

Sangudo Community School

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○ 30

○ APRIL

○ 2018

Principal's Message

May is here and with it comes some warmer weather. I am sure we can all appreciate the above zero temperatures and the sunshine after the long winter. The end of the school year is fast approaching. Our grade six and nine students will be writing the Provincial Achievement tests in May and June so we encourage them to keep working hard.

Although it is a little too early to reflect on the year it is never too early to think of all the accomplishments so far. The STEAM showcase in April was a huge success. The students worked hard and the showcase provided an opportunity for students to gain insight into the role of a scientist as well as an outlet to share their research with family and friends. There were many excellent projects and students were enthusiastic talking about the research process as well as the discoveries they made. An excellent example of learning come to life. Thanks so much to the students for all their hard work and to families for coming out and taking part in the showcase.

We continue to focus on social and emotional learning, helping our students with the management of emotions and building positive relationships with others. Brain research indicates that learning and emotion are a highly interrelated process (Bell and Wolfe, 2004) and cognitive processes such as decision making are affected by emotion (Barrett, 2007). The staff at Sangudo works to promote a safe environment that promotes positive social interactions. Our OT and SLP partners have been working in the grade 4/5 classroom to present a four part series on friendship. They recently talked about conflict resolution and watched a related video as well as made a sportsmanship poster and brainstormed a list of attributes of a person that shows good sportsmanship. They have also been working on good communication strategies. Be sure to ask your child to tell you about what they have been learning.

Our grade nine students recently attended the PARTY program (Prevent Alcohol and Risk-related Trauma in Youth) in Mayerthorpe. This is an injury awareness and prevention program and teaches youth to recognize risk, make informed choices and to think about the possible results of behaviours and actions. The students enjoyed the day and learned valuable lessons on how to make healthy and wise decisions.

We would like to wish a Happy Mother's Day to all of our Sangudo families!

Jo-Ann McLaren



Barrett, L., and others. 2007. "The Experience of Emotion," *Annual Review of Psychology*, Vol.58, 373-403.
Bell, M., and C. Wolfe. 2004. "Emotion and Cognition: An Intricately Bound Developmental Process," *Child*

We're on the Web!
sangudoschool.ca

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What's New in the Learning

Overdrive

Students in Grade 4-9 were introduced to the Alberta K-12 Shared Digital Collection. This program is an online literature collection where students can access e-books and either read in their browser or download to a device. Like their normal library cards, they can check out and return books, however, thousands of books are simply one click away and can be checked out whenever the student wants to access a new book. Other features include access to audio books, read-a-longs as well as using Google Read & Write to have the book read aloud. Students can also digitally highlight in their book key points or concepts being studied in class during novel studies and have quick access to the information during class discussions. Students can borrow up to three books at a time, place holds on three books as well as create a 'Wish List' of books that they wish to read throughout the upcoming weeks or months. This truly is a huge enhancement to our collection of books at the school and we are looking forward to having the students use the resource over the next few months and then providing us feedback. Students in K-3 will be introduced to the program with the help of reading buddies and library helpers once the older students are comfortable with the process.

CAMEO SILHOUETTE

A new technological addition has landed! Mrs. Moon is very excited about the creations possible with the new Cameo. She is working hard to do training to help support student learning and projects using the new machine. The possibilities are great! Possible projects include T-shirt designs using heat transfers, stickers, motivational displays through vinyl cutting, and so much more. Graphic design is a huge focus on the machine and students are excited about the potential.

TYNKER

Students in Grade 2-9 have been introduced to the world of coding through TYNKER! NGPS technology department provided the license for the program on a trial basis and we have been exploring basic coding skills which could lead to future careers in programming and app development. Students are excited about the possibilities and hope that they can continue to develop their skills over the next few years.

NEW BOOKS & NEW LOOKS

We continue to add new books to the SCS Collection and students are excited about providing Mrs. Moon with input for new additions. The library leadership team will meet over the next few weeks to look at future layout and design for the Learning Commons area. We will keep you updated on plans as we move ahead.

AT HOME LEARNING OPPORTUNITIES

Over the past few years, staff have been looking for ways to make learning experiences unique and meaningful for students. Last year we located an online resource which would allow for an individualized program for many areas of interest. Topics range from playing a musical instrument, art techniques, second languages, mechanics, technology, animal health, fitness and many more were all able to be accessed. Sadly, once we investigated the user agreement, students had to be over a certain age to access the courses and we could not make these programs work under these guidelines within the school setting, so we were not able to use the site at school. We do want to share the website with parents as an option to look into if you or your child, with your guidance and permission in the home, wish to take a course after school or throughout the summer. The site is [udemy.com](https://www.udemy.com) and may be of interest to yourself or your child. Please remember to ensure safe access and be active in any online activities your children participate in and teach about the safe use of the internet and technological devices. We hope this is something you find useful and can explore with your child. There are many free courses as well as paid courses to choose from if desired. Happy learning!

Far Off Food & Fun



CONTEST:

Check off the continents from which you have tried a food and list what food you tried.

- North America- _____
- South America- _____
- Europe- _____
- Africa- _____
- Asia- _____
- Australia- _____

Name: _____

Grade: _____

Fill this card out, and bring it to Mrs. Erickson to enter your name for a prize.

Did you know?

- Many foods in Canada are imported from around the world and your child is learning about some of these foods at school this month.
- Hummus is often eaten in the Middle East and is an excellent source of fibre, iron, folate and protein.
- The fibre in chickpeas can help reduce cholesterol and regulate blood sugars.
- Encouraging children to try a wide variety of foods will help them eat a balanced diet.

Source:

<http://www4.agr.gc.ca/AAFC-AAC/display-officher.do?id=1174598188373&lang=eng>

Here are a few ideas of foods you can provide to your kids from around the world based on food seen in Canada's Food Guide:

China – tofu
 California – almonds
 Australia – goat cheese
 Mexico – avocado
 New Zealand – kiwi
 Japan – edamame beans
 Italy – artichokes
 Hawaii – pineapple

Recipe of the Month

Hummus

- 1 can (19 oz or 540 ml) chickpeas, drained
- 2 cloves garlic, minced
- Juice of 1 lemon
- ½ tsp. (2.5 ml) sea salt
- 2 Tbsp. tahini (sesame paste) or sundried tomato and herb salad dressing
- 2 Tbsp. (30 ml) extra virgin olive oil

Place all ingredients in a food processor or blender and puree to desired consistency. You may want to add a little water to get a nice creamy consistency. Taste and adjust flavors to your individual liking.

NOTE:

Canada's Food Guide recommends 1 serving a day of Meat and Alternatives for kids age 4-8 and 1-2 servings for kids 9-13 years.

3/4 cup of hummus is one serving of Meat and Alternatives.



The bus accident involving the well-beloved Humboldt Broncos on April 6, 2018 has shaken our north central school division and the world at large. Northern Gateway Public Schools is made up of little towns; we work here and play here; most of us know our neighbors and the people working in the grocery store. We wave to people driving through town. Hockey is also a big part of many of our lives. This backdrop is similar to the community of Humboldt.

On a personal note I am raising 4 hockey players. I have been giving this tragedy a lot of thought. If you are like me, perhaps you are spending more time on social media, watching and reading the news, looking for updates on the injured, watching memorial services, and all the while looking for answers.

I received the following article from J. Kevin Cameron, Board Certified Expert in Traumatic Stress with the Canadian Centre for Threat Assessment and Trauma Response. With his permission, I have taken his highlighted points and am sharing it with you. Though it is a long read, I hope it eases your concerns when you consider your own response to such high profile trauma and in speaking to your children.

LISTEN, LEARN, SUPPORT

As a standard, we say that “high profile trauma” intensifies already existing symptoms in individuals struggling with their own trauma histories but we have also seen how it can rekindle historical trauma in families, schools, communities and even Nations. A related dynamic is that the more individuals can relate to the details reported by Mainstream Media, the more it will intensify trauma symptoms as well. Additionally, **Social Media is a double-edged sword**, as some posts can lower anxiety and be helpful, while the next post may elevate anxiety and fuel hurt and anger. Professionals, parents (caregivers) and adult mentors (coaches etc.) must be mindful of what our children and youth are posting. We consistently find in the age 30 and under category, our youth will verbally say to adults “I’m fine” and then post their true fears, anger, pain, and confusion online.

TAKE ACTION

Become familiar with your young people’s use of Twitter, Snapchat and Instagram as these are the most common areas where the more private side of a youth’s life is manifested and publicized to their peers. The rest of communication will likely occur through private messages and group chats.

Ask your children and youth:

1. *“Did (so and so) Tweet about the ...?”*
2. *“What are people saying on Twitter?”*
3. *“What are people posting on Snapchat?”*
4. *“What are people posting on their Snapchat Story?”*
5. *“Is anyone posting on Instagram?”*
6. *“What are you seeing on Instagram?”*
7. *“How are you feeling about what is being posted?”*
8. *“Have you posted anything, or responded to any postings?”*

Facebook is not completely irrelevant to young people but their use of it tends to be more for the sense of self they want to portray to parents and caregivers: it is, in essence, a “Family App”.

For those throughout the Country feeling the weight of this tragedy, we encourage you to reach out to trusted family members, friends, spiritual leaders, and professionals.

EVERYONE MATTERS! If personal supports are unavailable and you are experiencing an acute emotional response please contact your local:

(Continued on page 5)

- Crisis Hotline 1-877-303-2642
- Kid's Help Line 1-800-668-6868
- Health Link 811
- Distress Hotline 1-800-232-7288
- Emergencies 911

It is not essential that everyone talks right now! But it is essential that everyone feels supported and in proximity to those they feel safe with. Due to the national impact of this tragedy Provincial Health Regions, School Districts and other helping agencies should be publicly reminding community members of local resources for individuals in distress including 24-hour hotlines.

1. The first principle of Crisis/Trauma Response is “*model calmness.*”
2. A standard of Psychological First Aid is that traumatized individuals will often seek us out if we present ourselves as safe to approach and available.
3. Some individuals may not seek out services and yet, are in need of intervention and may need professionals to “over function” on their behalf by identifying them and making the first contact.
4. Trauma Response Continuum – ensure that everyone understands that the response to trauma is on a continuum from some individuals who may not be impacted at all, to those with profound symptoms and every possible response in between. As well, some may have acute symptoms, only while others may have chronic symptoms.
5. It is very common to have either delayed or denied responses to trauma. A delayed response comes from individuals who are either required by their profession, or by nature in their families or friendship groups, to be a formal or natural leader. If traumatized, many of these individuals do not exhibit symptoms until weeks, months or a year later (after the first anniversary has gone by) and when those they were helping are now okay.
6. Everyone has a “right” to be as impacted as they need to be. Sadly, after many high profile tragedies many people will ridicule another saying they don't have a right to be traumatized because “they hardly even knew the deceased/victim(s)”. Especially during a high profile trauma, people's personal histories of grief, loss, and trauma from the past have a way of converging as the current loss feels like the reliving of the past.

BE COMPASSIONATE.

7. Communication. Staff needs to be communicated with openly so they understand all of the key circumstances that may affect them and their students, as well as know how they can help and be helped. Parent/Caregiver meetings also need to occur to educate parents how to determine if their children are doing okay and if not, what to do and where to go. Professionals need to assist some parents with how to talk to their children by modeling through how we talk to parents. Parents/Caregivers also need our support, as during Traumatic Events we consistently see dramatic symptom development in parents, especially if they feel they do NOT have a right to be traumatized and yet are bearing the weight of the symptoms. **BE COMPASSIONATE.**

8. School district leadership, police, city/town councils, cultural leaders, mental health, social services, health regions and others need to be publicly seen together from time to time for press conference updates and privately seen together for parent/community meetings, staff meetings etc. One of the most powerful ways to “model calmness” for the entire community is for these agencies to truly collaborate together. We can “feel” if we are in good hands. **BE COMPASSIONATE.**

This article was written by J. Kevin Cameron, M.Sc., R.S.W., B.C.E.T.S., B.C.S.C.R. Board Certified Expert in Traumatic Stress, Diplomat, American Academy of Experts in Traumatic Stress, Executive Director, Canadian Centre for Threat Assessment and Trauma Response AND Theresa Campbell, M.A. President, Safer Schools Together Ltd.

This article was submitted by Tammy Charko BA, BSW, RSW. Tammy is Northern Gateway Public School's Division Social Worker. She is a support for schools, students, parents and caregivers to encourage success in school. Tammy advocates for students and provides a link between the student and other supports within the community. Tammy has been a social worker for nearly 20 years and is a mother to 4 children, 3 of which are teenagers.

SANGUDO SPORTS GROUNDS

COMMUNITY WORK BEE

SATURDAY MAY 12th

ALL VOLUNTEERS WELCOME!

JOIN US FOR COFFEE & MUFFINS
AT THE ARENA AT 9:00 A.M.

FREE LUNCH AT NOON

BRING YOUR WORK GLOVES, WATER BOTTLE,
HAT, GARDEN TOOLS, RAKE, SHOVEL, PRUNERS,
WHEELBARROW
OR ANY OTHER TOOLS YOU THINK YOU MAY
NEED!

WORK BEE DUTIES WILL INCLUDE:

- *Walking trail maintenance*
 - *Tree nursery pruning*
 - *Tree relocation/planting*
 - *General clean up*
- *Playground & ball diamond maintenance*

**For more information call Shelly
780-305-8785**

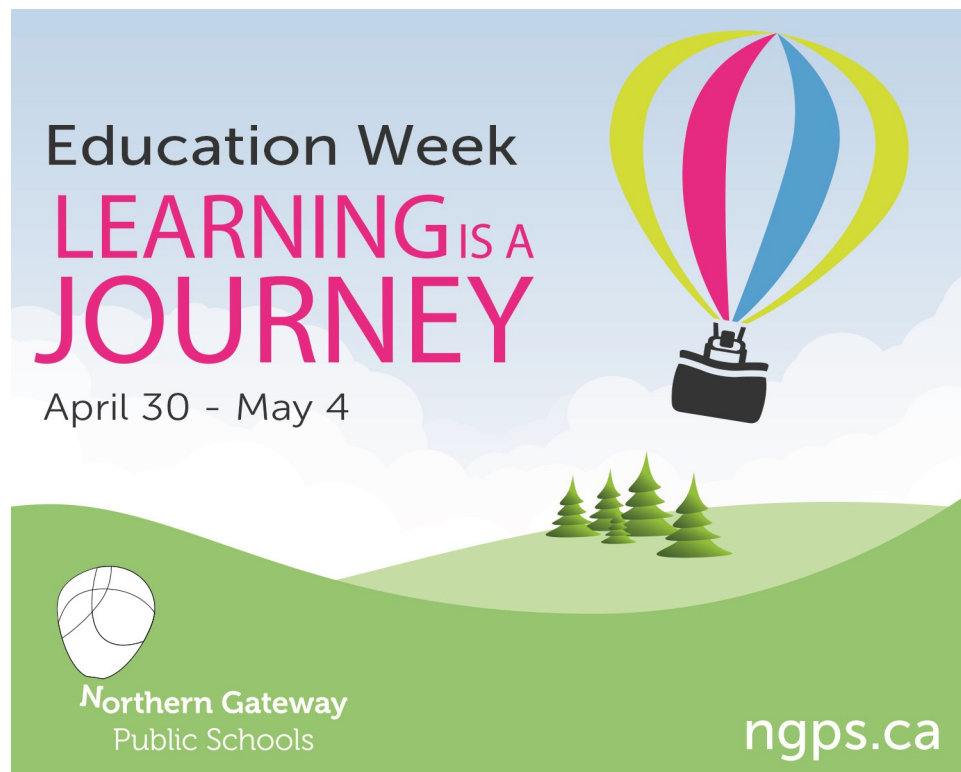
Education Week 2018

April 30 – May 4

Education Week celebrates education across Alberta by showcasing great things happening in our schools and communities and by providing Albertans with an opportunity to highlight the important role education plays in shaping the future of our province.

This year's theme, Learning is a Journey, speaks to the lifelong pursuit that is learning and to the myriad of learning opportunities that students have today.

At Northern Gateway Public Schools, your journey is our biggest inspiration!



Kinder Grad Photos & Spring Photos

May 15th, 9:00 am

Gym Stage

Mrs. Moon will be taking team and club photos following the spring photo session on May 15 in the afternoon for yearbook as some teams were missed in the business of the seasons.

The following groups will have their picture taken:

Teams:

Jr High Volleyball

Jr High GCAA Run Club

Jr High Zone Run Club

Grade 1 to 6 GCAA Run Club

Elementary Journal Games

Jr High Journal Games

Jr High Badminton Team

Jr High Track Team

Clubs:

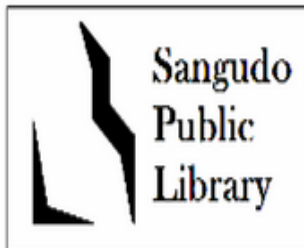
Supervision Support Team

Reading Buddy Support Team

Library Support Team

Assembly Leaders

Public Relations Club (including radio announcers and announcement students)



MAY 2018



LIBRARY HOURS:

Tuesday & Thursday: 3:45 – 8:00 p.m.

Saturday: 12:00 – 4:00 p.m.

Follow us on Facebook and on our website at: www.sangudolibrary.ca

You're Invited!

Sangudo Community Gathering and Strategic Planning

The Sangudo Public Library is moving! In July, we will relocate to the former Lac Ste. Anne County Protective Services Building. This provides more space and opportunities to be a creative, learning hub for you and our community. We need ideas about what the community would like the Public Library to look, feel, and sound like.

Who Should Attend:

- Members of Community Organizations
- Seniors interested in expanding the opportunities for learning and culture in our community
- Parents wanting activities and a safe place for their children to congregate
- Youth interested in sharing their ideas
- Elected officials wanting to hear first-hand about our community needs
- Any community citizen interested in living in an engaging, creative, thriving community!

What will happen?

- Kelly Semple will facilitate a Strategic Planning session. We will identify challenges that our community is facing and explore opportunities that the new Library space will make available.
- Following this session, the Friends of the Sangudo Public Library will meet on Friday, May 25 to create a plan for implementing the ideas generated on May 23. This session is open to the public as well.

Where will we gather?

- The former LSAC Protective Services Building (west of Sing's Café). This will be the new Public Library beginning in July.

When will this take place?

- Wednesday, May 23
- Pizza at 6:00 pm
- Session at 6:30 sharp and ends by 9:30

Why would you attend?

- Because you care about your community
- To have your ideas and suggestions heard
- To have input in the direction of the Public Library
- To be involved in creating the community you want
- To quote Ian Hill, "My community is a direct reflection of me." What do you want our community to reflect about you?

To ensure we have enough food, please RSVP by May 21 to

sangudolibrary@yrl.ab.ca

or to Carol 780-785-3700



2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Tea Fundraiser Orders Due	2	3	4	5
6	7	8 MHS Summit for Gr 7 to 9	9 School Council Meeting 4:00 Gr 6 PAT Test LA Part A Gr 9 PAT Test LA Part A	10	11 Community Clean Up	12
13 	14	15 Spring, Team & Kinder Grad Photos Pizza Orders Due	16 Hot Dog Day	17 NO CLASSES PD DAY	18 NO CLASSES	19
20	21 NO CLASSES VICTORIA DAY	22 NO CLASSES SCS ONLY	23	24 Hollywood Movie Day	25	26
27	28	29 GCAA Jr High Track & Field	30 Pizza Order Pick Up	31 Volunteer Appreciation Tea		
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