Flag Football
- ✦ Ice hockey
- ✦ Intramurals
- ✦ Soccer
- ✦ Track and Field
- ✦ Volleyball

#### Student Success

#### Remedial Activities

- ✦ Remedial Literacy Program
- ✦ Remedial Numeracy Programs

Information about the success of our programs comes from a wide variety of student assessments. These assessments are based on clear expectations for all learners, consistent with those described in *The Ontario Curriculum*.

The primary purpose of student assessment is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of classroom activities. Teachers assess student progress towards achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observations, portfolios of student work, and tests.

Schools use assessment information and information from other sources to make informed decisions for school improvement planning. Schools identify areas of strength as well as areas that require improvement. Input is obtained from a variety of sources such as student assessments, teacher feedback, parent feedback, and community surveys. In this way, schools monitor, celebrate and improve their efforts in providing a supportive and challenging learning environment for all their students.

## WHAT OUR SCHOOL IS PLANNING FOR THIS YEAR

- ♦ We have developed the following plans for this school year based on the feedback received from a number of student assessments as well as in response to Ministry curriculum expectations.
- ♦ Our grade teachers headed by our Curriculum Chairpersons are planning curriculum units and assessment tools together. We have found it essential to present students with relevant curriculum and lesson plans as well authentic assessment.
- ♦ Teachers have been planning, and, at times, have delivered curriculum as part of a team. This opportunity enables students to benefit from the strengths of individual teachers.
- ♦ Our assessment and evaluation criteria are closely related to the Provincial Report Card and give students and parents a profile of their child's progress.
- ♦ We have dedicated our regular monthly staff meetings to professional development for our teachers. The curriculum teams composed of Curriculum Chairpersons and the Administration team will deliver in-service sessions on pertinent and educational issues, i.e., assessment, integration, inclusion, technology, program modification, special education.
- ♦ This year Student Council is modeled after the United Nations. Students have elected representatives for each homeroom class. All representatives serve on one particular council: Environmental Sustainability, Security Council, or Economic and Social Council. The focus of this model is to bring school wide initiatives, events and main issues for discussion as well as recommendations following specific procedures.

## OUR COMMUNITY PARTNERS

### Parent And Community Involvement

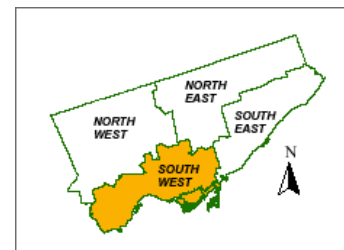
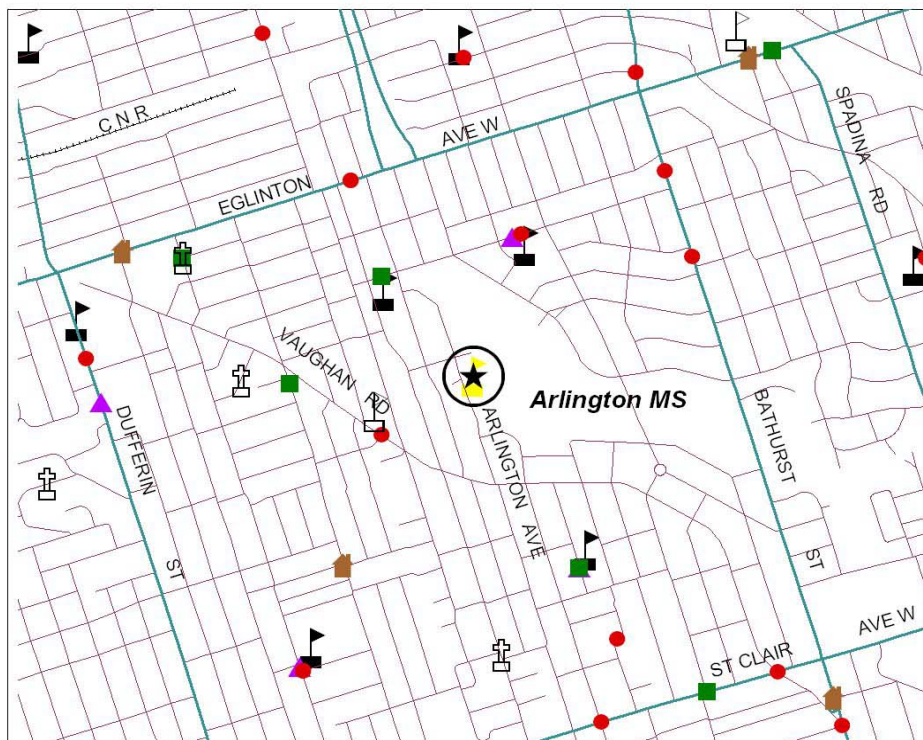
#### Parent Involvement:

- ✦ We have an active and committed School Council.
- ✦ Volunteers offer their assistance in the office for the Safe Arrival Program as well as in the classrooms.
- ✦ Students are involved in local field trips.
- ✦ Classroom visits by members of the community are ongoing.

#### Community Links:

- ✦ We provide workshops in consultation with the Public Health nurse.
- ✦ We work collaboratively with community/social agencies, student teachers from OISE and Nipissing University.
- ✦ Division 13 of the Toronto Police Force sponsors safety programs.

### OUR NEIGHBOURHOOD



- OUR SCHOOL
- TDSB Elementary School
- TDSB Secondary School
- Separate School
- Daycare/Nursery School
- Family Resource/ Parenting Centre
- Community/ Recreation Centre
- Public Library

0 0.5 1 Kilometers

Notes: The map shows the locations of local schools, community and social service facilities. For more information about these locations please contact the school. Sources: TDSB - Academic Accountability, Facility Services; City of Toronto - Children's Services, Toronto Land Information Services.