



## Bully-Proofing our Kids

According to our last student satisfaction survey 95% of the students, staff and parents agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. Positive results such as this happen because of programs and people that are committed to creating a safe and caring environment in our school. However we never stop reaching for that 100% goal. One program that aims to do this is the Bully Prevention classes taught to all students at École Lacombe Upper Elementary School. These classes and discussions include presentations by Mrs. Dykslag and Mrs. Rawlinson, with in class lessons taught by the homeroom teacher. Research supports that incidents of bullying are significantly reduced in schools where; bullying is talked about with students, where peer mediation programs are in place, where students are encouraged to report incidents of bullying and where the adults in the building actively watch for and address incidents immediately - all of which are done at ELUES.

### What is Bullying?

Bullying is a conscious, willful, deliberate and repetitive act intended to harm another person. Bullying is an assertion of power through aggression. It can be physical violence, verbal taunts, exclusion, threats, put downs or intimidation.

### Bullying Myths and Facts:

**Myth:** *"Bullying is just a stage, normal part of life. I went through it, my kids will too."*

**Fact:** Bullying is not "normal" or socially acceptable behaviour. We give bullies power by our acceptance of this behaviour.

**Myth:** *"If I tell someone, it will just make it worse."*

**Fact:** Research shows that bullying will stop when adults in authority and peers get involved.

**Myth:** *"Just stand up for yourself and hit them back"*

**Fact:** While there are some times when people can be forced to defend themselves, hitting back usually makes the bullying worse and increases the risk for serious physical harm.

**Myth:** *"Bullying is a school problem, the teachers should handle it"*

**Fact:** Bullying is a broader social problem that often happens outside of schools, on the street, at shopping centers, the local pool, summer camp and in the adult workplace."

**Myth:** *"People are born bullies"*

**Fact:** Bullying is a learned behaviour and behaviours can be changed.

**KINDNESS IS ONE SIZE Fits All**

## Quality Citizenship Recognition - February 2021

École Lacombe Upper Elementary School recognizes the value, necessity and significance of positive, contributing citizens within our school, community and society. It is our goal as a school, in conjunction with the home, to develop and enhance citizenship qualities and characteristics within individuals. This will provide an opportunity for every student in École Lacombe Upper Elementary School to work towards realizing his/her own personal aspirations while making a positive contribution to society as a whole. Students who demonstrate behaviors as delineated in the following criteria shall be eligible for the Quality Citizenship Recognition Award.

- Demonstrate positive interpersonal relationships with peers and adults.
- Demonstrate a consistent high level of responsibility, dependability and cooperation.
- Demonstrate a high level of consideration for the personal feelings and property of others.
- Demonstrate a positive role model in terms of leadership and participation in both school and classroom activities.

This month, the following students are being recognized as outstanding citizens and will be treated to a complimentary coupon for an individual pizza and pop coupon from Boston Pizza:

Mary Butterfield	Briley Jeffrey	Everlee Dagg	Emma Chestney
Reagan Walker	Rosalie Neumann	Mohsin Tahir	Taylor Mathieu
Reed Zobell	Chris Gordon	Mason Peigan	Addison Shaw
Hadley Walker	Claire Grovet	Luisana Rodas	Ava Bryan
Logan Callihoo			

Congratulations to these outstanding citizens and also to our Staff of the Month: Mrs. Leidl, Mrs. Mackay-Hawkins, Ms. Kardish, Mlle Lebrasseur



We would like to extend our appreciation to Marty Curtis of Subway for sponsoring our Student of the Month Program this year! Once a month each teacher will choose two or three

Students of the Month and these students will meet with Mrs. Dykslag or Mrs. Rawlinson and will receive a coupon compliments of Subway!

Huge thank you to Boston Pizza for continuing to sponsor our monthly Quality Citizen lunches. Due to Covid, Boston Pizza has generously changed up their program and are giving each Quality Citizen a certificate for an individual pizza and a pop!



## Subway Students of the Month - February 2021



- ◆ Commencing the fourth week of September and ending the last week of June, each homeroom teacher will select three or four students once a month for this student recognition program.
- ◆ Students for this program will demonstrate academic excellence and/or excellent academic effort.
- ◆ Students who are chosen for this program will be called to the office by the administration and bring with them the work for which they have been selected. The student will share/discuss the work with the administration.
- ◆ A copy of the student's work and the student's picture will be displayed on the Student of the Month boards outside the general office for the following month. The student's name will also be announced.
- ◆ Students will receive a certificate highlighting their accomplishment and they will receive a gift coupon from the Student of the Month Sponsor, Subway.
- ◆ The administration will make a Happy Call to each student's parents/guardian congratulating the student on his/her accomplishment (s).

Hailey Nowochin	Maria Rachova	Asher Jean-Baptiste
Colin LaPearce	Jane Lamoureux	Sambor Neumann
Allan Salazar	Ethan Willing	Ruel Mago
Gavin Siemens	McKenna Chalmers	Tori Miller
Chase Gray	Tobias Woelke	Norman Qubing
Daxton Fearon	Annabelle Choi	Taylor Bourdin-Walter
Mason Millar	Nicholas Thiessen	Avrie Peavoy
Byron Smith	Xander Toliver	Chase Huseby
Jay Metzger	Keith Abarro	Vivian Lovell
Milan Midian	Connor Hair	Isla Thomas
Sawyer Milani	Keeva Kaiser	Lola Flodell
Kaylee Wasylcia	Gabe McBean	Chase Willcocks
Max Ruan	Jungau Wilzer	Nate Peigan
Vienna Wilzer	Antonie Van Ewyk	

# Program Highlights

## "BE A LIGHT" Literacy Blitz: Annual Family Literacy Event

Each year at ÉLUES we are proud to host a family literacy project to encourage our students and families to read together. Taking time each day to read or engage in a literacy activity as a family can improve your child's literacy skills, and yours too! Families play an important role in encouraging reading for fun, and your reading behaviors as a parent influence your child's attitude towards reading and future habits. This year we have made a few changes, including partnering with JS McCormick School to share some of our favorite stories. Please see the schedule below for all the details:

= Be a light =

	Monday, March 1	Tuesday, March 2	Wednesday, March 3	Thursday, March 4	Friday, March 5
School	<p>Daily Mystery Reader - in announcements</p> <p>Be A Light Literacy kick-off! Dress in neon colors, bring a flashlight, and each student provided with a glow stick. Randomly throughout the day all lights out and students read using flashlights.</p>	<p>Daily Mystery Reader - in announcements</p> <p>Decorate a locker! (lesson plan provided by LaFrance)</p> <p>Locker Decorating Lesson Plan</p> <p>Bookmarks for everyone!</p> <p>DEAR (Drop Everything and Read) - time selected randomly</p>	<p>Daily Mystery Reader - in announcements</p> <p>Share a favorite story/ stories and snack with a class at JS.</p> <p>Be a Light Literacy Buddy Class Activity</p> <p>DEAR - time selected randomly</p>	<p>Daily Mystery Reader - in announcements</p> <p>FNMI focus -</p> <ol style="list-style-type: none"> <li>1. Josephine Small discusses the significance of storytelling from the First Nations perspective and touches on cultural appropriation (link).</li> <li>2. Story time with Kohkom</li> <li>3. First Nations stories read by First Nations students (link)</li> </ol> <p>DEAR - time selected randomly</p>	<p>Daily Mystery Reader - in announcements</p> <p>Dress up as your favorite story character day!</p> <p>Author visit (virtual)- Sigmund Brouwer &amp; Eric Walters- World of Picture Books! See calendar for Zoom Link 11:00 AM.</p> <p>DEAR - time selected randomly</p>
Home	<p>Send a picture of your family's favorite book or family reading together.</p>	<p>Family book club dinner</p> <p>Pick a topic and research it together (<a href="#">Smithsonian Learning Lab</a>)</p>	<p>Use FaceTime, Zoom, or other platform to share a favorite story virtually with a relative or family friend.</p>	<p>Write a story with your family, make it up or re-tell an adventure you've shared together.</p>	<p>Listen to a <a href="#">podcast</a> or other pre-recorded read aloud (<a href="#">Unite for Literacy</a>)</p>



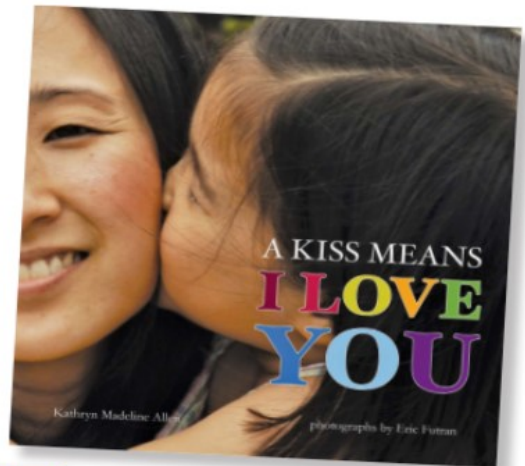
# Program Highlights

## Creating a Love of Literacy

One of the best things we can do to ensure our children's later success is to help them fall in love with literacy.

As parents, we want our children to believe that they are smart and good at what they do. Helping your child connect to text and interact with it, can contribute to your little literacy learner's view of him or herself as a skillful and literate person. There are so many wonderful ways to promote that. Here are a few:

- **Make shared reading time** together enjoyable. Do read aloud in a quiet, comfortable place where you can focus on each other and the text.
- **When you read** doesn't matter... bedtime doesn't work for everyone. Try bath time, audio books in the car, or reading outside under a shady tree after a picnic.
- **Some children like reading** things other than books. Try magazines for children such as *Zootles* or *Wild*
- *Animal Baby*, information online, poems, the Sunday comics, children's games, or emails.
- **Shoot for 20 minutes** of read aloud a day...and it doesn't have to be 20 minutes in a row. It can be book time, writing a letter to a cousin that lives far away, reading the signs on stores on the way to the library, even reading the labels on the products in the grocery store!



*Your child might also enjoy...*

*Raising Readers' newborn selections for 2014*



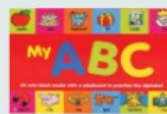
**raising readers**



*More More More,  
Said the Baby  
by Vera B. Williams*



*Read Aloud Rhymes  
for the Very Young  
by Jack Prelutsky  
and Marc Brown*



*My ABC mini board  
book set  
by Ruth Hooper*



*Families  
by Ann Morris*

[www.raisingreaders.org](http://www.raisingreaders.org)

## It's Coming ...

École Lacombe Upper Elementary School 2020/2021 Yearbook.

To benefit from Lifetouch My Family Rewards, you must purchase your yearbook online at [ybpay.lifetouch.ca](http://ybpay.lifetouch.ca) with

Yearbook ID Code: **13193621**

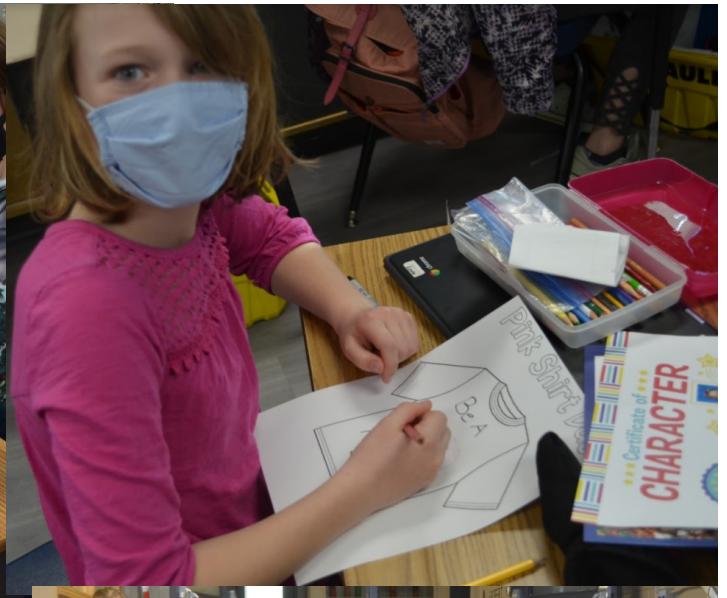
If you are unable to order online, please use order envelope sent home and make cheque payable to Lifetouch.

## Red Cross Babysitting

Commencing in April, Grade Six Health teachers will offer the Red Cross Babysitting Program. A nominal charge of \$10.00 will cover the cost of the materials. Upon successful completion of the program, students will receive their Red Cross Babysitting certification.











**Wolf Creek Public Schools  
Lacombe School Councils**  
presents



## **Positive Mental Health**

**Noah Boakye-Yiadom**  
Health Promotion Coordinator  
Alberta Health Services

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An information session for **parents**  
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This workshop deals with a life promotion perspective to understanding health. Participants understand the importance of maintaining positive mental health and its connection to our wellbeing.

**Wednesday, March 24 @ 6:30 pm**

**Online via Google Meet**

**<https://meet.google.com/grk-afxc-ban>**

# Supporting *ALL* Students

## Bully No More

Mrs. Dykslag and Mrs. Rawlinson are speaking with all the Grade 5's during the next few weeks on the topic of bullying. They are discussing the various forms of bullying that may occur and more importantly a variety of strategies for stopping it. Through reading books, watching and discussing videos, and role playing, the students will become more confident in these difficult situations. The students are reminded that they need to tell an adult at school if bullying is occurring so that the teachers and administration can deal with it properly.



## Relieving School Anxiety

For some kids, school may be a tense place. Children may have problems understanding what is expected of them, may face social exclusion, and may find the work confusing and stressful. As a parent, your instinct may be find a quick-fix solution, but a listening ear, a sympathetic word and a reassuring hug will be more helpful. Here are a few simple ways to help reduce anxiety in your child.

1. **Acknowledge the problem.** Do not dismiss the problem by simply saying, "Don't worry. Everything will be fine." Rather, acknowledge that the anxiety is real to your child and that their concerns are real. The result is your child will know that they can come and talk to you.
2. **Ask, "What three things are you worried about?"** By asking a specific question, your child will start sorting through the many emotions and will be able to better tell you the major concerns.
3. **Ask, "What three things are you most excited about?"** Bring the good things about the day to light. Most kids can find a few things that they look forward to.
4. **Keep the lines of communication open.** Sometimes just talking to a trusted adult makes things seem less worrisome. If a situation does become overwhelming, then you will be the first to know about it.
5. **Know when to ask for help.** Most kids experience school anxiety to some extent and some feel it more deeply. When does it become a problem big enough to require professional help? Some signs to look for are major changes in friendship, sleeping and eating habits, attitude and behavior. If you have a good rapport with your child and suddenly she does not want to talk, that may be a sign of concern as well.

Parents, if you wish to discuss school anxiety and how ÉLUES can assist, please contact the school.



## What to do if your child is being bullied ...

- 1) **Be a good listener.** Stay calm, and give your child plenty of time to tell you how he or she feels. Make it clear that it is not your child's fault. Don't tell your child to simply fight back, that normally increases the victimization.
- 2) **Teach Bully-Proofing Strategies to your child.** What works for one child may not with another, so its best to discuss a range of options and then choose one or two that your child feels comfortable with. Here are a list of strategies we are working on in class:
  - \* **Assert yourself**—Teach students to face the bully by standing tall and using a strong voice. The victim should tell the aggressor to stop. He could also name the bullying behaviour: "That's teasing. Stop it." or just "Cut it out."
  - \* **Use "I want."** - Communication experts suggest teaching students to address the bully beginning with "I want" and say firmly what he wants changed: "I want you to leave me alone." or "I want you to stop teasing me."
  - \* **Agree with the teaser** - Consider helping the student create a statement agreeing with her teaser. Teaser: "You're dumb." Victim: "Yea, but I'm good at it." or Teaser: "Hey, four eyes." Victim: "You're right, my eyesight is poor." This strategy may sound strange, but it puts the bully off guard and it works.
  - \* **Ignore it** - Bullies love it when their teasing upsets their victims, so help your child find a way to not let his tormentor get to him. A group of fifth graders told me ways they ignore their teasers: "Pretend they're invisible," "Walk away without looking at them," "Quickly look at something else and laugh," and "Look completely uninterested."
  - \* **Rehearse the strategy with the victim** - Once you choose a technique, rehearse it together so your child is comfortable trying it. The trick is for the victim to deliver it assuredly to the bully — and that takes practice. Explain that through he has the right to feel angry, it's not okay to let it get out of control. Besides, anger just fuels the bully. Try teaching victims the CALM approach to defueling the tormentor.
- 3) **CALM**
  - \* **C** - Cool down. When you confront the bully, stay calm and always in control. Don't let him think he's getting to you. If you need to calm down, count to twenty slowly inside your head or say to yourself, "Chill out!" And most importantly: tell the victim to always get help whenever there is a chance she might be injured.
  - \* **A** - Assert yourself. Try the strategy with the bully just like you practiced.
  - \* **L** - Look at the teaser straight in the eye. Appear confident, hold your head high and stand tall.
  - \* **M** - Mean it! Use a firm, strong voice. Say what you feel, but don't be insulting, threaten or tease back.

(Michelle Borba - Building Moral Intelligence)

### Final Thoughts

Unfortunately most kids are bound to encounter children who are deliberately mean. By teaching our children effective ways to respond to verbal abuse, we can reduce their chances of being victims as well as helping them learn how to cope more successfully with future adversities. Of course, no child should ever have to deal with ongoing teasing, meanness and harassment. It's up to adults and kids alike to take an active stand against bullying and stress that cruelty is always unacceptable. Please contact your child's teacher or the school administration if your child is experiencing bullying. We do care, and we will listen!!

## What's New in Teaching and Learning?

There have been a few new initiatives that will have and are having an impact on teaching and learning. One is the revising of the Teaching Quality Standards in the province of Alberta and the other is emphasis on creating welcoming, caring respectful and safe learning environments that respect diversity and fosters a sense of belonging. Below you will learn about each of these provincial educational initiatives.

### ***Overview of the Teaching Quality Standard***

In 1997, Alberta became the first province to introduce a Teaching Quality Standard (TQS). The revised Teaching Quality Standard is aligned with the Leadership Quality Standard and the Superintendent Leadership Quality Standard. On **September 1, 2019**, the TQS came into effect and applies to all certificated teachers in Alberta.

This Teaching Quality Standard identifies six competencies that teachers are required to meet in order to hold and maintain an Alberta teaching certificate.

1. Fostering Effective Relationships
2. Engaging in Career-Long Learning
3. Demonstrating a Professional Body of Knowledge
4. Establishing Inclusive Learning Environments
5. Applying Foundational Knowledge about First Nations, Metis and Inuit
6. Adhering to Legal Frameworks and Policies

The revised Teaching Quality Standard is characterized by a more concise, more user-friendly format. As well, there are specific competencies built in to address current needs and contexts related to our education system.

These include competencies on First Nations, Métis and Inuit education; a new expectation for all teachers to continuously enhance pedagogy in literacy and numeracy; and a competency on creating inclusive learning environments.

The biggest change for many teachers is Standard 5 - Applying Foundational Knowledge about First Nations, Metis and Inuit. To support teacher education in this area the Ministry of Education has invested in professional learning for teachers, released lesson plans that support learning for all students about First Nations, Metis and Inuit. In addition the school division has hired First Nations staff to work with teachers and students in how to support the application of foundational knowledge into the curriculum in all subject areas. Each school has a lead teacher helping support FNMI learning and we have also been working closely with Mrs. Josephine Small, the Wolf Creek FNMI Learning Supports Coach. Also, Elder Sheila works directly with the FNMI students in our school to support their cultural identity and understanding. We are thankful to have these leaders help us learn more.

## **Creating Welcoming, Caring, Respectful and Safe School Environments**

When students feel like they belong, it encourages them to stay in school to learn and succeed. In welcoming, caring, respectful and safe learning environments, students, staff, families and community partners treat each other fairly and kindly. They are environments where:

- ◆ healthy and respectful relationships are fostered
- ◆ students feel that adults care for them as a group and as individuals
- ◆ positive mental health is promoted
- ◆ values, rights, and responsibilities are respected
- ◆ support is demonstrated through collaboration, high expectations, mutual trust and caring
- ◆ diversity is respected, celebrated and understood as a strength
- ◆ expectations are clear, consistent, and regularly communicated
- ◆ consequences of unacceptable behavior take into account the students age, maturity, and individual circumstances
- ◆ support is provided for those impacted by inappropriate behavior as well as for those who engage in inappropriate behaviors
- ◆ children, youth and adults model positive social-emotional skills


As the School Act outlines there is an increased responsibility for boards, schools, parents and students to ensure that schools are welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. To achieve this goal schools are expected to:

- ◆ Have clear Code of Conduct for Student Behavior
- ◆ Have Mental Health Training for staff and supports in place for students
- ◆ Encourage acceptance of all students no matter a person's race, religion, intelligence, gender, gender identity or background.
- ◆ Be trained in positive behavior supports
- ◆ Support a bully free environment
- ◆ Support diversity education
- ◆ Promote a welcoming, caring, respectful and safe school environment for LGBTQT students and their allies.
- ◆ Support (if there is student interest) the establishment of GSAs (Gay Straight Alliances) and/or QSAs (Queer-Straight Alliance) which are peer support networks run by students and supported by school staff.
- ◆ Form meaningful connections with students by building healthy relationships based on respect and understanding.
- ◆ Providing students have access to meaningful learning experiences that include appropriate instructional supports, regardless of gender, gender identity, gender expression, sexual orientation or any other factor.
- ◆ And much much more!



# March 2021

Sun Mon Tue Wed Thu Fri Sat

	1	2	3	4	5	6
7	8	9	10 Boston Pizza Hot Lunch	11	12 Staff PD/ Collaboration Day	13
14	15	16	17 	18	19 Report Cards go home	20
21	22	23 Booster Juice Snack	24 Virtual Joint School Council Meeting 6:30 pm	25	26 Staff PD/ Collaboration Day	27
28	29	30	31			
	SPRING BREAK					

# April 2021

Sun Mon Tue Wed Thu Fri Sat

				1 SPRING BREAK	2 	3
4	5 	6	7	8	9 Farm Safety Virtual Presentations	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 Staff PD/ Collaboration Day	