

SWANAVON SCHOOL

8908 - 100th Street

Grande Prairie, AB

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www.gppsd.ab.ca/school/swanavon



School Council Principal's Report – September 2021

Student Enrollment: 227

Pre-Kindergarten – 54

K – 29 AM and PM classes

Gr. 1 – 19

Gr. 2 – 20

Gr. 1 / 2 – 20

Gr. 3 – 24

Gr. 4 – 18

Gr. 5 – 22

Gr. 6 – 20

New to Swanavon:

- Ms. Leah Jackson – Combined Grade 1/2
- Ms. Kathleen Fisher – Intervention Support 1-3 EA
- Loranda Conrad – Administrative Assistant
- Lorraine Millions – EA
- Ms. Tasha Zoboya – Music French Language Teacher
- Ms. Allison Dembicki – Grade 3
- Mackenzie Carey – EA
- Courtney Kalmbach – Library Tech

Board Policy 9: Grande Prairie Public School Division School Councils/Trustee Liaisons

Purpose: The Board believes that school councils are an important link between the Board and the school communities throughout the Jurisdiction. It is important that the Board be apprised of local council matters and School Councils be apprised of GPPSD matters.

Powers and Duties:

- The Board shall provide opportunities for dialogue with school councils through Board members attending the regularly scheduled School Council meetings.
- Each School Council shall have a Trustee appointed to act as a Liaison between the Board and the Council.
- Trustees appointed as liaisons to School Councils shall attend School Council meetings on a discretionary basis or by specific invitation.

Trustees will attend School Councils as their schedules allow, which may be every meeting or may not. If, however, you have a specific item that you wish the Trustee to speak to, please invite our Trustee and share that information with them prior to our regularly scheduled monthly meeting.

Alberta School Council:

School Council Resource Guide can be found on the ASCA website [HERE](#)

Grades 1-3 Intervention Project -- GPPSD 2021- 2022

OVERVIEW

“The shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning.” ~ Dylan William

Provincial Intervention funding supports programming for students in grades 1-3 who experienced learning loss due to COVID-19 related disruptions. Timely and consistent intervention, in a collaborative model, results in enhanced student academic growth.

GPPSD will offer small group, intensive literacy, and numeracy interventions for up to 16 weeks for students in Grade 1-3 that have been assessed and identified as needing additional supports. Students were assessed and identified as requiring additional support, will receive targeted intervention through this project. Intensive small group literacy and numeracy interventions will be scheduled for up to 16 weeks. Assessments included: Literacy -- CC3 & LeNS; Numeracy: Provincial Numeracy Screening Assessments.

Grades 4-6 Intervention

OVERVIEW

Students in Grades 4-6 will receive literacy and numeracy intervention. This is an .17 allocation provided to our school by GPPSD to support intentional targeted instruction for students in grades 4-6 who are not going to be receiving intervention through the announced provincial funded project.

YMCA After-School Learning Adventure:

Is an after-school program for students ages 7-11 years focused on fostering academic success and personal wellbeing through literacy, numeracy, and physical literacy activities. The program runs during after school hours throughout the school year. It is offered two days a week, prior years have been Tuesday and Thursday 3:00pm – 5:30pm. This year our grade three students will attend on Tuesday and grade four students will attend Thursday. It is a FREE program available to Swanavon Students. More details to come on the protocols put in place due to COVID-19.

Reading At Home:

Reading 20 minutes every night at home makes a difference:

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

1,800,000 words



90th percentile

282,000 words



50th percentile

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

Social Emotional Learning:

Zones of Regulation: Zones of Regulation: Each classroom is using this approach to support student self-awareness and regulation. I wish to give parents a brief overview and I encourage you to speak with your child's teacher for ways to support your child in this pro-social / preventative approach.

If we can recognize when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

What are The Zones of Regulation? The Zones is an approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.

The Four Zones: The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone. A person is described as "out of control" if in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this often is the case.

The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.

All the zones are expected at one time or another, but the curriculum focuses on teaching the students how to figure out what zone is expected based on the environment and people around them. For example, when playing on the playground or in an active/competitive game, no one would think twice about one being in the Yellow Zone but that would not be same in the library.

Whole Body Listening:



It provides a visual for the concepts of "listening" with your eyes, your brain, your heart, etc. to keep your entire body properly engaged and aware of the people around you. The books, along with the poster, help to teach self-regulation to children who may be a bit wiggly! The Whole-Body Listening Larry products are based on the idea of whole-body listening created by Susanne Poulette Truesdale.



PATHS® Program IN OUR SCHOOL

Parents...have you ever heard of the PATHS® program? PATHS® stands for Promoting Alternative Thinking Strategies, and is an award winning program aimed at helping schools teach social-emotional skills throughout the day- skills that will help children at any age; such as friendship skills, how to deal with strong emotions, and making good decisions. Research studies clearly show the benefits that this type of learning has on children's academic success, the ability to meet goals and get along with others. Our school is excited to be teaching the PATHS® program in our classrooms. Throughout the year, we will be sharing with you aspects of the program that your child is learning.



PATHS® Program IN OUR SCHOOL Control Signals Poster

Parents...do your children ever have difficulty calming down?
You can use the control signals poster to help your child gain control of their strong feelings and their behavior.

Your child is learning these steps to solve problems in the classroom during our *PATHS*® lessons. Using the same steps at home will help your child remember and follow these steps more often when they have a problem. This strategy is helpful even for adults! Show your child how using these steps can help them make good decisions. Helping your child solve their own problems builds self-esteem and independence!



PATHS® Program IN OUR SCHOOL Understanding Feelings

Parents...do you know that your child is learning and talking about feelings in our classrooms? Teachers are working with the students to help them understand their feelings better during our *PATHS*® lessons. They also are learning more specific ways to recognize and describe how others are feeling too. Learning to understand their own and other's feelings helps our students to get along better with each other. It helps build a clearer understanding of what is happening when problems occur and helps build friendship skills. Ask your child about the different feelings they are learning about in class

Back to School Plan

Near normal operations means that a student's experience at school will remain relatively the same as it has been last school year -- physical distancing, use of masks, increased hand hygiene, and entry and exit practices that are more structured. The school year and school day will remain relatively the same.

Guiding Principles

- The well-being of student and staff is our priority
- Students will experience optimal learning
- The Division will follow all health measures and guidelines established by Alberta Health Services and Alberta Education
- Parents are the primary decision-makers for their child's health and well being
- Staff will engage in professional collaborative learning

At any point during the school year, the province could decide whether schools across Alberta, schools in a particular region, or individual schools and classrooms need to move from one scenario to another. This decision will always be made by a medical officer of health in collaboration with education officials.

Responding to Illness

Anyone with a pre-existing medical condition (e.g. allergies) that has symptoms that could be caused by COVID-19 should be tested for COVID-19 at least once to confirm that it is not the source of their symptoms before entering or returning to school. Inform your school of any pre-existing medical conditions. Children that are required to take medication at school need to have an 'Administration of Medication' form filled out. All medication is stored and dispensed at the office.

All students and staff will be required to isolate if they develop symptoms during the school day.

Students: If a student develops symptoms while at the school:

- The student will be asked to wear a non-medical mask if they are able to and be isolated in the designated isolation area or at least 2 meters away from other students.
- The parent/guardian will be notified to pick up the student immediately.

Upcoming School Events:

September:

24 School Spirit Dress in BLUE

29 Orange Shirt Day; Whole School Assembly 10:30am

30 No School – National Day for Truth and Reconciliation

October:

1 – School Spirit Dress in BLUE

2 – Family Fun Run at Muskosepi Park - CANCELLED HEALTH RESTRICTIONS

5 – School Council Meeting 7:00pm

8 – National Hero Day

11 – Happy Thanksgiving – No School

14 – Picture Day

15 – School Spirit Wear BLUE

22 – Professional Learning Day – No School for students

29 – Dress in Halloween Costumes