



## Principal's Message

Wow, what a strange month for weather. We have had it warm and then cold and wet and we are ending October with nice warm weather. As I had reminded you all last month please dress your child in layers as Alberta has been known to rain, snow and have sunshine all on the same day.

We are outside for recess unless it is pouring rain or below -23 Celsius with a wind chill. Please dress your children accordingly. Hats and mitts (especially some sort of mitts) are a must for your children as the weather becomes so unpredictable.

Your Parent Council has gifted the school with snowshoes this year so we are anxiously waiting for the opportunity to use them. Regular snow boots are worn with the snowshoes so please make sure that when we get our snow your child is wearing their snow boots to school as this will be part of the physical education program.

Once again the Parkland Village staff would like to thank our Caregivers for being so proactive in following the Covid protocols. We know it's flu season and it makes following the protocols that much more difficult but we do appreciate your patience and continued diligence.

A huge shout out to the School Council volunteer ladies for taking on the Hot Lunch program this year. We look forward to that beginning in November.

Parent -Teacher interviews will be online or via telephone - please be sure to book and be patient with us as we work our way through this new way of doing this. It is a first for us so we hope it is flawless. If there are hiccups, know that we will do our best to work it out with you. Please pay close attention to the different nights/times for the interviews in Kindergarten and Grade 1 - 4. We appreciate your attention to this.

Although this is the November newsletter, we wanted to let you know that report cards will be available online Thursday December 3rd.

Respectfully yours,  
A. Lillico

## Parent Council Information

### Next School Council Meeting

Wednesday, November 18th, 2020 at 6:00 p.m.

ANY QUESTIONS OR AGENDA ITEMS, PLEASE CONTACT SHANNON AUGER AT 780-952-8980



### Parkland Village School Council Little Caesar's Fundraiser

The Little Caesars Fundraiser was a success!

Thank-you to all the families that participated and sold pizza kits! As a School we

**Little Caesars** sold: 352 Total kits Profit made: \$2,112.00

Top Sellers - Congratulations, on a job well done.

1st Titus, Abigail and Rebekah d - 31 Kits

2nd Ryli and Jase W. - 28 Kits

3rd Hannah G. - 26 Kits

Top Selling Classes: Ms. Sydora's Grade 4 - 98 Kits

Ms. Lynds Grade 1 - 89 Kits

Ms. Ash-Elliot's Kindergarten - 88 Kits

Draw Winners: 2 - \$20 McDonald's Gift Cards - Abigail de Boer, Jacob Chelsberg

Being the Principal for 1 hour - Hannah Geddes

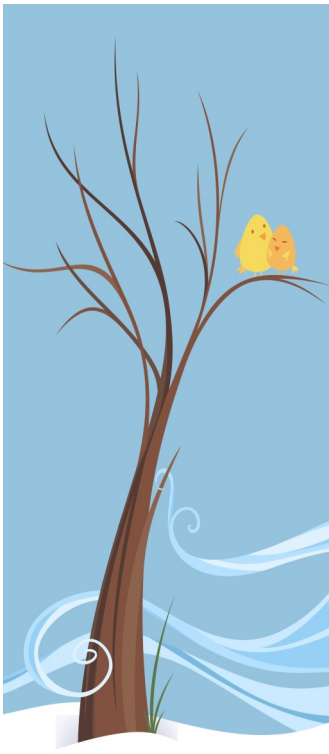
Thanks again for participating and supporting Parkland Village School!

Pick-up Little Caesar Orders Thursday, November 5 Between 2:25 and 5:00 pm

All Visitors **MUST** check in at the  
school office when you arrive

School Office Hours: 7:30 am - 3:30 pm

Parkland Village School — November 2020  
<http://parklandvillage.psd70.ab.ca/>



**Virtual Parent Teacher Conferences for Grade 1 to Grade 4**

**Tuesday, November 3rd, and Thursday, November 5th**

**From 3:00 - 6:00 p.m.**

Please Note: Caregivers you can still book your Student Lead Conference at:  
<http://parklandvillage.schoolappointments.com/admin/>.

If you are unable to access this web-site, please stop by the office for assistance.

**Virtual Parent Teacher Conferences for Kindergarten**

**Thursday, November 5th between 3:00 - 6:00 p.m.**

**Friday, November 6th between 8:00 a.m. - 2:30 p.m.**

You can still book your Student Lead Conference at:  
<http://parklandvillage.schoolappointments.com/admin/>.

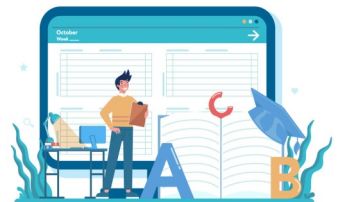
If you are unable to access this web-site, please stop by the office for assistance.

**Thursday, December 3rd, 2020 - 1st Report Card**

**Your Child's Report Card Will Be Online In Your PowerSchool Parent Portal on**

To access the website please go to: <http://www.psd70.ab.ca/PowerSchool.php> and sign into your account with your username and password. Click on the "Report Card K-9" icon. If you can't access the report and absolutely need a hard copy, please contact the office.

Online Report Card



Ms. Parfiendiuk's Grade 3 Halloween Door



Ms. Sydora's Grade 4 Halloween Door



# November 2020



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 DAYLIGHT SAVINGS Fall back 1 hour	2 Virtual Parent Teacher Conferences for Grade 1-4 3:00 - 6:00 pm	3 Virtual Parent Teacher Conferences for Grade 1-4 3:00 - 6:00 pm	4 Hot Lunch Day	5 PICTURE RETAKES 9:00 am Virtual Parent Teacher Conferences for Grade 1-4 and Kindergarten 3:00 - 6:00 pm Pick-up Little Caesar Orders Between 2:25 and 5:00 pm	6 Remembrance Day Virtual Service 10:50 a.m. Virtual Parent Teacher Conferences for Kindergarten <u>8:00 am - 2:30 pm</u>	7
8	9	10	11 Remembrance Day	12	13	14
<b>Fall Break</b>						
15	16 First Day Back After Fall Break	17 Hot Lunch Day	18 School Council Meeting 6:00 pm	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## Parkland School Division Report Cards

**ASSESSMENT** involves gathering information about student progress, in order to improve teaching and learning.

**EVALUATION** involves making a professional judgement based on the assessments provided.

**REPORTING** involves communicating to students and parents the evaluation of student performance in relation to the learning outcomes in the Alberta Programs of Study.

Beginning with the 2019-2020 Academic Year, Parkland School Division implemented a simplified Report Card that provides parents and students with grade equivalents. While the final “look” of the Report Card is still in development, our chart (below) provides guidelines to student grades.

While a student’s Report Card may have a variety of uses, it is primarily a statement of a student’s progress at a particular time. Ultimately, the report card is mostly for the use of parents to understand the level of the child’s progress at the time of reporting. That said, the Report Card must not be the primary source of communication between the teacher and the parent.

Currently, our High School students and their parents enjoy access to their report cards through the PowerSchool parent portal as an ongoing source of understanding how each child is progressing with any task. The plan is to have this expand to all grades from one through twelve. This will involve training at the teacher level throughout 2020-2021 with full implementation for PowerSchool in 2020-2021.

Our parents have indicated strongly that a simplified Report Card is desired. To this end, the new Report Card rollout will happen next year in advance of the PowerSchool rollout in the following year.

The following chart identifies equivalent indicators and standards. For instance, the Standard of Excellence (gold) aligns to the exemplars (gold) below and to assessments in the range of 100% to 80%. Parkland School Division shall report progress with four indicators of achievement (Grades 1-9) and percentages (Grades 10-12). Note that the indicators of achievement for knowledge tasks **are equal, in range of percentage, to the indicators of achievement**. The expected acceptable standard for all students is to achieve, at least, a level of competence while continually striving to achieve a standard of excellence.

Parkland School Division - Report Card Indicators of Achievement - Equivalent Standards			
EXCELLENT (EXC)	COMPETENT (COM)	SATISFACTORY (SAT)	INSUFFICIENT (INS)
100% - 80%	79% - 65%	64% - 50%	49% - 0%

A student may receive feedback using descriptive indicators of achievement, relative to the outcome expected. Teachers assess criteria in a manner guided by standards. A teacher’s role is to professionally weigh a student’s performance across a variety of learning tasks – this is then provided as a summative grade on the report card.

Indicators of Achievement (words that MAY be used to describe a student’s competency with respect to specific outcomes)			
Correct / Meets Expectations / Pass			Incorrect / Growth Required / Fail
Excellent / Independent / Superior / Detailed / Exceptional / Sophisticated / Insightful / Advanced	Competent / Mostly Independent / Consistent / Demonstrated-Capability / Coherent / Adept / Logical	Satisfactory / Sufficient/ Limited / Approaching / Somewhat Dependent / Basic / Emerging / Straightforward / Adequate	Insufficient / Beginning / Avoidant / Not Evident / Poor Quality / Not Attempted / Incoherent / Mostly Dependent

For more detailed information please go to Parkland School Division #70 website:  
<https://www.psd70.ab.ca/Report%20Cards.php>

## Helping Your Child Learn Math - excerpts from Manitoba Education 2004

Math skills are important to a child's success – both at school and in everyday life. Understanding math also builds confidence and opens the door to a range of career options.

In our everyday lives, understanding math enables us to:

- ◆ manage time and money, and handle everyday situations that involve numbers (for example, calculate how much time we need to get to work, how much food we need in order to feed our families, and how much money that food will cost)
- ◆ understand patterns in the world around us and make predictions based on patterns (for example, predict traffic patterns to decide on the best time to travel)
- ◆ solve problems and make sound decisions
- ◆ explain how we solved a problem and why we made a particular decision
- ◆ use technology (for example, calculators and computers)

**Knowing how to do math makes our day-to-day lives easier!**

### How Will My Child Learn Math?

Children learn math best through activities that encourage them to:

- ◆ explore
- ◆ think about what they are exploring
- ◆ solve problems using information they have gathered themselves
- ◆ explain how they reached their solutions

Children learn easily when they can connect math concepts and procedures to their own experience. By using common household objects (such as measuring cups and spoons in the kitchen) and observing everyday events (such as weather patterns over the course of a week), they can “see” the ideas that are being taught.

An important part of learning math is learning how to solve problems. Children are encouraged to use trial and error to develop their ability to reason and to learn how to go about problem solving. They learn that there may be more than one way to solve a problem and more than one answer. They also learn to express themselves clearly as they explain their solutions.

### What Math Activities Can I Do With My Child?

Numbers are used to describe quantities, to count, and to add, subtract, multiply, and divide. Understanding numbers and knowing how to combine them to solve problems helps us in all areas of math.

- ◆ Count everything! Count toys, kitchen utensils, and items of clothing as they come out of the dryer. Help your child count by pointing to and moving the objects as you say each number out loud.
- ◆ Count forwards and backwards from different starting places.
- ◆ Use household items to practise adding, subtracting, multiplying, and dividing.

### Practise “skip counting.” Together, count by 2s, 5s, 10s, 3s, and 4s.

- ◆ Roll two dice, one to determine a starting number and the other to determine the counting interval.
- ◆ Ask your child to try counting backwards from 10, 20, 100, or even 1000.
- ◆ Make up games using dice and playing cards. Try rolling dice and adding or multiplying the numbers that come up. Add up the totals until you reach a target number, like 100.
- ◆ Play the game backwards to practise subtraction.

### Play “Broken Calculator.”

- ◆ Pretend that the number 8 key on the calculator is broken. Without it, how can you make the number 18 appear on the screen? (Sample answers:  $20 - 2$ ,  $15 + 3$ ). Ask other questions using different “broken” keys.
- ◆ Measure items found around the house. Have your child find objects that are longer or shorter than a shoe or a string or a ruler.







Ms. Sydora's Grade 4 vibrantly coloured art pieces of driving into the horizon.



Mrs. Blanchet's Grade 1/2 Class were really busy drawing pictures inside of a heart showing what is important and makes them happy.

They also created their own self portrait and shared a little something about themselves. The children also drew some really great pictures of pumpkins.





- ◆ Free online webinars
- ◆ Low cost counselling for children and adults

Coping with anxiety can be challenging both for parents and their children. The first step to help our children better cope with anxiety is learning to listen and support the unique needs of each individual. Teaching our children to “be okay” with not being okay is an important first step in creating openness and acceptance to process their emotions. Emotional awareness is the first step to emotional regulation. Helping our children to identify how anxiety impacts the way they think, feel, and act cultivates emotional awareness. Learning about how anxiety impacts the way we think and feel provides clues in areas where our children may learn new strategies to cope with anxiety.

Anxiety Canada provides practical resources for parents and youth to help manage physical symptoms of anxiety, improve thinking patterns, and identify supportive plans to help our children face their fears. Your child may also benefit from working with a counsellor to develop an anxiety management program based on Anxiety Canada.

### Strong Families Series - Anxiety in Children and Teens

Parkland School Division is proud to partner with Alberta Parenting For The Future to present another FREE information session for local families. Everyone experiences stress, be it taking a test, speaking in front of an audience or going to the dentist. But when stress becomes excessive, persistent and begins to interfere with everyday living, it can be indicative of an anxiety disorder: a chronic sense of fear or worry that outweighs actual danger, and that can cause an individual to avoid situations or develop compulsions in order to stem the tide of these intense feelings.

As a group, anxiety disorders represent the most common of all mental illnesses, and they can affect individuals of any age or background, including children and teens. In our upcoming Strong Families session, Jennifer Harris, a registered psychologist, mother and former teacher and school counsellor, will join mental health therapist Heidi Watson to offer families valuable information about anxiety, as well as practical tips for helping their children manage and mitigate this mental illness.

**Date:** Tuesday, November 24, 2020

**Time:** 6:30pm

**Location:** Online Zoom Webinar / Discussion Group

Presenters: Jennifer Harris, Registered Psychologist & Heidi Watson, MSW Mental Health Therapist (Eckert Psychology)

In this session, we will discuss the basics of anxiety: how it works, how it differs from stress, the multiple ways it can manifest, and the mental and physical impact it can have on children and teens. Learn how to recognize signs that your child may be struggling with anxiety, and discover therapist-approved strategies you can use to support them.

Please register early to reserve your spot by visiting <https://www.eventbrite.ca/e/strong-families-series-anxiety-in-children-and-teens-registration-126480503591>.

For more information, please contact:

Vicky Mamczasz, Family Supports Facilitator

Email: [vmamczasz@psd70.ab.ca](mailto:vmamczasz@psd70.ab.ca)

### **ANXIETY 101** (from Anxiety Canada)

Anxiety is normal. Everyone experiences anxiety from time to time. It alerts us to threats, protects us from danger and helps us reach important goals. For example, it is normal to feel anxious when encountering a bear on a hike, or before taking an important exam

**Anxiety is not dangerous.** Although anxiety feels uncomfortable, it is temporary and will eventually decrease. The sensations we experience in an anxious situation are designed to alert and activate us. They are normal and part of our body’s natural response mechanism. Our body is smart enough to know when to “amp up” and when to “calm down.”

**Anxiety is adaptive.** Anxiety helps us prepare for real danger, such as crossing a busy street. It can also help us perform at our best, and motivate us to study for an exam or practice for a big game. When we experience anxiety, it triggers our “fight-flight-freeze” response, and prepares our body to react. For instance, our heart beats faster to pump blood to our muscles, so we have the energy to run away or fight off danger. Without it, we would not survive. We need some anxiety.

**Anxiety is part of life.** Trying to eliminate anxiety from your child’s life is almost impossible, and even if it were possible, we are not sure you will have created a life worth living for your child. As a result, this website has been designed to provide you and your child with information, tools, resources, and more, to help your child become an expert on coping with anxiety. Since anxiety is everywhere, one of the greatest gifts you can give your anxious child or teen is the confidence and skill to tolerate anxiety whenever it occurs, and to continue living his/her life anyway!

**Anxiety can become a problem.** Small doses of anxiety in certain situations are useful. However, when your child is worrying much of the time, avoiding fun activities, or refusing to go to school because s/he is scared or worried, anxiety has become a problem. Think of anxiety like fog: if it covers everything, makes it hard to see, stops you from doing what you usually do, and generally gets in the way, then it has likely become a problem. Although anxiety protects us in the face of real danger, **it can become a problem when it...**

- ◆ Goes off when there is no **real** or immediate danger (e.g., like a smoke alarm that goes off when you’re just making toast)
- ◆ Happens a lot
- ◆ Feels pretty intense
- ◆ Is upsetting and causes you distress
- ◆ Stops you from doing fun and important things (e.g., like going to school dances or parties, making friends or dating, getting your homework done, or getting a job or your driver’s license.)