



OCTOBER

- Oct. 1: Grade 5 Vaccinations
- Oct. 10-14: No SCHOOL
- Oct. 16: Kindergarten visit
to the Corn Maze
- Oct. 18-19: Ultimate Frisbee
Competition
- Oct. 22: School Pictures
- Oct. 28: Beginner Band
Concert @1:00 pm
&7:00 pm
- Oct. 30: Grades 1, 2, 3 visit
Heritage Park
- Oct. 31: Halloween Costume
Parade

**NUT
AWARE!**
LIVE SAFE

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MISSION STATEMENT:

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

THE SPIRIT
SOME PERTINENT INFORMATION REGARDING INDUS TODAY



INDUS Student Council 2014/2015

Grade 9 : Jewel Brister and Trevor Hoffer *{by acclimation}*

Grade 8: Braden Tanner and Michael Wolfenden

Grade 7: Cory Alm and Navdeep Gill

Grade 5/6: Kobe Gosling, Claire Meier, and Riley Robertson

Grade 4/5: Marley Neufeld and Alice Tanner

Learning Commons/Library News

Your family is back into the fall routine – hockey, music lessons, harvest, ringette, football, homework, chores, lunches, etc. It's not easy to find time to read with your child! But this doesn't have to be extra time you find, reading can be integrated into all your daily activities. Have your child read to you in the car (don't we all spend too much time there?!), or while waiting for their sibling at practice (hockey, music, etc.)

Use the time you already have!

Right from the first day of school, students ask me "When is Book Fair?" I love it! It will be November 17-20 and more details will be sent home later in October. The Accelerated Reader (AR) program is underway, and at the time of this writing, students have already read and quizzed on over 550 books in September! That's over 2.2 million words! Thank you to our Parent Council, who pays for our online subscription to this very valuable reading tool.

Terry Fox Run and Pledges

Thank you to everyone who participated in our Terry Fox Run on September 25. Please send your pledge forms and money raised to the school by **Wednesday, October 15** so that we can submit it to the Terry Fox Foundation. Thank you for supporting this important charity once again.

SUTP (Student's Union Ticket Pak) Coupon Books

This important fundraiser is well under way – thank you to families who have purchased and are selling these books. If you do not have an order form, please call the school to ask for one, or drop by. Coupon books can also be purchased in person at the school any time. For \$20 you can get some amazing deals!

Success in Kindergarten

September is an exciting time of transition for the Kindergarten children. At this vulnerable age it is important to support them wherever necessary to ensure their school experience is successful. In the first month of school, I administer formal and informal assessments to access necessary services that are unique to the Kindergarten program. We are very fortunate to receive the additional support that is provided through our Early Intervention Team. Our occupational therapist supports fine motor development, visual perception and sensory processing while our speech-language pathologist provides therapy for receptive/expressive language, sound production, voice quality, fluency and pragmatic/social skills. Our child development advisor and our psychologist assist with behavioural issues. After the preliminary screening, individual program plans are designed to meet the specific needs of each child ensuring everyone receives the level of support necessary for their success in school.

Kindergarten is also unique in that we look toward the Association of Optometrists to provide another important tool for learning. Through *Fribbit the Frog* the students learn the importance of having an eye exam and how excellent vision relates to success in reading. An eye exam is free to all school age children but only in Kindergarten are the glasses also free! If your child already owns a pair of glasses, he is entitled to a second pair at no charge. Watch for the *Eye See...Eye Learn* packages coming home with your child soon!

You Can't Catch Me! I'm the Gingerbread Man!

September is such a busy month in the Kindergarten as we learn the routines and safety rules that go along with being part of Indus School! It is a major adjustment for many of the little ones but it is such a precious age in which children still possess an innocent belief in magic. Miss Char led us into that magical world when she interrupted our story and exclaimed that she saw a gingerbread man racing towards the gym! Our school tour began as the children eagerly pursued this fictitious character and earnestly tried to decipher the clues he had left behind. Their quest led them to all areas of the school as they excitedly asked Indus students and staff members if they had seen the gingerbread man. The gingerbread man was finally discovered in Mrs. Wood's office! When we brought him back to the Kindergarten, he had lots of friends waiting for him, ready to be decorated. We eventually finished our story and then retold it many times using our felt board during literacy centers and of course ate our gingerbread cookies!



Alivia Wight

Equine Assisted Learning at Indus School

It is not news to many about the power of animals, particularly horses, when it comes to connection and healing. We are excited to announce that Indus has recently introduced a six-week pilot program that utilizes horses to help students build relationships, communication, problem-solving and self-reflection skills.

The program follows the EAGALA Model, which does not involve horseback riding but rather focuses on effective and deliberate techniques that utilizes the horses as metaphors for specific experiences and issues students may face. Both a mental health professional and an equine specialist facilitate the model. A mental health professional is responsible for treatment planning and the program builds on the metaphoric and therapeutic relevance of the session in the form of discussion with students after an activity. The equine specialist is there to maintain the safety of both horse and students and to observe the horse to help bring forward behaviours, which can be used in potential metaphors.

Lori Thompson, owner of Inner Equine Journeys Growth & Development Center, will serve as the mental health professional for the Indus program.

Kim Hart, Indus Division 3 teacher, will serve as the equine specialist.

We would like to say thanks to the Indus Parent Council for their generous funding and the Indus Recreation Centre for donating the arena for the first pilot session. We are thrilled that we are able to provide this unique opportunity for our school. It is our hope to continue and expand these services to many more students in the future.

If you are interested, or know of a company that may be interested in donating to the program, please contact Kim Hart at khart@rockyview.ab.ca or contact the school 403-936-5855. <http://innerequinejourneys.ca> and <http://www.eagala.org/Canada>

Music Notes

The Indus Bands are up and running and the elementary music classes are rocking and rolling! The Junior Band (grades 5 and 6) have been learning the basics of reading music and figuring out how to do important musical things...like how to open their instrument cases right side up! Both the Junior and Senior Bands have demonstrated impressive teamwork and cooperation this September.

These strengths, plus regular practice, will help build even better Bands this year.

Fall concerts and performances are fast approaching. If your child is in the Band, please check to see that he or she has black pants and a white shirt to wear for concerts. In September, a newsletter was sent home with details of the Band program, including concert attire. You'll find a copy on the school website under "Band". The elementary music students have been busy singing, moving, dancing, drumming, and playing pitched and non-pitched instruments. Students are enjoying this year's welcome song *Funga Alafia*. We often hear younger students singing or humming it as they walk through the hall. Have you heard it at home yet? If not, try asking your child for a performance!

Grade 3 Rocks!

Do you remember being young and finding a rock that sparkled in the sun? Did you have a rock collection? Grade 3 students' passion for rocks is evident!

Students brought their favourite rock to school to present with the class. Many students have been collecting rocks and sharing them at recess by the pocketful.

Anna Kearns even began a rock finding club – where anyone who wants to is welcome to join! Their end club project is a rock mosaic. At any given moment when students are finished their assignments, there are no fewer than three students gathered around our classroom rock display. Yesterday we discussed Inuksuks and how they are symbolic to the Inuit, always leading them home.

We then created our own in a special art project. We are really looking forward to Mr. Desjarlais' presentation of his rock and fossil collection. As many of you know, our current topic of study in Science is rocks. But the passion that students have for this topic has extended far outside the classroom: we are developing our curiosity, we are sharing acts of kindness with one another, listening to one another and sharing. These are the 'big rocks' - the things that are most important, in Grade 3.



What is This Thing Called “Inquiry”?

Let me begin with a story. Last week, I met a lady about my age at my evening exercise class. She said she was going back to school for another couple of hours. I thought she must be a teacher too; but no, she is a student. All her adult life she has worked in the travel industry and now travel agents are unnecessary. She is going to school to become a medical clerk. She faces today - what we think our children will face, several times, over the course of their adult lives, - a career change. Furthermore, many of our children, will be employed in careers, yet to be created.

**What habits of mind will our children need to be successful?
How can we teach to build knowledge, make meaning and transfer our
knowing to new situations?**

A critical life skill is asking questions. Deep, evocative and enduring questions. Questions, driven by the learners' quest for understanding, are more engaging to the learner and answered with greater persistence, multiple perspectives and a long lasting impact. The pursuit of strong questions requires critical thinking, creativity and more self-initiative.

Our inquiry blocks represent multiple subjects and skills addressed in a research, design, and/or problem-solving manner. Students ask answerable questions or identify a researchable problem. They develop a plan and take some form of action. They gather resources, analyze and summarize information. They draw conclusions and report their findings. They reflect on the process. They get excited about learning. Multiple careers – lifelong learning - necessitates a mind in search of possibilities and at the core of this is inquiry.

*Peggy Graham
Assistant Principal*

Importance of Regular Reading and Writing Practice in Division 3

September is quickly coming to a close and students and teachers are getting into the swing of routines and expectations. In all Grades, seven through nine, we have been setting SMART goals and many are focusing on being a better student. There are many goals about studying, staying organized and asking for help and even specific plans for achieving such goals. Although these are very important for helping students prepare for their futures, it is just as important to mention the importance of regular reading and writing practice as part of those goals and plans.

Home reading and writing practice in the elementary grades was a weekly, sometimes daily expectation. Students practiced because it helped improve confidence and competence or simply because parents and teachers told them to do so. The benefits of reading and writing outside of school don't change as we get older. As a matter of fact, the benefits only increase. Students become better thinkers, have stronger vocabulary and are more confident in the things they do. Regular reading and writing will help in so many areas.

So when students come home and say they have nothing to do, challenge them to some reading and writing. It can be a video game critique, rewriting a recipe, reading interesting articles on line or looking for the best deal for Christmas presents... anything at all. Be creative, get involved, there are so many ways to add this to a busy, weekly routine. Who knows, some might even enjoy it.

Division 3 Math

For those in Grades 7, 8 and 9, their Math classes require a lot of practice. To that end, on any given night, students should be working on their math skills for around 15 minutes, minimum. That can be either assigned practice or learning, or in some cases, self directed practice on basic math facts or specific outcomes when nothing is assigned.

To help accomplish this goal, here are a list of websites that are very helpful and allow a student to target the skills they want to develop.

Mathaids.com

Students can choose a worksheet to print, about a topic they need to review, and they come with an answer key

Nelson

This site, by the text publisher, has online quizzes for each textbook section. They are graded and answered.

www.nelson.com/mathfocus/grade7/student/tryout.html

www.nelson.com/mathfocus/grade8/student/tryout.html

www.nelson.com/mathfocus/grade9/student/tryout.html

Math is Fun

This site has lessons on a given topic and follow up questions for students to finish.

Be sure to ask your child if they have assigned work and if they do not, they need to complete some independent work toward mastering their skills.

Who's Who is Grade 2?

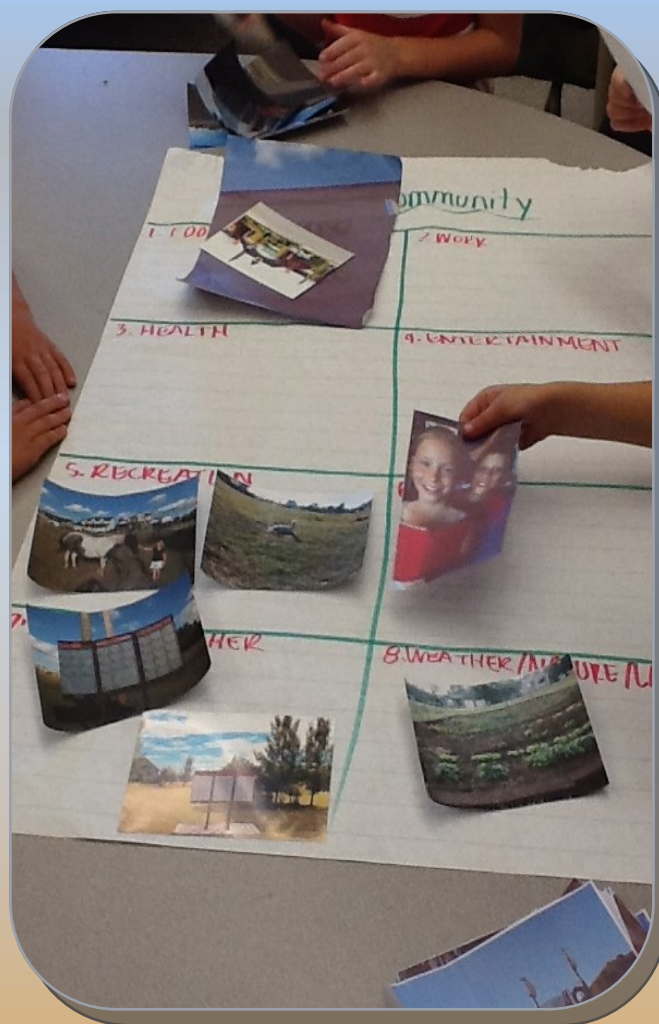
Wow! The Grade 2 students are off to a busy start in September. We have had a lot of fun getting to know one another, learning classroom routines and diving head first into our exciting curriculum.

Grade 2 students have finished the patterning unit and started basic facts in Mathematics. We are learning about liquids in Science and have written Autobiographies this month.

In Social, students revisited what they learned in Grade 1, by reviewing the groups of people and amenities in our community. Students were required to track their life for an entire week, by taking pictures of the people they interacted with, or the places they went in order to stay healthy, or for recreation or entertainment. Students drew self portraits and sorted all the pictures into categories in order to better understand what makes up a community, and that we rely on different communities in order to meet our needs.

Students also spent the month of September revisiting Terry Fox's dream and how he inspired a world of hope. Students were eager to participate in the run of 4.2km to raise money for cancer research.

The Grade 2 students are off to a great start this year. Thank you to all parents for your support to date. I enjoyed seeing some of you at the Back to School Barbeque and I am looking forward to an exciting year.

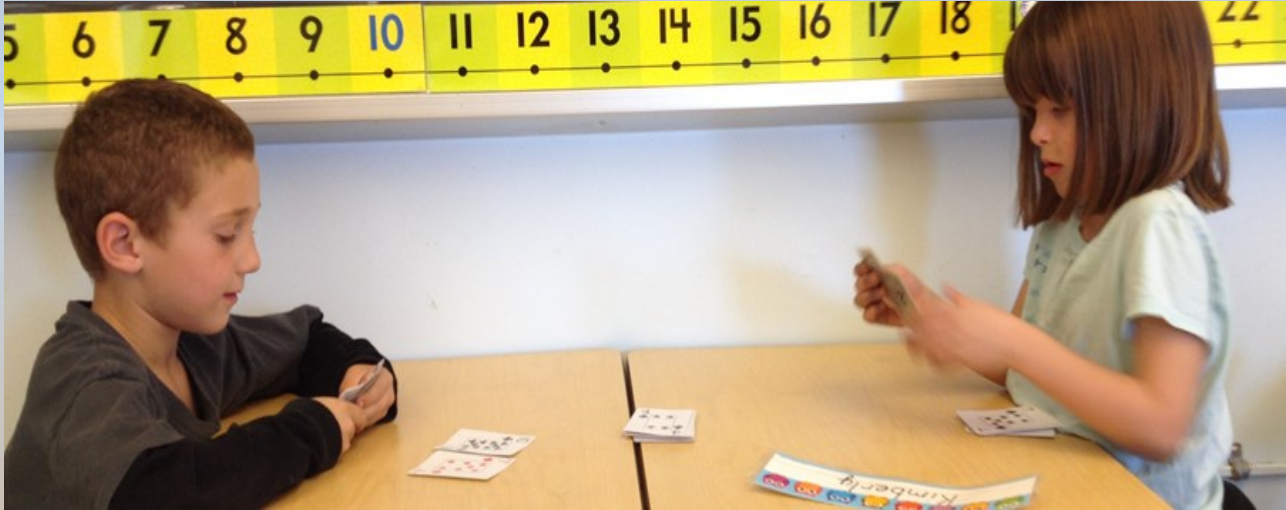


Grade 7: First Nations Skits

In Social Studies, the Grade 7's have been learning about Canada's First Nations people. After gathering information, they were put into groups and created a skit on one of the three First Nations Groups we studied. The focus was on examining how each group's social structure and economy functioned. The 7's worked well together, and came up with creative and interesting skits. Well done Grade 7!

Grade 1 Learning Games

Children love to play and have fun, so why not provide them with opportunities to learn at the same time? Playing games provide children with opportunities to develop logic and strategies. Playing cards and board games encourage and develop a child's sense of number. If we provide our children with opportunities to play, listen, watch and talk about games and activities we will aid them by developing, reinforcing and consolidating their mathematical thinking and understanding. Below is an example of one of the games we play in class.



Number Top-It

Materials

Number cards 0 – 9 (4 of each)

Top-It Record Sheet

Players: 2 or more

Skill: Greater Than, Less Than

Object of the game: To have the largest number.
Who ever has the most cards wins.

Directions:

- 1) Shuffle the cards. Place the deck number-side down on the playing surface.
- 2) Each player turns over 1 card and says the number.
- 3) The player with the highest number wins the round and takes all the cards.
- 4) In case of a tie for the highest number, each tied player turns over one more card and says the number. The player with the largest number then takes all the cards from both plays.
- 5) The game ends when not enough cards are left for each player to have another turn.
- 6) The player who has the most cards wins.

Welcome to Grade 4/5

We have had an exciting first month. September of any grade carries with it many changes, but this year the students have had the opportunity to mix with new peers in their classroom. It seems that for everyone the blended grade classroom has been an easy transition. We are also fortunate to have three new additions to our Indus community. Monty, Meagan, and Selma have already contributed positively to our highly spirited classroom. Indus is a warm community and these new children have been welcomed by all. Everyone seems thrilled to be taking Fine Arts from our music and art specialists. After only a month I can see that this is a very athletic group. It is great to see children love the joys of physical movement and friendly competition. Many have discovered new books to enjoy. Positive attitudes towards new learning have also been obvious. It is a pleasure to see the healthy food that each child brings to school. Nutritious food really does enhance learning. I look forward to working with these enthusiastic children.



Inquiry, Inquiry, What is Inquiry?

The Grade 5/6 class spent a lot of time this month thinking about thinking. What does that mean? Using the Philosophy for Children series is an amazing place to start. Students are learning that we question things all day long. We have so many things that we want to know about, and our Inquiry Blocks this year are the perfect time to not just ask questions but find answers to our questions. What is the difference between Inquiry and Research Projects? Research questions are set out by the teacher and follow specific guidelines to answer them. Inquiry questions engage a student's learning by encouraging *them* to come up with a question that they have and want to find an answer for. Our current topic is Science related: Trees and Forests.

What makes a good question? Our class talked about a "Google" question versus an inquiry question. It can also be termed as a thin question versus a thick question. We are asking students to dive deep and not just look for questions that can be answered in one sentence to a paragraph. Instead, we are looking for them to seek understanding and to enrich their knowledge base. As the year progresses, we will be looking at questions that relate to our Science and Social Studies curriculum. What do *you* often wonder about? Thank you to the parents for participating at home and sending in your amazing questions!



INDUS SCHOOL

Is building a CONSTITUTION

*YOU ARE PART OF OUR
HISTORY, PLACE AND
COMMUNITY*

*You know the rights and
responsibilities
you want this school to
represent*

PLEASE BE A CONSTITUTION BUILDER

COME TO OUR

CONSTRUCT A CONSTITUTION NIGHT

THURSDAY OCTOBER 16

6 - 8:30 PM

PIZZA SERVED AT 6:30

RSVP

to Mrs. Peggy Graham Assistant Principal

pgraham@rockyview.ab.ca

403-936-5855

by Tuesday October 7th



Facts About Mathematics Education in Alberta for Parents



Q. Does my child need to know number facts?

- A. Yes. The math program expects students to understand and commit to memory addition and subtraction number facts to 18 by the end of Grade 3, and multiplication and division number facts to 9×9 by the end of Grade 5.

Q. Can my child learn traditional ways of adding, subtracting, multiplying and dividing?

- A. Yes. It is important that your child understand why the method she or he is using works. Your child will be expected to understand and become proficient in at least one efficient and appropriate method. Learning is not one size fits all – students learn in different ways.

Q. Does my child need to use more than one strategy to solve a problem?

- A. No. Your child will be expected to try out different strategies and learn at least one efficient strategy well. Once students understand the strategy, they can apply the strategy in future learning.

Q. Does my child use “discovery learning” in math class?

- A. Every child learns differently, and a single approach to learning would only allow some students to succeed. The term “discovery learning” does not accurately describe the Alberta math program. Teachers still teach mathematics – students are not left to discover math by themselves.

Q. My child's homework looks different than what I did. If I'm not familiar with the homework, how can I still help my child?

- A. Homework may look different because there is a greater emphasis on understanding the math concepts and applying thinking skills to arrive at an answer.

Talk with your child's teacher if you have questions about how your child is learning math or about specific strategies your child is using. Your child's teacher can explain the strategies your child is using so that you can help your child at home. Teachers are the first and best point of contact to help you understand the expectations of the mathematics program.

Q. Where can I find out more information about Alberta's math program?

- A. In addition to working with your child's teacher, the Alberta Education math web page has valuable resources, including Frequently Asked Questions, videos and Fact Sheets that provide more information about math education in Alberta. See education.alberta.ca/math and click on “Parents.”



YELL

S.E. Rocky View Youth Council
Youth Encouraging Lasting Leadership



www.truesynergy.ca

403-207-7048



FALL 2014 REGISTRATION & Information Nights

Have Fun!
Make Friends!
Have a Voice!
Get Involved!
Make a Difference!
Ages 10-13 and 13+

12 week program runs :

\$20/youth

Every Wednesday in Chestermere starting October 1
Every Thursday in Langdon starting October 2 (tentative)

Thursday, September 18, 2014— 6:00pm—8:00pm
Chestermere Town Hall

Friday, September 19, 2014—6:00pm—8:00pm
Langdon Field House

Please find the registration forms for Synergy on the following
2 pages.

SYNERGY PROGRAM REGISTRATION FORM



Registration Date: _____ Program Name: _____

Participant Name: _____ (First, Last)

Date of Birth (if under 18yrs): _____ mm/dd/yy Female ☐ Male ☐

Address: _____ City/Town: _____

Postal Code: _____ Participant Phone # _____ Cell ☐ Home ☐

Participant Email: _____ Participant School _____

Are there any allergies/conditions/etc. that we should be aware of? Yes ☐ No ☐ If so, describe: _____

Alberta Health Care Number: _____

Parent / Guardian's Name (if participant <18yrs): _____ Cell # _____

Parent / Guardian's Name (if participant <18yrs): _____ Cell # _____

Home Phone: _____ Email: _____ Email: _____

Emergency Contact: (other than parent/guardian) _____

Relationship to Participant: _____ Emergency Phone: _____

Would you like to be contacted regarding future programs offered by Synergy? Yes ☐ No ☐

I would like to have someone contact me to discuss subsidizing the program for my child. Yes please ☐ No thanks ☐

PAYMENT

Program Fee: _____ Method of Payment: Cash/Debit ☐ Credit Card ☐ Cheque ☐

Name on Card: _____ Credit Card #: _____

Type of Credit Card: _____ Expiry: _____ Payment Amount: _____

PLEASE CONTACT US IF YOU WOULD LIKE A COPY OF YOUR RECEIPT

NOTE: Full payment is required to reserve a spot in a program. YOU ARE NOT REGISTERED UNTIL FULL PAYMENT IS RECEIVED & FINAL CONFIRMATION HAS BEEN SENT TO YOU. PLEASE MAKE CHEQUES PAYABLE TO: Town of Chestermere. REFUND POLICY: Call 403-207-7048 to receive a refund ONLY IF you cancel 7 days prior to the start of a program. Synergy reserves the right to cancel programs or refuse registration. Full refund is given if the program is cancelled.

LIABILITY WAIVER

ASSUMPTION OF RISK AND RELEASE OF LIABILITY (please read carefully)

I give permission for _____ to participate in the _____ program/event. I understand that activities may involve certain risks of physical activity and possible injury and that staff and volunteers will provide each participant with reasonable care, but that Synergy cannot guarantee that my child will remain free of injury. I nevertheless wish to have my child participate and I ASSUME the RISK of his/her participation. I agree to RELEASE from LIABILITY, INDEMNIFY and HOLD HARMLESS Synergy, and its staff, volunteers, and board, and the Town of Chestermere, from any and all claim and/or cause of action arising out of and related to my child's participation in this program/event.

_____ Initial

TRANSPORTATION

I give permission for my child to be transported by program staff or via transportation arranged by program staff, under staff supervision, for the purpose of being able to attend this event/program. I understand that Synergy cannot guarantee that my child will remain free of injury. I nevertheless wish to have my child participate and I assume the risk of his/her participation. I agree to release from liability, indemnify and hold harmless Synergy, its staff, volunteers, and board, and the Town of Chestermere, from any and all claim and/or cause of action arising out of my child being transportation.

_____ Initial

TO BE READ BY PARTICIPANT

It is important to follow the directions of the program/event leaders at all times. I understand that as a participant I have the responsibility to help make the activity a safe experience for everyone through my behaviour and conduct. I also understand the danger of not following rules and directions and agree to follow them.

By signing you agree to the terms above.

Parent Signature

Date

This personal information is being collected for activities related to Synergy youth program registration within the Town of Chestermere, and as such is deemed to be an activity of the Town of Chestermere. The personal information will only be used for the purpose(s) identified, and is collected and used in compliance with the Freedom of Information and Protection of Privacy Act, Section 33(c). If you have any questions about this form or the collection or use of your information, you may contact the FOIP Coordinator at (403) 207-7050.



Media Release

Through your child's involvement in Synergy programming, there will be times when they come into contact with the media, through media coverage of events sponsored by Synergy, media investigation of issues affecting youth in our communities, to inform the public of the activities, as well as other unforeseen circumstances. There may also be times when the news media may ask to interview and/or photograph Synergy participants.

Synergy may also wish to use your child's photograph, voice or video recording for promotional and educational reasons, such as in publications, posters, brochures, newsletters, internet publications, and the Synergy website and social media sites.

Initial

Participant Contact Information

On occasion, Synergy Staff will contact parents/guardians or program participants (your child) regarding Synergy programs and events through email, social media, by text or telephone. Contact information will not be given out to any outside organization.

Initial

Confidentiality

SYNERGY staff will hold in confidence, anything said to us by the children or youth, registered in any of our programs (this includes parents, guardians and other professionals other than current SYNERGY staff/supervisors) unless the child or youth consents, in writing, that we may divulge their personal information to others.

Exceptions are as follows:

- 1) We have a good reason to think they might harm themselves or someone else.
- 2) We have a good reason to believe that they might be in need of protection.
- 3) We are ordered by a court of law.

Initial

If you are willing for this to occur, we require that you complete the form below and return it to the Youth Development Coordinator. It will remain on file in the Synergy office.

Please note that your child's ability to participate in Synergy programs is not conditional upon your agreeing to give this consent.

Parental Consent

I hereby give permission to Synergy to use, reproduce, and publish photo(s), videos, or voice recordings taken of my child in print materials, on websites, and various social media site.

I hereby release Synergy, it's staff, partners, and stakeholders of all known and unknown claims whether accidental or otherwise, burden and causes for action that may arise throughout my child's involvement.

I hereby agree to the Participant Contact and Confidentiality Statements above.

If you wish to revoke consent, please contact Synergy at involved@truesynergy.ca.

Name of Child: _____

Signature of Parent or Guardian: _____

Date: _____

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