

Indus School

SPiRiT

Some Pertinent Information Regarding Indus Today

Parent Newsletter

March 2011

Volume 11, Issue 3

Student Count 204

EDUCATIONAL CONCEPT: LOCUS OF CONTROL

A 21st Century Imperative

Originally coined *Locus of Control of Reinforcement* by Julian Rotter in the 1950s, *locus of control* refers to the degree to which people believe they can control the things that affect them. An internal locus of control indicates a person believes they have a great deal of control over things that happen in their lives, while an external locus of control suggests one is at the behest of events outside of his or her control.

While there are certainly some things over which we hold more sway than others, it is the manner in which people tend to think about events that reveals their sense of locus of control. An example of this can be seen on a camping trip. One cannot control the weather, and if it rained all weekend and the

campers had to retreat to a small, stuffy tent for the duration, it probably would not be much fun. Complaining that the rain ruined the trip would reveal an external locus of control; complaining that the trip was no fun, but that better preparations should have been made in case of rain, would reveal an internal locus of control.

The same is true of events at school or work. We can not necessarily control everything that happens to us, but we can take measures to ensure we are not adversely affected. A lightning strike that burns out a hard drive is beyond one's control; it would not be a student's fault he or she lost his or her homework. Having

taken the time to create regular off-site (or off-grid) backups would, however, have put the computer owner back in control and avoided the data loss.

Having an internal locus of control is directly reflected in the Ownership component of our school behavior framework, ROARS. Acting upon the notion of ownership is the first vital step that leads to personal responsibility. It means looking beyond the tendency to find fault or blame, and recognizing there are always steps one can take to avoid problems or achieve goals. It is a critical workplace attitude that separates those who get things done from those who have problems or excuses.

Inside this issue:

PEAK	2
Grade 3	5
Grade 5	5
Grade 2	7
Grade 1	7
Grade 4	7
Grade 7	7

Our Mission

The purpose of Indus School is to build in students a multi-faceted personal foundation to carry them successfully through life.

“PEAK” INTO FEBRUARY

February has gone by in a flurry! (no pun intended!) We celebrated Groundhog's Day and had a blast learning about Mr. Groundhog and his predictions all over the world. We are really hoping for that early Spring!! Also, for fun, students created a racetrack with seven lanes and a background environment that would make NASCAR jealous! Once we perfected the race-track, with tunnels and all, students raced their groundhogs (zhu zhu pets). Although there was no definitive winner, everyone cheered for one another and smiles were wide! In addition to this, all students worked incredibly hard on their Science Fair



projects. Clinton, Cole, Victor, Emma, Trentin, and Daniel worked on a project called, "Getting to Know Your Tongue." All worked together really well as a team to create a daunting taste

test! Does adding sugar to vinegar or lemon juice make it taste better? Ask your son/daughter! Gordon worked hard on creating his slime and was a main attraction at the Science Fair. Journie's yummy experiment turned out great as well! Way to go all, we are very proud of you for your excellent work on your projects!!

We look forward to our continuing adventures in March!

Mrs. Sefton and the Resource Team

MS READ-A-THON

All students received a sponsor form/envelope after our assembly about Multiple Sclerosis on February 17. Students are encouraged to get friends and family to sponsor them for reading

minutes for the three week period ending March 10. Pledges may be per minute, or a lump sum donation. **Please ensure all pledge envelopes are returned to the school on March 11.** Stu-

dents may earn prizes for levels of dollars donated, as well as for minutes read.

For further information, please contact Lorie Potter or Myrna Griffin at the school.

A LETTER FROM ALBERTA FOOD BANKS - A BIRTHDAY WISH

Alberta Food Banks has been contacted by a young fellow in Bassano, AB about a birthday wish.

On March 3, 2011, Caige will be 11. His wish is that every school child in Alberta brings a can of food to their school on that day to go to their local food bank.

We think this is a great wish and

are passing it along to the food banks in Alberta. If you would like to support this in your community, please feel free.

Caige knows that not every area will be involved; however, he would be very appreciative of all who do. You can view or download a flyer about Caige at the website below..

Regards,
Richard Le Sueur
Resource Development Coordinator

Alberta Food Banks
Phone: 866-251-2326 (Toll-Free)
Phone: 780-459-4598
Fax: 780-459-6347
Web: www.afbna.ca
Twitter: @ABFoodBanks

PINK SHIRT DAY

Bullying: What We Do

In addition to being St. Valentine's Day, February 14 was Pink Shirt Day at Indus! Pink Shirt Day (February 23 for the rest of Canada), calls on people from all walks of life to wear pink as a public declaration of their stand against bullying. Indus School should be proud of our participation which was high in every class, and 97% in Grade 4! Special thanks to Mrs. Potter and Mrs. Gosling for promoting this important event (and providing a tasty reward for those enthusiastic Grade 4s).

Such public demonstrations are fantastic. They raise awareness and help ensure everyone knows what we stand for.

Standing for something alone, however, does not eradicate the problem. So what happens when students feel they are being bullied? While each case is dealt with individually, there is a general process we use to address such problems.

Listening: When a supervisor, teacher, member of the support staff, or I hear a report of a student being mistreated, we listen

carefully to what we are being told. All concerns are taken seriously.

Investigation: In order to respond appropriately to a situation, it is vital that as much information be gathered as possible. Looking into the severity, extent, and (if possible) intention behind the problem is a key component in finding a long-term solution. By talking to everyone involved, or who may have seen something, we are able to start putting together a clearer picture of what happened. This process can be quite difficult as students' perceptions of events can be very different. In cases of cyber bullying, we have gone so far as to trace IP addresses to find the source of online comments (most internet service providers are quite helpful this way).

Resolution: There is no set answer for when a case of bullying has been reported. Different courses of action are appropriate in different situations. Using the information uncovered during the investigation phase, we tailor different responses to different situations. In some cases, the term bullying is a misnomer and it turns

out that the two children are simply having trouble getting along. In other cases, one or more students may be conducting a calculated campaign to be hurtful to another.

Obviously, such different situations require different responses. Some approaches we have taken include:

- Facilitated discussion/arbitration between the students
- Facilitated reflection for one or more students
- Friendship skills training
- Suspension
- Detention
- Restitution activities

As with all things at school, there are two essential questions to which we must answer, "yes" by the end of the day. *Are the students involved safe?* and, *Have the students involved learned something from the experience that will move them towards being responsible, productive members of society?*

C. Wyper, Principal

LIBRARY NEWS

Book Fair Join us as we "Grow with Great Books"! Plant a book seed, sprout new ideas and cultivate reading at our Scholastic Book Fair from March 28 - 31. It's almost report card time, and a new book from the Book Fair is a great reward for a job well done. I've also heard that the

Easter Bunny likes to shop at Book Fair! We will be open late on the Wednesday and Thursday evenings for your shopping convenience. We always have a great selection of affordable books for every age group, from preschool through mature teen, as well as adult. More information will be

sent home shortly.

Reading – Give it a Shot! We are more than halfway through this literacy program for grades 4, 5, and 6 students. How exciting it is to earn those Calgary Flames bookmarks! We will wrap up this program on March 12. Keep reading!

AUDIOBOOKS – A GREAT LEARNING TOOL

As we move forward into our ever more complex world, the definition of literacy has been expanded to include, basically, any way of getting information. Podcasts and audio books on virtually any topic are found throughout the internet and can be easily loaded onto a portable player or burned onto a cd to play in the car, etc. In addition to being great to listen to while doing something else (shoveling snow comes to mind just now), these have significant educational benefits.

Listening to a story requires the listener to develop mental pictures of the scenes and actions, much in the same way one does

while reading. It also stretches the short term memory, adding information that is being remembered with each successive sentence. These active processes develop the brain in exactly the same way watching television does not.

Another benefit of listening to stories is the exposure to new vocabulary. Unfamiliar words become familiar when used in a context that gives them meaning; this is how young children learn to talk. Continuing with the process will only improve literacy skills.

If you are a member of the Chestermere Library, you can download up to five free

audiobooks per week (they currently have around 2000); give them a call to find out how to access these books. There are also several websites that allow downloading of free books: librivox and booksshouldbefree, are two of the larger ones.

Give audiobooks a try. They not only enrich your day with their content, they develop your brain as you go. Just remember that each book is read by a different person, and if you are unfortunate enough that the first one you hear is read in monotone that sucks the joy from the book, try another one – most readers (like most books) are great.

SCIENCE FAIR RESULTS

Congratulations to all of our students who participated in the Indus School Science Fair on February 3rd.

The following students will be going to the Calgary Youth Science Fair in Calgary March 16-18:

- Camila Schreiber & Lauren Saretsky, Gr. 6 - "Bottle Jazz"
- Jamil Goraya, Gr. 5 - "Colour Perception"
- Amy Saretsky & Emma Gingras, Gr. 5 - "Funky Flowers"
- Jocelyn Baxter & Kiersten Beck, Gr. 5 - "3D Crest Toothpaste"

Good luck to the above students at the CYSF next month.

We would also like to thank our judges for their expertise and the time they took from their personal schedules to critique each of the projects.

HANDYPERSON HELP NEEDED

The CO₂ dragster races are coming up again in April, but some of the equipment needs work.

We are looking for someone to:

- 1) Enlarge the finish line area (a

wooden frame that will need to be redesigned and built)

- 2) Repair the smoke generator for aerodynamics testing (replace 'O' rings and ensure all surfaces fit flush)

If you can help with either of these tasks, please give the school a call at 403-936-5855.

PLAYING AROUND IN GRADE 3

To celebrate our learning in the *Building unit* we entered our playgrounds into the Science Fair. The playground models incorporated beams, pillars and arches. Materials were used that could withstand 500 grams of

weight and students needed to make the playground strong enough to withstand a strong shake from Mrs. Stevens. There were lots of great ideas! From candy stores to swimming pools and zip lines. So much fun! I

would like to congratulate the Grade 3s for doing a marvelous job on their Science projects. They were creative, well thought out and so much fun. Wow Work!

GRADE 5 NEWS

How would you survive in the wild? The Grade 5 students have been reading "Hatchet" by Gary Paulsen and learning how the young boy, the sole survivor of a plane crash, survives in the Canadian wilderness with only a hatchet. The Grade 5 students have explored reading the novel through various activities and will continue reading the novel through March.

Thank you to all parents who helped to make the Science Fair a success. Grade 5 students worked very hard on their projects and we are very proud of the groups going on to the Cal-

gary Science Fair. There were many interesting projects and your children and I truly appreciated your involvement.



Caleb and Austin enjoyed comparing the effects of Coke versus Gingerale!

STAFF APPRECIATION WEEK

On behalf of all of the Indus School staff and bus drivers, we would like to say a heartfelt *thank you* to all of our parents, headed by Charlene Gosling,

who made the week of February 14th an enjoyable and memorable occasion. Everything, from the roses, goodies that appeared in the staff room every day, the

ice cream buffet, the chocolate fondue fountain, the wonderful lunch we were served on Thursday, and the gift cards, was truly appreciated by one and all.

FEBRUARY FRENZY IN GRADE 2

February was a very busy month. We went skating four times at the Indus Arena. A big thank you goes out to all the parents who came to help tie skates, skate with us and teach those who didn't know how to skate.



entine's Day and Flag Day were all celebrated with a variety of

reading, writing, math and art activities. On Valentine's Day we wrote acrostic poems with our names. The children had to find a positive adjective that described them and that started with each letter of their name. During math we predicted the weight and then weighed a box of candy hearts. We guessed how many candies were in our boxes, sorted the colours and counted them and then graphed the results. We finished off the morning by eating our candy hearts. In the afternoon we made heart shaped snowflakes to decorate our bulletin board.

PHYSICAL EDUCATION

We would like to thank the Indus Arena for donating ice time for our skating program. For three weeks in February, all students were given the opportunity to skate.

The first "Winter Walk" on February 9th was a success! Students

and staff walked 15 minutes in support of the daily physical activity initiative. A big thanks to School Council for donating granola bars post race.

Congratulations to our Junior A1 boys basketball team for winning the Middle School Athletics Divi-

sional Championships. Well done!

Our Junior B girls have been practicing and we are waiting to see when our first tournament will be scheduled.

KINDERGARTEN ATTENDS EVERY FRIDAY

In addition to Tuesdays and Thursdays, Kindergarten stu-

dents, beginning **Friday, March 25th**, will attend school every

Friday until the end of June.

PARENT-TEACHER INTERVIEWS

Parent-teacher Interviews are scheduled for **Wednesday, March 30 from 4:00 - 7:00 p.m.** and **Thursday, March 31 from 4:30 - 7:30 p.m.** Report cards will

be sent home on March 25th.

If you would like to meet with your child's teacher, please call the school at 403-936-5855 to book a fifteen minute interview.

Please note that Book Fair will be open both evenings during Parent-teacher Interviews for your convenience.

100TH DAY OF SCHOOL CELEBRATIONS IN GRADE 1

The Grade 1 classroom has been a busy one lately! We had a tremendous amount of fun celebrating the 100th day of school before our recent break. All of the students presented their 100s Projects to the class and it looked like everyone enjoyed making them at home! A



A huge THANK YOU goes out to all of our parents who helped

make this a big success for all of our little ones...they were so proud of all of their hard work! We did a number of activities on this special day such as counting 100 Hershey Kisses, writing our names on a hundreds' chart in a pattern and we even received a visit from Zero the Hero! The Grade 1s showed him how they could count by 5s and 10s to 100 and he brought us some yummy treats to snack on, too! We all had so much fun on the 100th day of school!

FEBRUARY OVERFLOWS WITH ENTHUSIASM IN GRADE 4

February may have been a short month but it was filled with activity. Our grade 4 class demonstrated enthusiasm in everything they did. The opportunity to go skating as part of the PE program was enjoyed by all. Given the kinaesthetic intelligence of this group, I expected some good skaters. What I discovered though were fantastic skaters. I appreciated all of the teaching I received from my students so that I could further develop my own skills. Keeping with this group's love for physical activity and the outdoors, everyone showed great responsibility in returning permission forms so that they could participate in the

winter walk. It was a beautiful day just to appreciate our surroundings in Indus.

Following this event, came Pink Shirt Day where we had 97% participation which was the greatest in the school. We also had the most Valentine treats and cleaned up our classroom the best. Next, came One Hundred Day where the student participation was even higher. Again our group won with 100% participation. Perhaps there was more incentive for this event when Mr. Wyper demonstrated how if they won this event they would be given pens which they could then keep clicking to disturb me. They were definitely excited to do

this.

Even with all of this activity, the students were still able to concentrate and keep reading. Again, I have been amazed at their desire to read both at school and at home. With the Reading Give It A Shot Program, quite a few have already collected Flames bookmarks.

On a personal note, I would like to extend my gratitude for Staff Appreciation Week. In my career I have never received this kind of overwhelming generosity. Truly, this is a community where people come first.

JOURNALISM IN GRADE 7

In Language Arts, the Grade 7s have recently created a newspaper article based on events in

the novel they are reading in class. They have used a publishing computer program to make

the articles look polished and professional. Way to go Grade 7s!

LOVE IN KINDERGARTEN

As the month of February brings *love* to the forefront, the kindergarten students make Valentine's Day cards wholeheartedly in our literacy centre! We learn to use salutations such as Dear and To and close with Love and From and even the very young are familiar with XOX, the common symbol used by the old and very young alike to express affection. As times and technology have changed, our means of communication have become extensive and maybe expressing one's affection should not be reserved to a special day. As a child, I thought it was so romantic when I heard of the love letters that my father wrote to my mother while he was stationed over seas during the war. When was the last time you received a love letter? We are no longer reliant upon mail service to send a letter as we correspond on facebook, twitter, cell phones, where text, pictures, music and videos are sent instantaneously; so much faster than even emailing!!! Electronic texts can look like a whole new language yet in this rapidly changing world XOX still has the same meaning and still warms the heart of the receiver. In Kindergarten we are just learning to read and write and at times decoding words can be painstaking and for those wee

fingers that are just developing fine motor skills, writing may be arduous. We all have a need to feel loved and expressing one's love is important but is not confined to writing a message, wrapping up a gift or sending texts instantly through cyberspace but can be in the loving actions toward one another. In the hearts of five year olds, love is as simple as XOX (hugs and kisses) but also so much more. **Love is...**

my Mom giving me a hug and kiss before going to work.

when Mommy puts 100 braids in my hair for 100th Day (while I'm sleeping).

when I look into Mommy's eyes, I see her love.

when Mommy gives me hugs and kisses.

when my baby brother wants to eat lunch with me in the classroom on hot lunch day.

when Mom goes to work, I give her hugs and kisses.

missing Max who is up in heaven.

when Mom kisses me before hockey. XOXO

when we snuggle up and we have fun.

when Mommy gives me kisses

CHESTERMERE REC. CENTRE

Register now for Little League Baseball for ages 4 - 15 and Outdoor Recreational Soccer for ages 3 - 12. For information, email recreation@chestermercrc.ca

recreation@chestermercrc.ca . Deadline is March 16th.

Mind, Body & Spirit Expo Sat March 19th 10 - 4 pm. Chestermere Rec Centre Interactive

DATES TO REMEMBER

- March is Nutrition Month
 Mar. 11 MS Read-a-thon due date Responsibility Assembly Gr. 4 presenting
 Mar. 14 **NO SCHOOL** - PL Day
 Mar. 15 Math Fair 9:00-11:00 Parents welcome!
 Mar. 16-18 - CYSF in Calgary
 Mar. 17 St. Patrick's Day
 Mar. 23 Term 3 begins
 Mar. 25 Report cards go home Kgtn. First Friday at School
 Mar. 28-31 Book Fair (open evenings of 30 & 31)
 Mar. 30 & 31 Parent-Teacher Interviews
 Mar. 30 Parent Council Meeting

before I go to school.

when Mommy tucks me in and gives me kisses.

when my Mom gave me a new dress. It made me feel beautiful!

when we snuggle up and we have fun.

when Mom tucks me into bed.

when Mommy says goodbye and gives me a kiss.

when my Papa walks me to the bus stop and says goodbye.

when Mom tucks me in and kisses me.

booths and babysitting available this year! Volunteers needed. Still room for exhibitors. For info email recreation@chestermercrc.ca

ROARS – HOW IT IS: INSIDE

<p>Respect We care for self, each other, and our local & global communities.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Be courteous towards all students, staff, and visitors; - Encourage mutual respect by listening when others speak, including announcements made on the P.A.; - Respect each others' work and classroom materials. - Clean up after ourselves and others; - During assemblies, we will give full attention to the performance and avoid leaving or entering the gym; - Be quiet in halls while classes are in session.
<p>Ownership We are accountable and take pride in positive behaviour and actions.</p>	<p>We will:</p> <ul style="list-style-type: none"> -Do our own work and our own share of group work; -Take ownership of our learning by studying for tests and completing class and homework assignments on time; - Use the recycling containers and garbage cans provided.
<p>Attitude We are courteous and committed to doing our best.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Work together to create a positive classroom environment; - Be open to explore new concepts and ideas; - Remember that learning can, and should, be fun; - Recognize and show appreciation for the efforts of others during assemblies by applauding when appropriate; - Wait our turn; - Use inside voices.
<p>Responsibility We know and meet personal, classroom, school, and community expectations.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Come to class prepared, on time and ready to learn; - Make up missed assignments and tests at our teacher's convenience; - Keep aisles, doorways and stairways clear, especially in high traffic areas; - Clean up after ourselves; - Pick up trash, whether it is ours or not - Push in chairs, whether they are ours or not - Be committed to producing quality work and expect to re-submit any assignments that do not meet expectations.
<p>Safety We ensure the health and well-being of all.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Be aware of emergency routines and exits; - Keep classrooms clean and graffiti free; - Pass objects hand to hand rather than throwing them across the room. - During assemblies, protect the emotional safety of performers by acknowledging the risks they took; - Watch where we are going and respect personal space; - Be courteous when navigating through the hallways; - Keep our lockers and hook areas clean.