



Glamorgan TLC School

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Newsletter | February-March 2017

Communication

Glamorgan School being a busy Kindergarten to Grade Nine School, communication is delivered to parents in varied ways. The Newsletter (every two months throughout the school year) and school website highlight school wide information. Classroom teachers and specialists may have weekly letters, use Weebly or D2L regularly, and students write daily in their agendas. Electronic messaging (e-mail) is used to inform specific parents of particular grade groups of important information.

Keep Informed

Please visit our School Website at <http://schools.cbe.ab.ca/b121/> to review the TLC Program in its entirety. As a school staff it is our responsibility to uphold the TLC mandate, and it is important that as a parent you are aware of how expectations change from grade to grade. As the end of the year approaches we will keep parents informed about next year, with general information being available on the website.

Report Cards

Your child(ren) should have brought home a Report Card on January 31. The Report Card will provide achievement on specific outcomes listed with the system wide K – 9 report card. Please contact your child's teacher if you have any questions about his/her report card.

Student Led conferences will be held in March, which will provide an opportunity for students to share their achievements, key learning and areas of growth with their parents.

Accountability Pillar Survey/Tell Them From Me

Students in grade 4 and 7, their parents, and all teaching staff will be asked to complete the Accountability Pillar Survey from mid-January to February in all CBE schools. This survey provides the school with information on student outcomes and school climate and helps us plan for 2017-18. Grade 4 and 7 parents will receive a paper copy of the survey directly from Alberta Education with a postage paid return envelope enclosed. Please complete the survey as we value your opinions.

Volunteers/ School Council

Thank you, thank you, and thank you! We have new technology in our school, guided level reading books for our students to read, grandparents in our classrooms, hot chocolate on Winter Sports Day and so much more your contribution enriches the educational experience for our students!

TLC Open House

In the month of January Glamorgan School hosted a general Open House for new families who are looking into the Alternative Program of the Traditional Learning Centre. For this Open House school staff prepared and spoke to a power point to over 450 parents in attendance.

The purpose was to inform parents of the mandated components of the TLC Program, Specifically, we want our parents (current and future):

- To have knowledge about TLC, especially before they register in the lottery process.
- To know about the lottery process for registration and to be aware that the review of applications is no longer practiced.
- To know about the homework expectations and the commitment required for both parents and students to pursue a TLC education.
- To know that French and Music are mandatory from Grade One - Nine, and Music changes to Instrumental Band in Grade Five.

Is TLC The Right Choice?

- To know there are practice times for Grade 7-9 Music that occur after school and parents are responsible to arrange transportation to and from these practices. Attendance is expected as we do not pull students from academic classes for Band practices/rehearsals.
- We want parents to ask themselves if they think their son/daughter will enjoy Music/Band and French enough to pursue these courses for up to nine years.
- We want to ensure parents are aware that there are additional expenses for Band.

The Open House power point is now posted on the school website if you wish to reference any details.

Uniforms

Parents are reminded that students are to be in uniform unless the school communicates otherwise. Formal uniforms are to be worn on the first school day of the week and for special assemblies. Teachers have been reminded to enforce the school uniform policy and will put a note in student agendas to remind parents and students on the first occurrence of not being in uniform. A second occurrence will result in the student being referred to the office where a parent will be contacted and requested to deliver a uniform to school so that his/her child can resume studies for the remainder of the day. Please ensure you have your child's name written on uniform sweaters and outside attire. Thank you in advance for your support of school uniforms.

Me to We Service Club

Wow! On behalf of the Glamorgan School Me to We Service Club, we say a huge thank you for the generosity of the Grizzly community. Our We Scare Hunger Food Drive and our Warm Feet Sock Drive were both huge successes.

We Scare Hunger

1800 Food Items for the Food Bank

Warm Feet

701 Pairs of Socks and \$1000.00 for the Drop In Centre

We are looking forward to getting started on our international service project that will run from March through to June. Stay Tuned!

Cold Weather Awareness

Please remember to ensure your child is dressed for winter weather as outside play is vital to learning.

Technology

Thanks to funding support from School Council and school budget, we have been able to purchase the following technology supports:

- Digital displays (interactive for K-6, non-interactive for 7-9) for every classroom, and retrofits for older Smart Boards that require upgrading.
- 11 new iMac desktop computers
- 30 iPads and a cart
- A range of educational software for reading, English Language Learning, IXL math and more.

Most of these items have already been received, and we are eagerly anticipating the arrival of our class set of iPads and two more digital displays in early 2017.

Education for Reconciliation

Education for Reconciliation is a priority of Alberta Education and the CBE, and the staff at Glamorgan is committed to working towards this important goal. The first step is to improve our own understanding of Indigenous language, culture and history, and as a staff we will be taking part in a Professional Development activity on February 3 that has been designed in conjunction with members of the First Nations community. We will continue to seek out opportunities for professional development in this area, and we encourage you to speak to your child's teacher should you have any questions about this important commitment.

Leader in Me

Glamorgan teachers will participate in a Custom Made Leader in Me Coaching Day on March 24 with guest Principal, Mike Fritz, from Red Deer School Division. Mike brings a wealth of experience in making the most out of the Leader in Me programme for staff and students and we are looking forward to working with him to strengthen our current practice and keep the momentum going for our character education programme at Glamorgan TLC.

Leader In Me Student Lighthouse

Our Student Lighthouse Team has been busy working with Mr. Martin, and will also be working with Mrs. Olesen and Ms. Benison in the upcoming weeks. Our grade 9 student leaders are working on an entrepreneurial project to create a small school canteen to sell tasty and nutritionally balanced snacks at lunch for students in the older grades. They intend to use profits to purchase something for the school at year end, a legacy from the class of 2017! Our grade 5-8 students are planning an Art Contest and Silent Auction and also hope to donate the proceeds to support school or charities. Grades 1-4 are looking at creating school safety posters, playground rules posters, an outside Green Team and they are really hoping to coordinate a PJ Day in March. Stay tuned!

Glamorgan Grizzlies Junior High Update

Passion Projects

In the spring of 2016, Mrs. Olesen had the opportunity to go to a 'Learning and the Brain' conference on Creativity. From the conference the idea of "Passion Projects" was sparked and we are excited to get started on this awesome project here at Glamorgan.

Starting in February, the Grade 7, 8 and 9 students will be working on researching and exploring topics, issues and subjects based on their passions and interests. Teachers will provide a set amount of time for the students to work on their passion projects. The main body of this work will take place during Health and Humanities. Students are challenged to explore something, anything that they want to learn about. They spend several weeks researching the topic before they start creating a product that will be shared with the class/school/world. Students will be assigned a teacher facilitator that they can go to for advice and help based on their topic of choice. Maybe it is music based, math based, science based. The sky is the limit. Throughout the process the teachers act as facilitators for the student projects to ensure that they are on task.

We are looking forward to sharing our progress on these projects with parents at the Student Led Conferences in March. Then the students will share the finished projects with the community at a Passion Project Fair in early June.

Gatherings and Assemblies

As you may know, Junior High students are no longer attending the K-6 monthly assemblies. Instead, they will be gathering as a Grade 7, 8, 9 cohort to engage in presentations and activities that are more relevant to adolescents and the Junior High Curriculum. So far we have had a presentation on mindfulness and brain health as well as a presentation from MADD Canada. In the coming months, presenters will include Youth Central, Me to We speakers, passion project presentations, Junior Achievement and much more.

We fully understand how important it is to recognize the accomplishments of our grade 7 to 9 Grizzly Leaders. While each student has been recognized within their classroom, these leaders will be celebrated at a small student luncheon at the beginning of June. In addition to this they will also be formally recognized at the year-end Grade 9 Farewell assembly on June 16th. More information on these events will be sent home in May.

My World Conference

Members of the grade 8 and 9 'Me to We' Service Club will have the opportunity to attend the **My World Conference** on February 23, 2017. **My World Conference** is a full day youth leadership conference sponsored by PAALs and the CBE designed specifically for



Middle and Junior High students. MWC provides the opportunity for student leaders to hear and engage with high-end presenters speaking on local and global social justice issues. MWC also provides the opportunity for students to be involved in developing a sense of community within their schools; it also recognizes these students for the work they do in our schools related to building community.

Upcoming Field Trips

- Gr.8/9 Me to We My World Conference Feb. 23
- Gr. 8. Telus Spark- April 6



Leadership Link



Financial supports for school fees and waivers

With the current economic uncertainty some families are telling us they are having difficulty affording the fees we charge. These include fees for services such as transportation and noon supervision as well as instructional supplies and materials.

Public education is about values and choices. After extensive engagement with our communities, the decision was made to keep dollars in the classroom instead of subsidizing fees. This decision allows us to continue to provide a quality public education experience for all learners. Fees are charged only to cover the costs for the services or materials we provide.

Our own statistics reflect what is happening in the community. In 2012-13, waivers made up 8.7 per cent of total fee revenue. In 2015-16, waivers made up 11.8 per cent of fee revenue. For this school year, we are noticing that the waiver rate continues to increase but is beginning to slow.

We provide financial supports and services to assist families in need. Our waivers system ensures that no child is denied the right to public education. We are proud that our waiver process is in place to support all families, no matter how large or small, who need financial support to assist with school fees.

We offer both an income-based waiver and a principal-approved waiver, which means that any family facing economic hardship can receive support, whether or not they meet the provincial low-income threshold.

Our principals approve waivers for families on a case-by-case basis. In addition we offer flexible payment options for all of our fees so that payments can be spread out over time.

Please do not hesitate to ask your school staff about options and assistance should your family need it.

Stay in the loop regarding our budget

We want to make sure you are informed on our budget and the choices we make to ensure students come first.

Please visit cbe.ab.ca/budget to view our budget as well as supporting documents such as the Resource Allocation Method for Schools to learn how our schools are funded. Here you can also find a link to Dollars & Sense, where our chief financial officer responds to comments and questions.

As always, we are happy to hear from you regarding our budget. Please visit our website for links to our budget feedback form and information on all of our system engagement opportunities.

David Stevenson
Chief Superintendent of Schools

Understanding Gender Identity

Gender is more complex than most of us have been taught. Gender is made up of 3 parts:

- gender biology (our bodies or biological sex – our sex at birth based on the appearance of genitals)
- gender expression (how we dress and act), and
- gender identity (how we feel inside)

Not all children fit neatly into being male or female. For some, the sense of being “both” or “neither” best describes their reality. Sometimes they may identify more as male or more as female on different days; this is described as being gender fluid and is a normal variation of human gender. A child’s gender is not what others tell them, but it is how they feel and who they know themselves to be.



As a parent, you can be a great influence in your child’s life, but you can’t change their true gender identity or expressions of their gender. However, you can help them to have a healthy, positive sense of themselves in relation to their gender. Some children are very young when they become aware of their gender identity – some as young as 3. It is important to not focus on a child being male or female, but support them in exploring a wide variety of age appropriate interests and talents. Your child may turn to you if they’re feeling worried, scared, or confused about their own gender identity. This may seem overwhelming as a parent, but it’s important to listen to your child with an open mind and open heart. You don’t have to have all the answers; together you can find more information and support. Understanding who they are can bring joy, relief, and peace of mind to everyone.

Your child’s gender identity is a gift, and like their intuition, creativity, and intellect, they are a part of the foundation that makes them who they are. For more information and support please visit the Alberta Health Services www.teachingsexualhealth.ca

Talking to Your Child About Mental Health - Part 2

One of the most significant things for children is to know that they can come and talk to someone if they are worried about their own or someone else’s mental health. Being open to talk about mental health, and showing you care means a lot. Here are tips that can help:

- Listening is more important than talking.
- Everyday conversation questions can help: “How was today?” or “What was the most challenging thing you did today?”
- Talking while going for a walk, doing the dishes or watching TV in natural times and places works well.
- Emotions are emotions, they are not right or wrong. Your child may feel differently about things than you do. And you may not understand or agree with their feelings. That is okay.
- Acknowledge your child’s feelings. For example: “I can see this is a really difficult time for you. You look upset. Tell me about it.” You don’t have to solve the problem; you can empathize and listen to your son or daughter’s feelings.
- Judgemental statements like: “Why on earth did you do that?” “Were you not thinking at all?” are likely to create a defensive reaction. It’s okay if you’re disappointed or upset. Try to name your feeling and ask your question without judgement: “I’m disappointed with your behaviour. Please tell me what happened.”
- Use non-judgemental statements and questions: “Tell me more about that.” “What are your thoughts?” “Tell me what happened?” “How do you feel about that?”

Adapted from resources available at: <http://www.time-to-change.org.uk/>

To find an electronic copy of this newsletter, visit: www.albertahealthservices.ca/csb.asp