



FEBRUARY

Feb. 2: Groundhog Day
 Feb. 10: Science Fair
 Feb. 11: 100th Day of School
 Feb. 12: WE Day Assembly
 @ 10:30 am
 Feb. 16—Feb. 23:
 No School
 Feb. 24-27:
 Skating (K-6)
 Feb. 25: Pink Shirt Day



MISSION STATEMENT:

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



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SOME PERTINENT INFORMATION REGARDING INDUS TODAY



Important Notes from the Office — Mrs. Hansen

Synervoice

Indus School now has an automated system in place for attendance. If your child is absent from school or late for school for the day, please phone our absentee line (403-936-5855 Option #2) **before 9:50 am**. As of 10:00 am, the Synervoice system will automatically phone and email parents regarding a student's absence. In the near future, this Synervoice system will also be used to notify parents of important Indus School events.

Ride-a-Long Bus Information

Please be sure to phone the First Student Ride-a-Long Hotline **before noon** if you wish to have your child accompany another student on a different bus route for the day. Earlier notifications to First Student are also greatly appreciated.

Here are some important numbers for Transportation and Busing:

Ride-a-Long Hotline.....403-948-9107

First Student Office.....403-948-1180

RVSD Transportation Dept.....403-945-4089

Kindergarten Registration

We are now accepting applications for Kindergarten for the 2015/2016 school year. If you are interested in sending your child to Indus School for Kindergarten, please call the office for a registration package. Indus School has already received several registrations, therefore; please don't hesitate in getting your child registered for Kindergarten. Please contact Mrs. Hansen for details on the registration process.

[anhansen@rockyview.ab.ca or 403-936-5855]

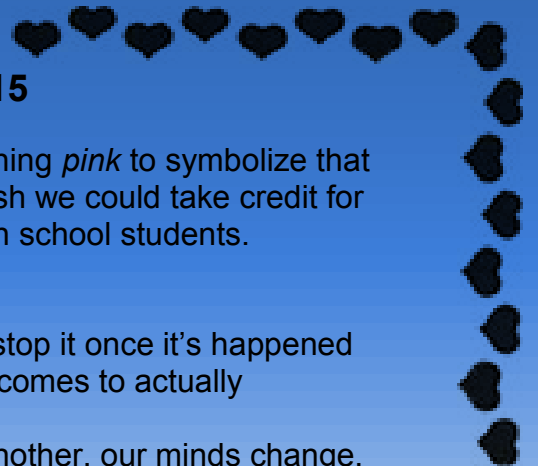
School Fees

If you have not paid your School Fees, please do so as soon as possible. A second notice will be sent home in February regarding any outstanding fees. Please contact Mrs. Hansen if you have any questions about payment options or possible fee waivers. It is crucial that we collect School Fees because they enables us to continue providing quality education and resources for our students. Without these funds, some programs might be reduced or eliminated for the next school year.

Grade 8 and Important Discoveries

In Social Studies, the Grade 8s investigated all the important breakthroughs in history ranging from the past to the modern day. This ties in with our unit on the exchange of ideas and the effect of those ideas on worldview. The 8s investigated a number of interesting topics. These topics included; medical equipment innovation, the atomic bomb, and even twitter! Presentations were informative and interesting.

Excellent job Grade 8s!



Pink Shirt Day – Wednesday February 25th, 2015

On February 25th, 2015 we encourage you to wear something *pink* to symbolize that we as a society will not tolerate bullying anywhere. We wish we could take credit for this idea but it comes from two incredible Nova Scotia high school students. Please see the following link for more information.

<http://pinkshirtday.ca/about/>

Bullying is an issue today, and while we know the way to stop it once it's happened is to stand up against it, there's a deeper solution when it comes to actually stopping it from happening – **kindness**.

By fostering healthy relationships and being kind to one another, our minds change, our relationships change, bullying changes. Ultimately, we believe that the way to stop bullying and stop unhealthy environments and relationships from forming is to start our interactions with a basis of compassion and empathy.

Where is the other person coming from? What's going on in their life?

Pink Shirt Day is all about the Kindness Movement and we really hope that everyone else out there sees the true strength of this message.

On Wednesday February 25th 2015 our Grade 1-9 classes will also be taking part in presentations that will focus on kindness, compassion, empathy, healthy relationships and awareness around bullying.

If you have concerns about bullying, please speak with our CDA, Mrs. Wood.

It's Kitchen Time in Grade 7 and 8 Science!

The Grade 8 class is wrapping up their work in cellular biology with edible cell models. Students are presenting their cells to the class which are then followed by a "*cellular feast*". Edibility does count in terms of the project's overall quality.

Grade 7s are going to study heat conductivity through the use of butter. They have to design and carry out a test to identify which metal is more conductive. In doing so, their goal is to melt the butter. The class will have a number of trials to get their experiment design working and their results consistent.

January has been the month of measurement in Division 3 Math. The 9s have been battling the massive problems of composite area, with much success.

Grade 8s are preparing themselves to delve into surface area and volume of 3-D shapes. While the 7s are exploring the area of triangles and circles, both of which are necessary skills to be successful in the next two years of math.

Indus School Council News

The Christmas concert was a triumphant success! We raised over \$1100 for School Council on the Christmas raffle baskets. Thank you so much for all of your generous donations. On May 2nd, Indus School Council is hosting a *Las Vegas Duelling Pianos* event coming to the Indus Recreation Centre. Keep watching for event details coming soon. Our exciting West Jet Raffle is fast approaching.

The grand prize is two tickets to ANY DESTINATION that West Jet flies!

Our next General Meeting is on Monday, March 23rd @ 6:30 pm.

Grade 3 News: Building and Testing!

It's a construction zone in Grade 3! A few weeks ago, we began our new Science unit: Building and Testing Materials. We are looking at particular properties of materials that make it suitable to use for certain purposes. Students were invited to think about a structure that they would like to make, draw a 'blueprint' for their structure, and list all materials that they would need in order to build it! They put some serious thought into their plans and turned up the next day with hammers, nails, screws, screwdrivers, Lego, wood...You name it! Students have been working hard on finishing details this week and then they will write about the materials they chose, and why they chose them. Then they will put their structures to the test! Their structure must withstand: wind, rain, weight, and even an earthquake! We are looking forward to celebrating our successes. You can see all of these structures at the Science Fair!

Exciting Experiments!

This month in the Think Tank we have been preparing for the Science Fair. We are on a journey of discovery about magnets! Which materials are attracted to magnets and which ones are not? We have been experimenting with Ferrofluid. It was messy stuff but the students have been experimenting with how it's magnetic force draws it towards the magnets. The students are really excited to show their discoveries off at the Science Fair on February 10th.



Library News—February 2015

Looking for something to read? February themes include Groundhog Day (Feb.2), 100th Day of School (Feb. 11), Valentine's Day (Feb. 14), National Flag of Canada Day (Feb. 15), Family Day (Feb. 16), and Black History Month. Our library has books about all of these subjects, and many more!

Reading – Give it a Shot! is a literacy program offered to Grades 4, 5, and 6 students. A total of 24 bookmarks are available for the students to earn. The object for the students is to collect the entire Calgary Flames Set.

Students in Grades K-3 may also participate in the Calgary Flames Reading program. Their Harvey the Hound bookmarks are very popular and students earn them for a variety of literacy activities.

A reminder that Library books are loaned for a period of one week, after which time they may be renewed or returned. Please help your child remember their books each week. Helping your child to keep their book safe and clean is also a skill we need parents to help with. Books can be enjoyed by many different students for many years if they are taken care of.

Hot and Cold Temperatures in Grade 2

The Grade 2 students spent the month of December learning about hot and cold temperatures in Science. Students have been learning about thermometers and measured the temperature of different areas of the school, then reasoned why the temperature varied in each area. Students were lucky enough to take a tour of the school basement and furnace rooms with Mrs. Preete, in order to learn about methods that are used to control temperature in buildings and how insulation is used to keep things hot or cold. In class, students designed and constructed a device to keep an ice cube frozen for up to 45 minutes. They are excited to share and explain their projects at the Science Fair.

We are also very excited to start reading with the Indus Pre-School kids in February. Please ask your child about their reading buddy. Thank you to all parents who made it out to the Christmas Concert, and donated treats for our class party. Students had a wonderful December studying and celebrating The Grinch and the Polar Express. All the best in the New Year!



Give a Goat!

The Me to We Club has voted to support the Year of Empowerment in Ecuador. An assembly was held in January to kick off this wonderful project! Students learned the Me to We Dance, and got to meet 2 live goats. Our goal is to raise enough money to buy a total of 12 goats for families in Ecuador. The gift of a goat helps break the cycle of poverty because the families are able to make an income from selling the milk, and can breed their goat to raise a herd! This income allows families to buy medical and school supplies for their children. In order to raise this money, the Me to We club will be hosting various fundraisers. They will be collecting loonies or toonies from the students, in order for them to participate. Each goat costs \$50.00. If you are interested in donating money to this project you can send in money donations or a cheque made payable to Indus School. The stakes are high! If the students, staff and parents of Indus School raise enough money for each target number of goats, the staff is willing to put themselves through some torture! We will be tracking the number of goats we donate on a poster. Here are some targets Indus School needs to reach:

1 Goat: Mrs. Preete's Husband will buy the second goat

7 Goats: Mrs. Preete will dye her hair BLUE

8 Goats: Duct Tape Mrs. McKenzie to the wall

10 Goats: Mrs. Beal will sing 'O Canada' on a Friday over the intercom

11 Goats: Mr. Green will shave off his beard.

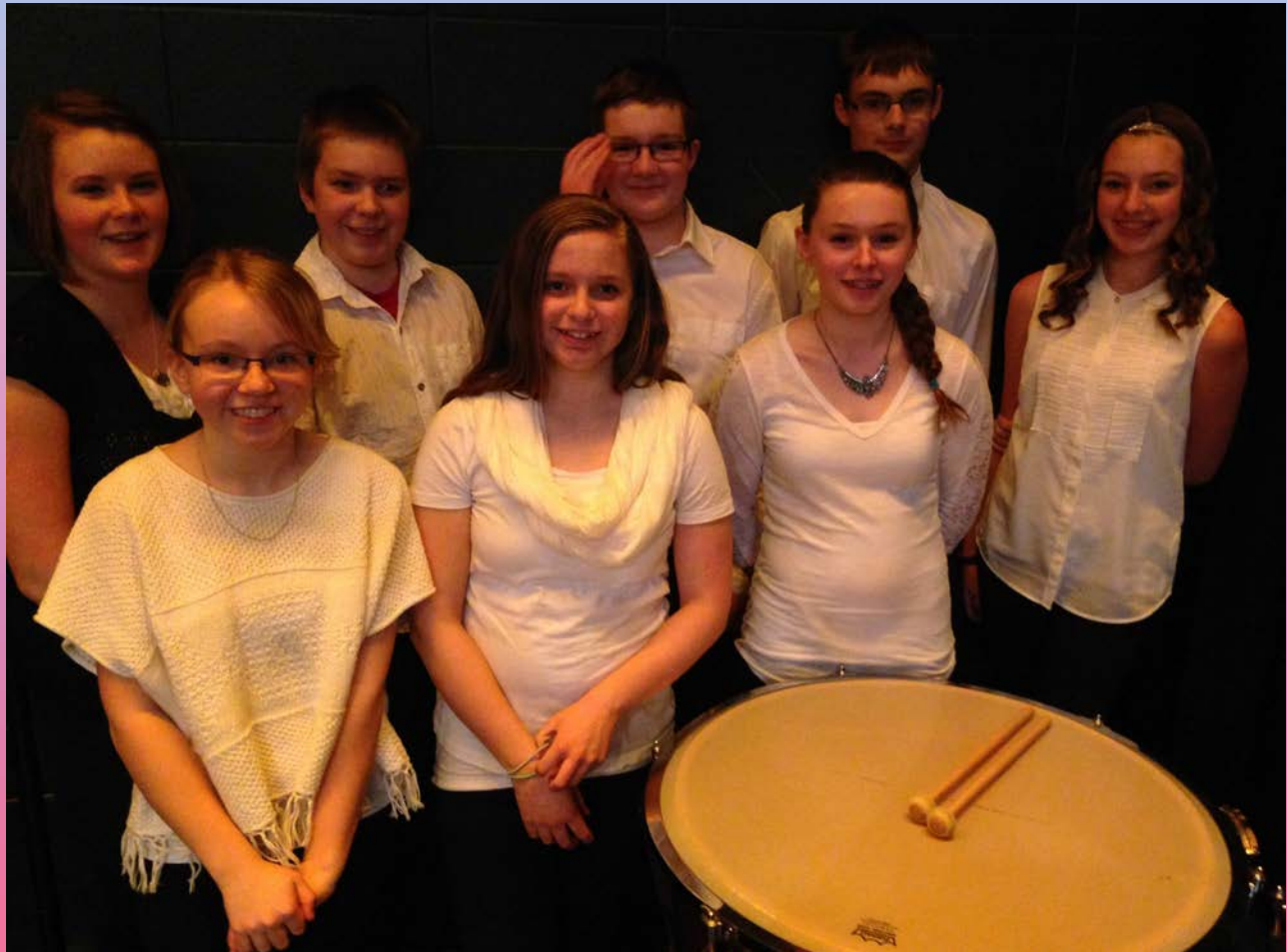
12 Goats: Mr. Wyper will kiss a pig!

13 Goats: Mr. Wyper will sing the pig a love song, then kiss it!



Music Notes

In January, eight of our talented Senior Band students participated in the annual Rocky View Junior Honour Band. This year, the band involved over 75 students from 10 Rocky View schools. Students rehearsed with their guest conductor, Doug Zacharias, and clinicians on Friday evening. Mr. Zacharias is an accomplished trumpeter and musician who has performed with the likes of Dizzy Gillespie and Peggy Lee! After a long evening of rehearsing, students met again Saturday morning for even more rehearsals. After about 8 hours of rehearsing, the students put on a great concert for family and friends on Saturday afternoon. It was a fun opportunity for our Indus Band students to play challenging music with such a large ensemble. A big congratulations to Miranda Wideen (flute), Riley Burke (flute), Eric Zambory (clarinet), Jocelyn Baxter (alto sax), Emma Gingras (French horn), Brian Hamel (trumpet), William Spencer (trombone), and Amy Saretsky (bass guitar) on your persistence, determination, commitment, musical growth, and on a wonderful concert.



Is Handwriting Dead?



There have been many debates over the years regarding handwriting and whether or not it is a necessary skill to teach and use in school. There are many arguments for each side. Some stating that it is “common sense logic” not to use handwriting as it is “old technology” and that our curriculum is already overcrowded. Others reference long standing research, linking learning cursive writing to fine motor skill and short term memory development.

I too, have been conflicted about the relevance of handwriting in the middle school classroom. I have used “common sense logic” to dismiss the need to relearn and practice cursive writing. Most students have access to computers, making it a much easier and faster way to complete assignments, certainly much faster than pen to paper. Why on earth would I add something “extra” to do?

Each year, the relevance of cursive writing is discussed in the classrooms and the staffroom. Should we or shouldn't we? Well, this year, after much deliberation, I decided to start handwriting with Grades 7-9. After taking the time to read many of the articles online, I concluded that it is worth it to invest time and energy to see if the benefits continue to be accurate and relevant.

Many of the students say that they enjoy handwriting and that it is easier now than it was in Grade 3 and 4. Most seem willing and able to relearn and practice the skill. Not everyone benefits in the same way when it comes to cursive writing. Often, those who have messy printing are much neater writers. With continued practice, many will find that cursive writing is as fast, if not faster, than typing. Although handwriting will become part of our middle school curriculum, it is not for everyone. Computers, as well as pencils and paper, will continue to be important tools of education. As with any tool, it is important to know which ones work best for you.

The relevance of learning to handwrite will continue to be debated. Which side of the debate do you fall?

<http://www.ctvnews.ca/canada/is-it-time-to-stop-teaching-cursive-handwriting-1.1147200>

<https://ejournals.library.ualberta.ca/index.php/langandlit/article/viewFile/11028/13067>

https://www.hw21summit.com/media/zb/hw21/H2989_NASBE_PolicyUpdate_TheHandwritingDebate.pdf

Ms. Hart
Grade 9

Earthquake leaves many towers toppled to the ground

Earthquakes hit the Kindergarten and students anxiously await the outcome of their structures! After sorting, observing, categorizing and identifying the attributes of 3D objects, students set out to design and construct a tower that will withstand the forces of an “earthquake”. These young architects share their theories and deductions and then test their predictions. Through firsthand observations, video recordings and problem solving students learn the basic design principles necessary for building a strong structure. We move our learning outside to collaborate in the building of an ice castle and graduate to using many different materials to design and engineer a successful structure.

Be sure to visit our Science Fair to view our 3D creations!

Sebastian (pictured at right) displays his tower



Grade 2/3 Team

Well, our bird seed and suet has all disappeared but we think it is the same magpie. We have struggled a bit with 100% and 50%, so maybe some examples at home will help build a good visual representation. Thanks for practicing sight words and providing support for nightly reading. Some student comments on swimming:

“Every time I fell in the deep water, I came up the other side.” Amanda

“I liked doing the floating and grabbing the rings under the water.” Laz

“A special thing is that I could do a ‘rocket’.” Emma.

All the class said swimming was fun! Special request - Mrs. Graham can't keep up on sight words testing (a good thing to have the kids so ready), so if there is a parent looking to volunteer with the students an hour or two a week that would be great!!

New Year Brings New Challenges for Grade 4/5

January was bursting with activity. To get back into shape after the holidays, swimming lessons got every part of students' bodies moving again. Each day this class enthusiastically jumped into the pool. The instructors commented on how polite and athletic all our students were. Academically, The Flames Reading Give- it- a Shot Program inspired everyone to increase daily reading. Keeping track of minutes read also helped students develop personal responsibility. Of course the month of January is also always about preparing for Science Fair. In Grade 4, it is also the first time that students do their own project. This experience again presents many new challenges. The Grade 5 students have helped to guide the Grade 4 students. With the Science Fair on February 10th everyone is focused on completing a fabulous project. Hopefully, some of you will be able to join us for this exciting day.

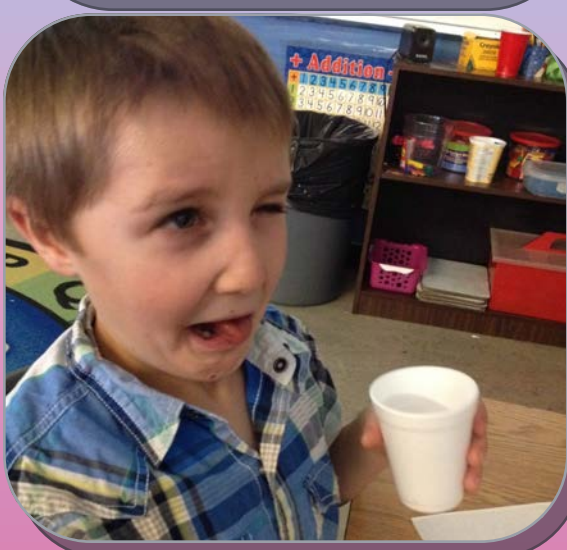


Student Council News

Student council has seen some change in faces. Our president, Jewel Brister, is in the U.S. for a few weeks. We have Shaylee Dressel joining us as a Grade 9 rep and Emily McComber for Grade 8. Alice Tanner, Braden Tanner and Trevor Hoffer have resigned.

Please watch student backpacks for our Valentine Event and Order forms. Students may purchase for themselves, friends, teachers or family either a candy gram (small bag of Hershey's Kisses or Conversation Hearts) or a rose. Details in a backpack near you!

Exploring Our Five Senses in Grade 1



Did You Know? *by Chael Wyper*

On last year's satisfaction survey, many parents responded that they did not know whether or not certain services are available at Indus School. Below is a listing of some of the information about which people were unsure.

Topic	Information
Opportunities to learn a second language	Students in Grades 4-6 receive 100 minutes of French instruction every week. Starting in Grade 7, French is optional and is offered through Distance Learning.
Opportunities to learn Drama	Alberta Education has designated Drama as an optional program. At Indus School, it is integrated into classes throughout the school, and offered as an option class to Grades 7 – 9 when there is adequate interest.
Programs and services to get help with school work	Most students are able to complete their assignments with only the support of the classroom teacher. Some, however, need a bit of extra help on occasion. To support those students, we have set up the assignment completion room which operates from 12:10 to 12:30 every day.
Help with school problems not related to school work	Many students talk to their teachers if they are experiencing problems, regardless of whether or not the difficulties are related to school. Another source of support for students with problems, related to school or otherwise, is our Child Development Advisor. Mrs. Wood, our CDA works with numerous students on a wide range of issues. Anyone wishing for his or her child to work with the CDA should contact either Mrs. Wood or the student's classroom teacher.
Teaching attitudes and behaviours needed in the world of work	The attitudes and behaviours of a good employee are very similar to those of a good student. Following directions, being punctual, meeting deadlines, taking responsibility for one's work and conduct, showing initiative, and staying on the assigned task are all skills that are taught and reinforced at school. These will transfer seamlessly to employment situations as the students enter the work force.
Taught skills, attitudes and knowledge needed to be a lifelong learner	Life-long learners are those people who continue to master new skills and concepts throughout their lives. We equip students for this by teaching them research skills: questioning, gathering information, organizing that information, and doing something with that information. This year, we have started an Inquiry Block where students are taught, and practice, these skills explicitly.
Academic Counselling	Although we do not have a counsellor, students are always welcome to talk to a teacher or administrator about academic decisions. While we may not immediately know all the answers, we are able to find out in a timely manner.
Career Counselling	As with academic counselling, we do not have an actual counsellor, but the teachers and administrators are able to help students in looking toward future career directions

Did You Know? continued by Chael Wyper

Additional services to learn to read and write	We have a three tier support model at Indus School. Most students are able to master their required outcomes through the first tier of support which involves teachers helping students as part of regular classroom instruction. There are a good many students, however, that require some additional, second tier, support either in the classroom or in small pull-out groups providing targeted instruction or guided practice. The final tier of support is for those students that are unable to make progress without significant intervention, often receiving instruction in a one-to-one or very small group setting for a significant part of the day.
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These were the topics that received the most “Don’t Know” responses on last year’s survey. If you have any other questions, please don’t hesitate to give us a call or send an email.

Mrs. Graham—What’s New?

When parents are asked, “What do you want from schools today?” there are a multitude of answers. There are so many new and essential aptitudes for our digital world. Critical thinking, creativity, collaboration, problem solving--these are only the beginning. However, one of the first responses from parents remains “the 3R’s”. We want our children to read well, write well and understand numbers well.

Current statistics state that 43% of adults in North America read at or below the “basic” level (ie. street signs). Nearly every adult I know has noted that, “store clerks can no longer personally calculate the change required after a customer purchase.” And writing, *wats tht bowt?*

Research has demonstrated time and again that students’ reading achievement correlates with success in school. Numeracy and success with mathematics is one predictor of higher income achievement later in life. Success in school does not look the same for everyone today but success is what we want. We want that success to lead to success in life choices and career. So what are we doing for those students who struggle with the basics?

In consultation with classroom teachers and with the use of standards developed for reading, writing and mathematics, we have identified students for support. These students are missing a key skill or strategy and need very focused attention on this concept. This missing building block is interfering with success.

Over the next few months, we are altering our model for support. We are developing a new program focusing on those students who are on the threshold or cusp of making a breakthrough in their reading, writing or math understanding. These are students for whom an intensive focus on a foundation skill or strategy should have a significant impact on grade performance. We will also have a group developing student skills around organization, work habits and independence. As always we continue to build best practice in all our classrooms and with all our students.

Over a 4 - 5 week period, small groups of students will work on very targeted instruction with a learning support assistant; the instruction planned by Mrs. Beal, Mrs. Graham and Mr. Wyper. If your child has been selected to be part of these sessions, or modules, you will be notified.