



Newsletter—December 2011

J.T. Foster School

Queen's Ball 2011

J.T. Foster's 45th Annual Queen's Ball was held on December 2nd. Since September, this year's Queen candidates, their escorts, as well as school, community and parent volunteers, have spent many hours preparing for this wonderful event. The candidates and escorts have faced the challenges of etiquette and dance classes with anticipation and excitement. These young men and women became more graceful, poised and self-assured. This confidence and experience transformed them into truly elegant young ladies and gentlemen.

The following students received recognition but all of them shone with grace, style and poise:

Miss Congeniality: Jacquelyn Walker

2nd Princess: Larah Smith

1st Princess: Jacquelyn Walker

Queen: Christine Berger

Greg Dawson Memorial Award: Jeremy Harty

Mr. Congeniality: Brady Sandberg

Runner-Up Best Escort: Shane Sjogren

Best Escort: Brady Sandberg

Dance awards went to:

Most Improved: Jaimee Kohut & Logan Serafinus

Most Dedicated: Christine Berger & Kris Smith

Most Outstanding: Chiaki Yoshitomi & Joel Berger



2011-2012 Parent Council

Meetings

Council meets the first Wednesday of each month at 7 p.m., and welcomes you to bring your celebrations, concerns, and curiosity!

School Fees for the 2011-2012 School Year

Invoices were mailed out on October 5th. **Cheques are payable to J.T. Foster School.** Please pay your fees as soon as possible remembering that more fees will be added if your child will participate on any of the school sports teams, field trips, etc. We will accept post-dated cheques or we can work out an installment plan with you if necessary. If you have any questions or concerns with your invoice please call the school at (403) 646-2264. Thank you.

Principal's Message – December 2011

The snow drifting by the window and the Christmas lights scattered through the town announce the seemingly abrupt flight into the holiday season. Was it really only 3 weeks ago that saw the elements shake us and in turn saw our community rise to the challenge?

This is the time of the year when a Principal traditionally offers a message which looks back on the year and the highlights in our school community. There certainly were a lot of them this past year, which like all years has seen its challenges, too. However, the most recent events seem to draw more into my thoughts, for I believe something very good and unique needs to be noted. With your kind indulgence I will highlight 2011 in my January message and this month concentrate on the events of the past weeks.

Having uprooted and moving to the Nanton community, I was of course hopeful that my new community would be the kind of place that I have always enjoyed rural Alberta to be, full of that unique blend of staunch self-sufficiency and neighbourly cooperation, but I came with all the normal reservations such a major move entails.

It is in times of crisis that our measure, as individuals and as a community, is taken. When the winds blew off our outer skin of roofing, it was in that un-chosen moment that we were all being tested: school staff, emergency workers, parents, students and the entire community. Everyone came together and came through and what could have been a very serious situation was handled professionally, for the most part calmly, efficiently and without a moment's conscious thought. That's the test of a community.

At the assembly with our students on the Monday they returned, I thanked them, our staff, the police and fire crews, our local media, our town officials, the school division central staff and parents. Everyone did their part and as a result, no one was injured and folks were to safety quickly. Our parents were a rock of support and helped us immensely. Our sister school AB Daley took us in immediately, selflessly and caringly, even with us causing no small disruption to their day. Our town was available immediately to work on a contingency plan should we have needed relocation. Our emergency crews arrived within moments and took immediate charge of the situation. Above all, our students conducted themselves with a maturity and seriousness that any Principal would be proud of. I particularly noted the leadership shown by our senior students in keeping things calm.

It is part of my responsibilities during this type of event to deal with media and frankly even as someone with a journalism background such as myself I was amazed at how fast and how abundant the media were that day. No Principal dislikes national coverage for his school, although this was not the context I would have chosen! What we all can share in pride, is that the story the country heard about J.T. Foster was how quickly and efficiently our community responded. That is something we can and should take considerable pride in.

We have learned things from this experience and our school safety committee will be meeting today to begin to consider how to be better prepared in the future, a future in which student digital devices can be a tool used to keep us safe or become a quick spreader of panic. This event has highlighted our need to adapt our procedures to take into account the 21st century technology we are immersed in. I might say candidly we could not have accomplished what we did during the event, if students had not so appropriately used their technology to help us. I cannot consider what would have happened if either we had been in a school where student devices are banned or if our students had not used those devices wisely.

I also used our assembly to remind students that the safety and care they exhibited that day should carry on with us. We have heard reports of unsafe driving around our school and I know police have been vigilant in this regard. Although my authority as Principal stops at the pavement edge, I stressed to students both the responsibility they have to drive safely around our community and the harm they can do to our school's image in the community, an image that the past month has taught us is worthy of maintaining. We have since had a guest speaker from Students Against Drunk Driving and I believe in this newsletter you will find information on driver's education to be offered in the new year here at the school. We'd certainly like our students to drive safely throughout the holidays and throughout the year.

As we go into the Christmas break, I offer my heartfelt thanks to everyone in our community who has supported our school so well this year. May the season bring to you and your family joy, peace and safety. I urge parents to have a chat with their children about safe driving and share my continued concern for the safety of all our students.

As always, please do not hesitate to contact me with your questions or concerns. All the best for the holidays!

- Sincerely, Peter Weeks - Principal

* Please print clearly!

NAME _____

Phone Number or Email Address _____

Please Circle Course

Social Studies 30-1

Social Studies 30-2

30-1 Course

- January 7 (1:30-4:00) Review of content and requirements for Part A including samples of student writings at all levels and review of all 4 issues. Content will focus on issue 2 and 3. Intensive Review of all 4 issues and study tips to prepare for Part A with extensive work on position paper plus multiple choice test taking skills and using the multiple choice blueprint.
- January 14 (1:30-4:30) Multiple choice test taking skills, extensive review of content from Issues 1-4 Considerable work will be completed on test taking strategies and review of study techniques and the use of the multiple choice blueprint to aid in study and review.

30-2 Course

- January 8 (1:30-4:00) Review of content and requirements for Part A including samples of student writings at all levels. Extensive work will focus on strategies that help students answer question 2 and 3 of the diploma exam including rubric analysis and content standards Intensive Review of all 4 issues and study tips to prepare for Part A plus multiple choice test taking skills using the blueprint as a guide for review.
- January 14 (1:30-4:30) Multiple choice test taking skills, extensive review of content from Issues 1-4 and multiple choice skills. Focus will be on using old diploma exam multiple choice questions to review for Part B

Please list which dates you are interested in (one day or all days)

PLEASE NOTE:

- Classes may be cancelled due to insufficient enrollment.
- Attendance for each day is capped at 10 students.
- Students who no show during any weekend sessions will not be allowed at other sessions

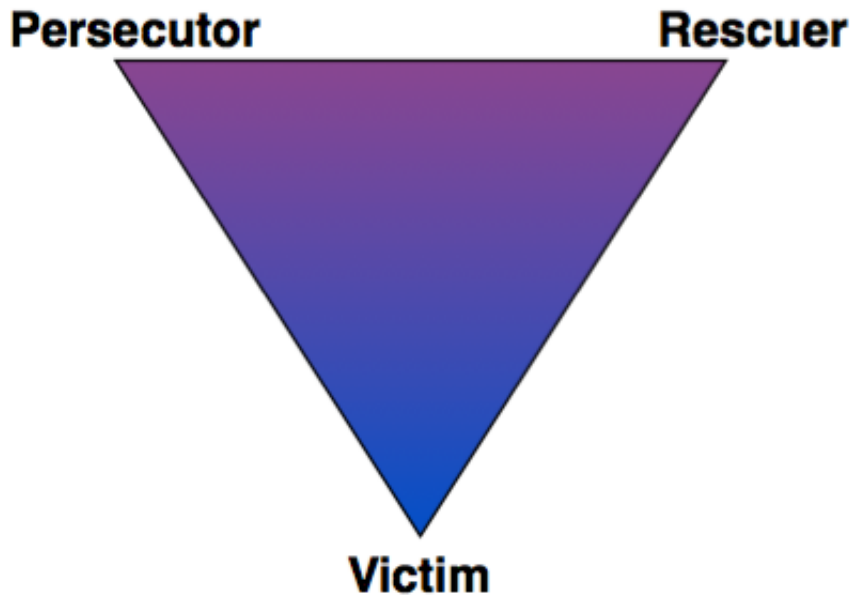
COMPLETE THIS FORM AND RETURN IT TO MR. DOUCET BY November 24, 2011

Cost: No cost to any J. T. Foster student currently enrolled in Social 30-1 or 30-2

December Newsletter—Effective Social Interactions by Brenda Schlaht

In my role as FSL, I frequently counsel youth who are struggling with relationships. Growth in relationships is about taking responsibility for how one affects others, recognizing choices, and being willing to risk mistakes.

When students come to me describing their ineffective interactions with friends and classmates, I often assess their patterns of communication. Due to a lack of awareness of “roles”, some youth are “stuck” in a Drama Triangle. The “Karpman Drama Triangle”, created by Psychotherapist Stephen Karpman, is a game played all too often in relationships.



In the role of “Victim”, the individual assumes he or she is blameless, thus in a safe position. The “Persecutor” assumes a power position and feels he or she “is right”, while the “Rescuer” is in an enabling position, and “is good”.

Manipulation is at the core of this game; the drama offers excitement, creates confusion, and problems can be blamed on others. There is lack of ownership within the individuals, so problems are not solved, nor conflicts resolved. “Players” lack empathy, are self-absorbed, and create a “good guy, bad guy” identity that feeds the drama. Unfortunately, most people jump around in all three roles to fuel the drama (triangulation) and keep an identity.

How to get out of the Drama Triangle:

1. Take responsibility for self
2. Show empathy and respect for others
3. Be honest and do the “right” thing
4. Maintain boundaries
5. Recognize consequences of actions
6. Make amends when mistakes are made
7. Letting “character” rule
8. Using heart and head together to be emotionally honest with others.

In the spirit of the holiday season, “Merry Christmas” to the students, staff, and families of J.T. Foster!

Phone: (403-336-2703) or e-mail schlahth@lrsd.ab.ca



J.T. Foster's Annual Talent Show is fast approaching; December 22nd from 2:15-3:30. Students can sign up with Mrs. Moore until December 20th.

Parent Meeting

Math Assessment Project

January 9th, 2012 at 6pm, Room 13

The purpose of this night is to help parents understand the marking scheme as well as the reasoning behind the project.

A Thank You From One of Our Queen's Ball Judges

I was so impressed by all the kids it was hard to be a judge. I wanted them all to win!

I want to Thank You for letting me be a part of the Queens Ball. I found it amazing the efforts put into this event by you, the staff at the school and the kids.

I believe that Nanton is a lucky community to have such intelligent, well spoken, and all around 'good citizens' in their high school.

Thanks again,
Lorie-Lynn Miller

NYC Band /Choir Trip



The Sr. Band (Nanton Winds) and Choir are off to New York for their trip in April.

We will be performing as well as partaking in a fine arts tour. To help with the expenses we are having a "**Dinner Concert**" and silent auction on Thursday, February 9th.

Students will have tickets shortly to be selling. Please help support the students and attend this Gala event!

Final Greg Dawson and Mike Marshall Memorial Hockey Game between the original Nanton and Claresholm Teams

Friday, December 16, 2011
8:00pm at the Stavely Arena

Admission: Donation at the Door



AISI/ Three Year Plan 2011/2012

Goal

By June 2014, at the PAT level in mathematics 85 % of students will achieve acceptable standard and 15 % of students will achieve standard of excellence. As well, as the first round of students who started in grade nine three years ago move into Diploma exams, Diploma marks will rise on average two per cent a year until the school has 15 % of students attaining excellence at the 30 level. Mathematics will be seen as a school responsibility with team teaching and project based curriculum embedded in the school day and in the school culture.

Rationale for Goal

Our 2011 PAT results show significant improvement to the point where they received comment from the superintendent of the Division. The school now has two years of results in PATs from the new math curriculum and the new PATs. The indicators are that mathematics is moving in the correct direction. The challenge now is to move to a focus on increasing the standard of excellence in mathematics and to move from a culture of mathematics isolation to one of collective responsibility for math results.

Key Strategies

The staff will move from a focus on the math teachers to team teaching and project based themes that complement teaching strategies in the classroom.

Within the mathematics program teachers will continue to refine strategies and the concept of metacognition and problem solving and an inquiry based model will be preserved.

Assessment measures will be broadened so that PATs are only one measure of success in mathematics. Teachers will compare PAT and classroom marks and gain confidence in moving away from PAT results to using classroom marks as an accurate assessment of student knowledge and progress.

Inquiry based models will be used throughout the school in order to reinforce the mathematical model.

Current Situation

The current math teachers focus on check-ups, formative assessment and quantitative feedback. Up until last year the mathematics teachers basically worked in isolation an AISI budget. Last year the staff began to move to junior high project (the di Vinci project) on a limited basis and this year the project has been expanded (the Global Burger) and now includes team teaching (LA/Science and LA/Social Studies)

Desired Change

To dovetail mathematics goals with the rest of the staff that doesn't teach math and to continue to develop projects that focus on the goal of improving mathematics while still creating an inclusive project that engages all staff. Also, to address issues that have arisen as we move into project based assignments. For example, student and community buy in and finding time and resources to develop lesson plans for projects and team teaching and developing reasonable timelines.

Success Indicators

There is evidence of staff, student and community buy in. Projects will develop artifacts that stimulate and engage and provide evidence of project potential. The school culture is positive and engaged and there is evidence of this during project time such as engaged participants who produce "objects" that demonstrate understanding.

Actions

The staff will develop as a team with an awareness of math needs in the school and a project based orientation towards developing student's math skills in the school.

The AISI co-ordinator and PD chair will be given release time to co-ordinate and facilitate project.

J.T. Foster Attendance Policy Draft

The J.T. Foster Attendance policy aligns with the Livingstone Range Attendance Procedure 331. It says Parents/guardians have the prime responsibility for ensuring that students attend school regularly and punctually. If a student develops a serious attendance problem and the school staff and administration are unsuccessful in resolving the problem after exhausting all the resources available to them, the student may be referred to the attendance officer for that region.

The attendance officer may take whatever action is deemed prudent to improve student attendance including such things as:

- a. consulting with the student, parent(s), and school staff;
- b. arranging for a referral to an appropriate agency;
- c. sending or transporting the student to school; or
- d. arranging for enrolment in an alternative school program.

Please note that there is no attendance officer in this division and that referral to “attendance officer” becomes referral to an administrator.

Based on this divisional policy, the J.T. Foster attendance policy states that:

- Teachers and administration will work together to inform parents of student absenteeism
- The school requests that parents inform the school when students are going to be absent
- Attendance issues are to be solved collaboratively between the school and home

In terms of procedure, the following guidelines will be used. These guidelines are subject to teacher discernment, discretion and professional judgment. The “spirit” of the guidelines is that the first contact to parents from the school will come from teachers and that administration becomes involved at a later stage if necessary. The numbers used are suggested numbers in order to provide a guideline with the understanding that circumstance and the needs of individual children will play a role in how and when parents are contacted:

- for a small number of absenteeisms (roughly 1 through 5) the teacher will contact the parent
- for a significant number of absences (6 to 10) administration may become involved and contact parents
- for a high number of absenteeism the administration will work with parents on possible education alternatives

Consequences for students come into play when nonattendance becomes defiance with defiance being an open refusal to comply with a direct request. Consequences can include one or more of the following:

- the student remaining home until there is a parent meeting with the school
- formal suspension
- withdrawal of school privileges such as dances, field trips, and being part of school teams.



Livingstone Range
SCHOOL DIVISION No. 68

J.T. FOSTER SCHOOL

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*Knowledge, Truth,
Excellence*



[www.lrsd/school/
jtfoster](http://www.lrsd/school/jtfoster)

Upcoming Important Dates

December 9th—Leo's Movie Night

December 22nd—Talent Show 2:00 pm

December 23rd to January 3rd—Christmas Break

SPORTS

PE classes will be skating in the month of January

- All students will need an approved helmet, gloves, and skates.

All of your school clothing can be purchased at yourschoolgear.ca

Curling

Monday's from 4:15 to 6:15PM.

Registrations always welcome....and attendance is flexible and open to members busy schedules. New members welcome.

Basketball

Jr. A Girls Basketball team practice Tuesdays and Thursdays.

Jr. B Girls Basketball team practice Tuesdays and Wednesdays.

Sr. High Girls Basketball practice Mondays and Thursdays.

Thank You!



Thank-you to all our coaches for the great fall sports season! Golf—Mr. Jim Moore/Sr. Girls Varsity Volleyball—Mr. Brent Gammie/Girls Jr. Varsity Volleyball—Mrs. Candice McKay & Mr. Roger Doucet/Jr. A Girls Volleyball— Mrs. Joan Walker/Jr. B1 Girls Volleyball—Mrs. Diane Sawley and Ms. Whitney Sears/Jr. B2 Girls Volleyball- Mrs. Naomi Blake and Mrs. Lori Wright. A special "thank-you" to all the parents for your time and dedication to the teams too!

Christmas is a Time for Love

*Christmas is a time for Love; a time for Joy and Peace;
A time to trim the Christmas Tree and a time to stuff the geese.
It's a time when we can come together, however far or near;
To shed a little hope into a world of sorrow and fear.*

*Yet Christmas could be all year 'round, if only we would try
To gently wipe an old man's brow or soothe a baby's cry.
If we could smile throughout the year as we do on Christmas Day;
Just think what happiness we'd shed along life's weary way.*

*To give a gift of Hope to one who otherwise has none;
To be a Friend to somebody whom everyone else has shun.
To be Forgiving of our faults, and of our sisters and our brothers;
To Live in Peace and Harmony with ourselves and with each other.*

*Ah, don't you see that Christmas is more than opening up the gifts;
It's more than singing Christmas Carols and rolling in big snow drifts.
It's a feeling that can stay with you throughout each day, all year;
And all it takes is a loving heart.....and a sensitive little tear...*

Merry
Christmas