



February 2020

Westglen School

PAWPRINTS

Westglen will engage every student in meaningful learning by challenging, encouraging and believing in them in a middle school setting

PRINCIPAL'S MESSAGE

If you have a child in Grade 7, you should have received an Accountability Pillar survey in the mail last week and I would like to strongly encourage you to complete and return it to Alberta Education. Combined with the information that we gathered from our survey of all parents last May, we use this data to drive our programming as much as possible. The most helpful information you can give us is in the comment sections – we need to know why something is or is not working for your child. Last year we only had about a dozen parents respond to the Accountability Pillar so we would like to encourage you to make your voice heard so that we have some meaningful data to inform our decision-making at Westglen. All students will be surveyed at school during the second week of February.

As always, both Mr. Whitehead and I welcome your comments and questions and I would encourage you to pick up the phone or email us so that we can continue to work together. As well, don't hesitate to contact any of your child's teachers because if there is an issue, we want to address it in a timely fashion, rather than waiting for Parent-Teacher-Student conferences in March.

MRS. IS SKI TRIP

The 12th Annual Mrs. Sharon Israelson Ski Trip has been planned for March 27, 2020 at Nakiska. An email will be sent to parents on February 25th with information on how to sign up and pay online. **Space is limited to the first 98 students with the fee paid.**

As some of you will remember, Mrs. Israelson was a long time teacher and guest teacher at Westglen and, simply put -- a wonderful lady and educator. Mrs. Israelson loved to organize different off-campus trips for the students as she felt that the experiences these trips could provide were an important contribution to a child's education.

It was Mrs. Israelson's wish to provide the students of Westglen with a generous donation which will cover bussing costs for us. Thanks to her husband, Ernie, and family for helping her legacy continue at Westglen School.

www.westglen.ca

Westglen School
2405 23 Ave
Bag 200
Didsbury, AB
T0M 0W0

Ph: (403) 335-8700
Fax: (403) 335-8702

Principal:
Carolyn Massel

Vice Principal:
Allan Whitehead

*"Promise me, you will always see
the good in every child"*

Mrs. Linda Pothier



SHARING OUR VALUES EACH DAY

A MESSAGE FROM THE BOARD OF EDUCATION

It is highly gratifying in our roles as Trustees to have many opportunities to visit our schools and see that our division's values are at the core of every interaction with students. In Chinook's Edge, we worked together to build our mission and vision statements so that values inform our work with the students we serve. They guide relationships at every level of our school division, and impact the future for every one of our students.

Ensuring that our students are engaged in meaningful learning and encouraged to rise to new challenges is our mission in Chinook's Edge. Our teachers and school staff recognize the uniqueness of every child in our care and encourage each one to achieve their true potential. As Trustees, we are extremely proud of these efforts in our Chinook's Edge learning community.

Allan Tarnoczi, Chair

Chinook's Edge Board of Trustees

Navigating the cost of three million kms in student busing each year:

Our focus as a Board of Trustees is to ensure the quality learning we provide to over 11,000 students is not compromised by redirecting classroom resources to address the complexities surrounding our transportation deficit. Please read more in the February issue of Trustees at work for students on page 4.

SCIENCE FAIR

The Mountain View Science and Technology Fair will be held on February 29, 2020, at the Olds High School, Community Learning Campus. Students interested in participating must have their entry forms to Mrs. Brown no later than February 14th. Students will be responsible for arranging their own transportation to and from Olds. Please contact Mrs. Brown at karibrown@cesd73.ca if you have any questions at all about the Fair.

2019-20 YEARBOOK ORDERS

You can now order a 2019-20 yearbook through your Student Quickpay account. You will find it under 'New Items'. Please order your yearbook by May 10th; they will be delivered in the fall (grade 8 students will receive theirs at the high school).

FUN TEAM VOLLEYBALL

Fun Team Volleyball for girls in grades 6-8 will be starting soon! It will run every Sunday afternoon for 8 weeks, starting February 2 to March 22 from 3:00 to 4:00pm. The cost is \$40 plus \$10 for insurance (yearly, one-time fee for Fun League sports).

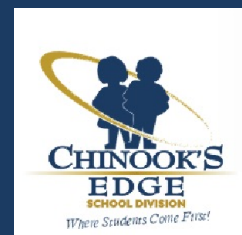
This is a volunteer run, non-profit league that has a fun, relaxed atmosphere, teaching basic fundamentals to prepare players for school teams.

Please contact Shannon Black for more information or to register @ 403-586-3657

Volunteer opportunities are also available!

THANK YOU!

We received a donation from St. Anthony's Catholic Women's League, which was greatly appreciated! The money will go towards our Breakfast Program.



Mission:


Chinook's Edge School Division will engage every student in meaningful learning by challenging, encouraging and believing in them.

Vision:

Chinook's Edge School Division will be universally recognized as a collaborative learning community where learning is personalized for all students to achieve success as compassionate and innovative global citizens.

February 2020



Sun	Mon	Tues	Wed	Thurs	Fri	Sat
						1
2	3 (Day 4)	4 (Day 5)	5 (Day 1) Grade 7 Swimming 1:00pm	6 (Day 2)	7 (Day 3)	8
9	10 (Day 4)	11 (Day 5)	12 (Day 1) Grade 6 swimming 1:00pm	13 (Day 2)	14 (Day 3) Valentine's Day 	15
16	17 Family Day	18	19	20 Teacher's Convention	21 Teacher's Convention	22
Winter Break, February 17 - 21. No school for students						
23	24 (Day 4)	25 (Day 5) Parents - watch your email for info on signing up for the Mrs. Is Ski Trip!	26 (Day 1)	27 (Day 2)	28 (Day 3) Grade 5 swimming 1:00pm	29



Chinook's Edge Trustees

at work for students

February
2020

Navigating the cost of three million kms in student busing each year

- Chinook's Edge maintains a large fleet to support 123 bus routes, including five routes for students with specific needs, and we face a deficit in funding our transportation service year after year.
- The average age of our bus fleet is increasing and we do not receive funds to adequately replace buses as they age.
- We are working to determine the impact of the carbon tax and acknowledge there will be an impact from fluctuating fuel prices and other operational costs (such as rising insurance costs).
- The Mandatory Entry Level Training (MELT) requires new school bus drivers to complete an additional 53.5 hour training program, which is creating driver shortages on some routes.
- Chinook's Edge is considered a provincial leader in consistently meeting or surpassing the safety priorities set out in the Traffic Act - an exemplary level of service for our division which sets safety as our top priority.

This partial list of the complexities around providing transportation services explains why our Board of Trustees made the difficult decision to increase the bus fees for students who live closer than 2.4 km to their school, and to implement fees for those students who live farther than 2.4 km to school. Our focus is to ensure that the quality learning we provide to over 11,000 students is not compromised by redirecting classroom resources to address the transportation deficit. Thank you for your support and understanding - more information on transportation fees is available [here](#).

Engaged in Education: Trustee Sherry Cooper



Sherry Cooper with her entry in the Penhold parade:
Pilot, Trustee, Community- builder

It didn't come as a surprise when Sherry Cooper won a national award for her exceptional focus on safety as a flight instructor a few years ago. She also brings that uncompromising attention to detail to her role as Trustee.

"I've been trained as a pilot to get at the heart of the matter by researching information and asking questions, so that the decisions we make are exceptional ones. It's the same mindset I bring to the Boardroom," said Sherry, who became a Trustee representing Penhold / Poplar Ridge in 2004. "Navigating difficult situations at the Board table ensures good things happen for kids. I can clearly see how a single decision, a budget allocation or a Board policy contributes to moving our large division forward. I'm a 'big picture' person - I see the work of the team all along the line and it is so rewarding."

Sherry and her husband Dennis opened Sky Wings Aviation Academy in 1982. The culture of serving in an elected capacity was part of their household from the start, as Dennis is the former Mayor of Penhold. For Sherry, the link between her roles as flight instructor, community leader and Trustee is clear.

"In the aviation industry, it is easy to see the progression and success when a student's interest is sparked. We've watched young people, many from Chinook's Edge schools, advance from summer aviation camp to private pilot to commercial pilot. There are all kinds of success stories and connections. That's why we tour five year-olds through the academy, because we want to be sure all kinds of opportunities are available to students. You never know at what moment they might be impacted by something they experience and guiding their enthusiasm is so exciting, wherever it takes them. That's what is special about being part of Chinook's Edge - this division sees each child as a whole person and it is gratifying to know you can truly make a difference for that person."



Joe-Anne
Knispel
Matejka



Sherry
Cooper



Colleen
Butler



Holly
Bilton



Connie
Huelsman



Allan
Tamocz



Trudy
James



Gordon
Kerr



Melissa
Copley

Where Students Come First

Chinook's Edge School Division is governed by committed, locally elected Trustees who are responsible to **govern** all business aspects of the division, to **advocate** for the highest quality learning environments for over 11,000 students, and to **promote** the value of public education

Connect with
your Trustee
HERE

Talking to Kids About Online Challenges

BRAIN DEVELOPMENT

The brain development of all children is an important consideration when we talk about online challenges. Because of this, children are more inclined to take risks without full consideration of the consequences.

ACKNOWLEDGE THE LURE

Talk to your child about the fact that the lure of online challenges is very real, and not all challenges are bad. But all challenges should be discussed.

YOU CAN RESEARCH

You are not invading your child's personal space by researching internet challenges and knowing what is "cool" at the moment.

THINK TOGETHER

Think it through together. Talk about the risks involved, and most importantly, discuss WHY people would do it. Some challenges are even helpful like the ice bucket challenge (2014).

RECOGNIZE PEER PRESSURE

Acknowledge the role that peers play in the lives of kids. Some of their peers may be online friends, but to this generation those friends are as real as their face-to-face friends.

TRY NOT TO SHOCK THEM

It can be very tempting to scare kids into avoiding things like online challenges. Graphic or scary images, or extreme stories don't actually help resolve the issue.

BE REASSURING

Make sure they know that they can always approach you to talk about online activities, even if it is one of their friends who is engaging in the activities. Open communication is so critical.

SET A HOUSEHOLD RULE

After you've talked and listened, set a rule for your household regarding online challenges. A simple, effective rule can be that no challenge is done without talking about it first.

WE HAVE MORE DETAILED INFORMATION AND REFERENCES ONLINE

<http://edtechframework.com/support/talking-to-kids/>

Talking to Kids About Online Challenges

Talking to kids about their online life and social media usage is not always easy. We offer these 8 tips to help understand online challenges, and the lure of them for both children and teens.

1. Child development and the human brain development is a complicated topic. As parents it seems we just get our child kind of figured out and they change. Things that a few short months ago were so important to them suddenly become "babyish" and we are back to the drawing board to adjust parenting techniques!! It's a never-ending process.

Children, as we all know, have brains that are still growing, developing and learning, and it's important that we talk to them about online challenges when they appear in the media. (The Tide Pod Challenge presents a good opportunity to talk to little ones about how silly that challenge is, and gives a chance to start the conversation.)

Teens enter into a new phase of brain development that Psychologists have termed "The Personal Fable", (it's very interesting. We do recommend googling it as it will apply to many situations, not just online challenges). The bottom line is that they are in a stage of development where they are **more willing than the average human to take risks**, and this can come into play with online challenges.

2. **Acknowledge** with your child that some challenges can be very tempting. The cinnamon challenge a few years back seemed harmless, but it actually came with some pretty significant health risks depending on the person.
 3. You can **research online challenges**. You are not invading your child's privacy by googling the term "online challenges" and knowing what is out there. Some challenges, like the "mannequin challenge" are harmless and just good fun. Others like the ice bucket challenge (2014) are positive. That particular "challenge" raised a lot of money for ALS research. Others like the Tide Pod Challenge sound silly to some ears, but can actually be deadly.
 4. Bring up the topic of online challenges and **think it through together**. Talk about the risks involved in some of the challenges. Discuss WHY someone would do the challenge. Encourage your child to think critically about some of the challenges that have occurred previously and then discuss the actual results with them. You might have to do #3 on our list so that you can talk about how they actually turned out. The cinnamon challenge is a good one to use, as it sounds so harmless when it is first presented to a child's ears.
 5. **Recognize peer pressure**. Show them that you understand that their peers play a role in their lives, and acknowledge that sometimes it's hard to not do something that it seems like "everyone else is doing". Further, talk about peers from online. In a globally networked world, your child will likely have friends online - perhaps from a game like Fortnite, Roblox or Minecraft, or from streaming services like Twitch or YouTube. In the life of your child, those are peers too. Talk about them all. Talk about the pressure. Talk about how to respond to the pressures they may be facing already.
 6. Try not to shock them. As a parent, it can feel really frightening to analyze all the "what-ifs" of online life. Showing a child graphic images, or taking measures to scare them doesn't actually help the situation. Continue to keep yourself informed about online challenges so that you can continue to talk over time with your child. It doesn't have to be a one-time-only conversation. Keep the conversation going.
 7. **Be reassuring**. Make sure your child knows that they can always talk to you. In order to have communication, both parties need to feel safe. Tell your child that if they are worried about a friend doing a challenge, they can come to you and you will help them sort through the risks and the rewards of doing the challenge.
 8. **Set a household rule**. After you've listened, and you've talked and you've listened some more, set a household rule regarding online challenges. Give your child the opportunity to make the rule. The more input they have, the more likely they are to follow the rule. A positive rule could be that no online challenge can be done without having a conversation first that discusses the benefits of doing the challenges as well as the risks. Two heads thinking about a challenge are always better than one!
-

Healthy Children

February 2020 Parent Newsletter



Early Specialization in Sport

Enrolling your child in sport is one of the best gifts you can give to them. The benefits of being active and participating on a team, or as an individual, are widespread. From increased positive mental and physical health, to greater social skills, children can gain a lot from participating in sport. However, even with so many benefits, there can be too much of a good thing. If a child spends too much time and energy in one sport, isolating them from friends and other opportunities, it can decrease their social and psychological growth.

In regards to physical health, specializing in one sport too early can limit the range of skills a child possesses as well as their overall motor skill development.

This lack of skills and, often, a lack of confidence, can potentially affect lifelong involvement in physical activity by discouraging the child from participating in other activities. Lastly, early specialization in sport can actually change the way your child's body grows and develops due to increased stress on the body and repetitive injuries.

If you do choose to specialize your child early, pay attention to signs of burnout and isolation and talk to the coach about opportunities for cross training. Remember that having fun is an important factor to being active for life!



For more information visit <http://canadiansportforlife.ca/parents>

Articles

Early Specialization in Sport

Developmental Assets

One of the most common things that people identify as a benefit of smoking is stress relief. But did you know that many studies show that smoking can actually increase stress? What smoking does is relieve nicotine withdrawal symptoms, which can be stressful, but this is only short term.

Quitting is hard, but it is easier with help. You can call AlbertaQuits at 1-866-710-QUIT or visit www.AlbertaQuits.ca



To find an electronic copy of this newsletter visit www.ahs.ca/csh

Healthy Children

February 2020 Parent Newsletter

Developmental Assets

Parents and caregivers are a major influence in a child's life and it's normal to feel uncertain at times when it comes to raising your children. The Search Institute has identified a list of 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults. Below are a few examples of developmental assets for you as a parent to consider discussing with your child.



- Supporting and loving your child – Do you and your child communicate openly, respectfully and frequently? Does your child receive support from other non-parent adults?
- Empowering your child - Does your child contribute to family decisions? Is your child given useful roles in the community?
- Setting clear and realistic boundaries – Does your family have clear rules and consequences? Do you monitor your child's whereabouts?
- Helping your child use her or

his time in meaningful, constructive ways – Is your child involved in weekly extra-curricular activities?

- Encouraging your child to develop a lifetime commitment to learning – Does your child want to do well in school?
- Instilling in your child positive values – Do you encourage your child's development in recognizing and telling the truth?
- Developing social competencies in your child – Does your child recognize

risky or dangerous situations and are they able to seek help from trusted adults?

- Encouraging your child to form a positive identity – Does your child feel good about themselves? Does your child seem curious about the world?



For the full list of developmental assets and to learn more visit www.search-institute.org

Healthy Teens

February 2020 Parent Newsletter



Early Specialization in Sport

Sport is an important aspect of school life. The benefits of being active and participating on a team, or as an individual, are widespread. From increased positive mental and physical health, to greater social skills, athletes can gain a lot from participating in sport. However, even with so many benefits, there can be too much of a good thing. If an athlete spends too much time and energy in one sport, isolating them from friends and other opportunities, it can decrease their social and psychological growth.

In regards to physical health, specializing in one sport too early can limit the range of skills an athlete possesses and their overall motor skill development. This lack of skills and, often, a

lack of confidence, can potentially affect lifelong involvement in physical activity by discouraging the athlete from participating in other activities.

Lastly, early specialization in sport can actually change the way an athlete's body grows and develops because of increased stress on the body and repetitive injuries.

If your teen chooses to specialize early, pay attention to signs of burnout and isolation and talk with your teen and their coach about opportunities for cross training. Remember that having fun is an important factor to being active for life!



For more information visit <http://canadiansportforlife.ca/parents>

Articles

Early Specialization in Sport

Developmental Assets

One of the most common things that people identify as a benefit of smoking is stress relief. But did you know that many studies show that smoking can actually increase stress? What smoking does is relieve nicotine withdrawal symptoms, which can be stressful, but this is only short term.

Quitting is hard, but it is easier with help. You can call AlbertaQuits at 1-866-710-QUIT or visit www.AlbertaQuits.ca



To find an electronic copy of this newsletter visit www.ahs.ca/csh

Healthy Teens

February 2020 Parent Newsletter

Developmental Assets

Given the enormous responsibility that parents and caregivers have as major influences in a child's life it's normal to sometimes feel uncertain when it comes to raising your teens. The Search Institute has identified a list of 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults. Below are examples of some developmental assets for you as a parent to consider and discuss with your teen.



- Supporting and loving your child – Do you and your teen communicate positively? Does your teen receive support from other non-parent adults?
- Empowering your child – Is your teen given useful roles in the community?
- Setting clear and realistic boundaries – Does your family have clear rules and consequences?
- Helping your teen use her or his time in meaningful, constructive ways – Does

your teen spend 3 or more hours per week in extra-curricular activities?

- Encouraging your teen to develop a lifetime commitment to learning – Does your teen want to do well in school?
- Instilling positive values in your teen – Does your teen place high value on helping other people? Does your teen tell the truth even when it's not easy?
- Developing social competencies in your teen – Does your teen know how

to plan ahead and make choices? Can they resist negative peer pressure and dangerous situations?

- Encouraging your teen to form a positive identity– Does your teen feel good about themselves?

➤ For the full list of developmental assets and to learn more visit www.search-institute.org