

WOLFPACK HOWLER

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Key Dates:

Teachers Convention (No School)	Feb.. 4th & 5th
PD Day (Staff only, No School)	Feb 12th
Family Day (No School)	Feb. 15th
Option One/Two Transfer Date	Feb. 16th
(Virtual) School Council Meeting	Feb. 17th

Principal's Message

Welcome to the second half of a most unusual school year. The beginning of February marks the half-way point of the school year and it is a good time to reflect on what we've done, where we are, and what we have to look forward to for the remainder of the 2020-21 school year. Indeed, it has been a year of change. Despite the many challenges, from the early days of September when we implemented many new procedures and protocols to keep everyone safe, to the move into the new addition, to the move to and from online learning, all members of the WolfPack community have been remarkably brave, resilient and overwhelmingly strong in the face of a very difficult, difficult year. If there is one positive takeaway from the 2020-21 school year it is how well we all fared in the face of such adversity.

Option One/Two Transition Date Tues. Feb. 16th The second last transition date for students to move between online and in class learning is Tuesday Feb. 16th: the day after the family day long weekend. A bit of background. In August PSD provided parents and guardians op-



tions for students to attend school both in person and virtually for the 2020-21 school year. Roughly 40 Woodhaven students enrolled in Option Two, online learning. Unfortunately, those forty student were spread over five grades. And while classes of six or seven students offer opportunities, classes of this size were simply not realistic. To accommodate this, the school division wisely combined Woodhaven with four other schools (Brookwood, Stony Plain Central, Meridian Heights and Greystone, aka the 'Fab Five') to ensure online students would be in a grade appropriate class size with a reasonable class size. However, as students moved between these two options, there were very reasonable concerns that some point in the year too many students would move either in class or online at the same time, making class sizes too large on one side and too small on another. To ad-

dress this concern, the division also provided five transition dates where students could transition between option one and two. It has, for the most part, worked quite well. The one concern that I would like to share with parents and guardians is when there is a request to move after these dates. As we are combined with four other schools, moving student after the transition date is very difficult to accommodate. As such, I need to ask that if you are considering a transition please complete the survey sent out by the school division or contact the school well in advance of the 16th to avoid disappointment. As a reminder, the last transition date for the school year is April 7th, the Wednesday day after the Easter long weekend. Please do not hesitate to call the office if you have any questions.

Grade Nine/Grade Ten Transition

It is the time of year to begin the process of transitioning our grade nines to the high school. Ms. Enders and I, as well as the other grade nine teachers, met virtually with the SGCHS Admin and Counselors in mid January to discuss the roll out for this year's transition plan. (con't on pg. 2)

Principal's Message (con't)

With COVID protocols, this year's transition activities will be done virtually. On Feb 16th grade nine parents and guardians will receive three videos which will provide an introduction to SGCHS, an overview of core courses (English, Social Studies, Math, and Science) and a complementary (option) course overviews.

SGCHS is hosting a virtual open house, on Feb 25th, 6:00 to 8:00pm. The presentation will be a mix of live GMeets and pre-recorded messages in which each department/subject area will provide a video showcasing the program, intent, and purpose of each subject area. Also included will be a video for the Knowledge & Employability (K & E) program for parents, guardians, and students who are interested in these course offerings. It is anticipated that all of the videos and information will be available on the SGCHS website the week prior to the virtual Open House. In the weeks following the open house, the SGCHS transition team will be meeting with grade nine classes to address any student questions and concerns. The actual registration and course selections will occur later in March in conjunction with term two report cards. If you have any questions regarding transitions or questions about high school in general, please feel free to contact me at the office.

Traffic Disruptions: Bus Lane Closure
In February, construction

workers will be tearing out the exterior wall between the old gym and the Den. Unfortunately, this will mean the bus lane will be closed. It is anticipated the work will take between a week to two weeks. When the dates are confirmed, I will let all parents and guardians know via email.

Parking Lot Congestion

Speaking of the parking lot...with Woodhaven being my third PSD school, including time in both high schools, I can say without reservation that the biggest headache for parents and guardians in any school is the parking lot. Unfortunately, there is no sign of relief in the future. While we will double in student capacity when construction is completed, very little work is expected on the parking lot. Recognizing this, last year we began working with the province's EverActive Schools project to support students being more active as well as to help address the parking lot gridlock. Unsurprisingly, the easiest and healthiest solution was to have more students, walk, bike, skateboard and even scooter to school. The benefits extend beyond the congestion. The University of Toronto article [Why Walking to School is Better than Driving for Your Kids](#) stated that students who walk to school "...have higher academic performance in terms of attention/alertness, verbal, numeric, and reasoning abilities; higher degree of pleasantness and lower levels

of stress during the school day; and higher levels of happiness, excitement and relaxation on the journey to school". While I understand that walking or biking to school isn't a realistic option considering the extended distances travelled by some students from home to school, if circumstances don't allow for walking to school, an alternative to consider would be to drop your son or daughter off a few blocks short of the school and allow them to walk the rest of the way. Will the entirely solve our congestion issues? Not likely. However, it does offer an opportunity for all of us to look at student health and wellness from a new perspective.

Screening Questionnaire

A quick reminder asking for your assistance in ensuring your son or daughter completes the COVID-19 ALBERTA HEALTH DAILY CHECKLIST screening questionnaire each and every morning. In addition to checking a child's symptoms, the document also provides direction of what to do if any symptoms are present. I have included the link at the bottom of this page.

Final Thoughts

With spring just around the corner the days are getting longer, and soon we will be able to enjoy being together, at least outdoors. Once again, if you have any questions or concerns please feel free to contact me via email at cshaw@psd70.ab.ca or at the school, (780) 962-2626. - Take Care, Mr. Shaw.



Follow us on
Twitter:

@woodhavenMS

Maranatha Christian Program (MCP) Highlights

For more information please visit our website:
<https://woodhaven.psd70.ab.ca/MCP.php>

We are happy to announce that we will be holding a virtual Easter Chapel with our Brookwood MCP colleagues on Tuesday March 23rd.

Please See the March Newsletter for more details.

In weekly, in-class Chapel...

Mr. Rink's 5M— 5M continues to explore the important teachings of Christ and how they apply to their lives following the excellent devotional series *Kids Say the Best Things About Life*. They have had great discussions about appreciating each other's differences, how to see hard times as opportunities to work with God, and the importance of compassion. They have prayed for each other and have given much thought as to how they can live like Christ the Savior each day.

Mrs. Joy's Gr. 5/6M - 5/6M has been doing a devotional series called *Rooted*. This one is all about how we can stand firm and welcome all the challenges that life brings

when we are rooted in an unchanging God - particularly timely reminders, encouragement, and conversations in the face of all the changes this pandemic has brought.

Mrs. Woitas' Gr. 6M— Since the beginning of January the Grade 6's have been going through a study on how to read the *Bible*. We are looking at various books of the *Bible*, the literary style of various books, characters, plot, setting etc. It has been a great study for our class.

Mr. Bock's 7M—In grade 7 we have been walking through the *Book of James* for both chapel and daily devotions, reading and discussing each passage for the day and then watching a short video on that passage by Francis Chan. James is a very practical and easy to understand book and our discussions have been very challenging!

Mrs. Cresswell and Mr. Schock's 7/8M and 9M's - The 7/8 M's & 9 M's are

continuing with last month's Chapel work based on the with the *Book of James* Series. As true faith produces fruit, a faith without action and without life change is ultimately a dead faith. *The* series speaks to the realities of a living faith in Jesus—the kind of roll-up-your-sleeves and get-your-hands-dirty discipleship that is borne out of an authentic relationship with the risen Lord. James writes to believers who know suffering, who've faced trials, and who ultimately desire a deep relationship with God. Over the next twelve weeks Francis Chan will continue to help us unpack the dense truth contained in the *Book of James*. Francis will once again guide us through James verse-by-verse, challenging followers of Christ to move beyond a private, intellectual knowledge of God and His Word, to a vibrant faith that impacts every square inch of life. The students will wrap up the *Book of James* series at the end of February.

Believe

Last month we included a story about how Mrs. Joy's Gr. 5/6 students participated in the filming of a music video. Local country music artist, Enoch R.C.M.P. detachment member, and MCP parent Stirling John's song *Believe* is a tribute to the strength and perseverance of all first responders. In addition to members of the Gr. 5/6 class you may also recognize many



first responders from around the greater Spruce Grove area. As promised, the video has been uploaded to YouTube. You can view the video using the link below.

<https://www.youtube.com/watch?v=B2whhYIPDU>

School Council Notes from the Jan. 20th. (Virtual) Meeting

Once again Parent Council was joined by PSD Trustee for Spruce Grove, Anne Montgomery. Trustee Montgomery conveyed information on many topics including the upcoming February 19, 2021 nomination deadline for the Alberta School Boards Edwin Parr award for excellence in first year teaching. She also shared how the board has directed administration to conduct an attendance review of all schools in Parkland School Division for the fall meeting in 2021. The Board will be revisiting boundary lines to distribute attendance across all schools. The Quarterly Financial Report ending November 30, 2020 shows the division remains on track for a balanced budget. The Board also received information on the Alternative Education Programs Assurance Report about the Choice in Education Act which took effect September 2020. The report showed a 30% enrollment in Parkland School Divisions alternative programming. 2021 is an election year for Trustees; Trustee Montgomery is encouraging stakeholders to ask her questions about the job as a Trustee and encouraged people to get involved in running as potential candidates.

Grade six student Kiara W. presented her concerns about the safety of the crosswalk that is in between Brookwood and Woodhaven school; She had previously presented the same report to the Spruce Grove City Council; She wanted to get parent

council's input on what can be done to make the crosswalk safer for students. Mr. Shaw mentioned that council took part in a presentation last year by Tracey Coutts from EverActive Schools and was in contact with AMA regarding the possibility of introducing a crossing guard program before COVID derailed the initiative. He will connect with the AMA prior to the next meeting. The item was added to the agenda for February's council meeting. In his **Principal's Report** Mr. Shaw provided information about Woodhaven's first and second case of COVID 19 in November just as grade 7-12 students were locking down. While students and staff were forced to quarantine, there was no evidence of any in school transmission; He shared his appreciation for the support the school received from the school division. The school modernization is progressing well with the demolition of the old section of the school. The south side of the school yard has been temporarily closed as a precaution as demolition continues. The new camera system is up and running in the new addition providing the school with clear views both inside and out. The Care, Respect and Safety survey shared with council last November had now been provided to students and staff. It is anticipated that results will be shared with council at the February meeting. The six CPens council voted to purchase at the December meeting would be arriving

soon. Mr. Shaw was asked, and agreed to look into the possibility of having a student ambassador attend future meetings. He was also asked to comment on how the re-entry in January compared to November? He suggested that it wasn't as smooth for students that went from in class to online speculating that with the extra week at Christmas break stakeholders were not as prepared for the switch.

From the last PSD COSC meeting, Council of School Council Rep. Lei Gryshik shared details on a report on the Inclusive Education Parent Advisory Committee; this committee is based on the Edmonton Public Schools model. They talked about engagement division wide - Associate Superintendent Scott Johnson was going to follow up on this. Regarding the PUFF program, there is no community student option, as there is less staff, money is often determined at the school level. A delegation on Wellness showed how small changes can make a big difference in the wellness of staff and students.

Woodhaven Parent Association discussed what resuming the Hot Lunch Program would look like under current COVID Restrictions. It has been added to the Feb. Agenda. Discussion also focused on food insecurity for students. The WMSPA will look into adding Wednesdays to the Grab and Go breakfast schedule. Approaches to reducing student stigma about accessing Grab and Go were also discussed.

Woodhaven Middle School Parent Council 2020-2021

Chair: Dan Dowson

Vice Chair: Lauren Lyle

Secretary:

Dawn Lutomsky

Volunteer Coordinator:

Lei Gryshik

COSC Rep: Lei Gryshik

Grab 'n Go Coordinator:

Lei Gryshik

Woodhaven Middle School Parent Association Council

Chair: Lei Gryshik

Vice Chair:

Ashley Southworth

Secretary: Lisa Hindle

Treasurer: Arizona Dyck

Casino Coordinator: Dawn

Lutomsky

Hot Lunch Coordinator:

Ashley Southworth

A Few Questions with WMSPC Secretary And WMSPA Casino Coordinator Dawn Lutomsky



Can you tell us about your child(ren) at Woodhaven this year? I have a son in grade 7. He is a typical 12 year old boy who enjoys video games, and hanging with his friends. He is also a typical tween who doesn't like to do the dishes and would rather have his sister do all of them.

This year you are School Council Secretary and the Casino Coordinator for the Parent Association. What made you want to be part of council and what would you like to see Parent Council accomplish this year? I decided to join Woodhaven's parent council meetings to stay informed with what was happening in the school and the division. Having attended some meetings in the past I knew that our school administration would speak to what is currently happening in the school and a school trustee would report on the division's accomplishments and future plans. On top of that I would know what kind of fundraisers the school would be running, have a say in if they run, how they run, and what the money would be used for. As to why I decided to step into an active role on council, I wanted to be a role model for both my children. They see my work ethic, how I can be a part of a team, and all the confidence I have gained. I also feel that it is important for our kids to see that their education isn't only the teachers' responsibility, it is a collective effort of teachers, administration, par-

ents, siblings and the community. I would love for Woodhaven's parent council to be able to reach and engage more families, I would particularly like to see a more diverse representation at our meetings. Our school has a wide variety of students and we really need to see that in our parent population on council. We cannot honestly meet all the challenges in our school unless we involve the people who are in the school. We are missing an important part of our school community by not having the parents of these students at our meetings.

You are also the person 'manning the table' for the Grab and Go Breakfast program and you have shared how much you enjoy being part of the program. What value do you see in grab and go and why do you find it so enjoyable? The Grab'N'Go breakfast program is very beneficial for our students. There is a high number of children that skip breakfast during the week creating a bunch of snowball effects for the child. Having breakfast improves, energy levels, concentration, emotional regulation, and, in the long term weight management. I really enjoy volunteering for Grab'N'Go and I feel blessed to be able to do this job. Interacting with the students even for the short time as they come by my table brightens up my day. I really look forward to stepping into the school. I would like to think that I

am able to make a small difference in their day. I am giving them some of my time so they know that they are important and valued. Knowing that I am able to give that to a child that perhaps needs it is rewarding. From my own childhood experiences I relate to this. I know that a parent volunteer that takes a moment for a quick "hello, how you doin'", with a genuine smile, and eye contact can make a difference for a child. I would like to give a special shout out to Mrs. Vance for being that person for me in junior high school.

How do you think COVID has affected how Grab and Go Operates? Before students could come into the school early and grab food without any restrictions. Now, they can only enter the school at 8:15. They are asked to use our hand sanitizer. The food choices have changed as well; we are unable to offer fresh fruit this year. All the items must be individually packaged from the store.

Why do you feel parent/guardian involvement is so important? I feel parent involvement in both Parent Council and Parent Association is important for our school to thrive. Schools rely on the participation of parents through sharing their opinions or questions on what has been achieved and what can still be achieved. By engaging in the conversation we can make the changes needed so our children can go on to be the best they can be.

Our February (Virtual) Meeting will be on Weds. The 17th at 6:00 pm. Please check your email for an invitation during the week of Feb. 8-11.

Class Action: Gr. Six Mace Project and Class Election

For this month's edition of **Class Action**, we feature two separate assignments from our Grade Six classes. January was a lesson in civics for Ms. Butler's grade 6A & 6B classes. Students participated in the 'Campaign Trail' project. Students joined 'political parties' and ran for positions such as Minister of Sanitation (keeping the classroom clean and organized), Minister of Communication (in charge of sending letters home to parents, making sure that students wrote down their daily homework), Minister of Modernization (changing the class bulletin board, helping with the class seating plan) and Minister of the Environment (taking care of the recycling, ensure students aren't wasteful). Students worked through the nomination process, preparing platforms and writing and presenting platform speeches. From there, student engaged creating campaign ads and campaigning, preparing the polling station, casting and counting ballots, and finally declaring the outcome.



For most of the month the hallways in the modular classroom were filled with campaign signs. And on the 20th of January students set up and manned a polling station in the Gr. 5/6 wing boot room.

The 6As and 6Bs also participated in the *A-Macing Alberta* project. The mace at the Alberta Legislature is a symbol of the authority of the Speaker and the legislative assembly. Using scraps and recyclable materials from around home, students were challenged to design and build their very own maces. The criteria were

their mace needed to be made of a variety of materials (not just paper/cardboard), it had to have at least three symbols that represented something about themselves as well as at least one symbol of Alberta (for example, beaver, Wild Rose, sheaves of wheat, Alberta flag, British Crown, jewels that spell Alberta, etc.). They were also required to prepare a paragraph explaining what the materials they used to build their mace and the symbolism of the items they used to construct their mace and what you built your mace out of and present the paragraph and mace in class or via Flipgrid. At the end of the project, students had the option to enter their maces into a contest that was judged by a group of grade seven students. The quality and sheer variety of the student projects were impressive indeed. While both projects were let students learn about government and the history of Alberta, they also had the chance to learn about themselves as well.

For more pictures of the Mace Project and Elections please see pg. 19



What We're Reading This Month: The Guiding Framework for the Design and Development of the Kindergarten to Grade 12 Provincial Curriculum

The Guiding Framework for
the Design and Development
of Kindergarten to Grade 12
Provincial Curriculum



Alberta

Classification: Public

The purpose of the latest Guiding Framework document, which was released by the Provincial Government on Dec. 1st, 2020, is just as the title states; it describes the curriculum teachers will be teaching, and more importantly, what students will be learning, and how it will be developed. Simply, curriculum is the content of what students learn. However, this is much more than just facts or numbers on a page. Curriculum includes “...what students should know and what students should be able to do...” and how “...facts and skills that students learn are interrelated.”

An important goal of the Guiding Framework is to be transparent with how

the curriculum is developed for parents, educators, and even curriculum developers. In describing the logical arrangement of the “...common components (architecture)...” the Framework makes the process easier for parents and teachers to understand “...what is being taught and why it is being taught in each subject, and from grade to grade.” In addition to vision statements, the Framework provides a summary or overview of expectations for what will be taught in each subject area in each grade. There is also information on essential core knowledge for critical thinking, civic and cultural literacy, as well as background for how the curricu-

lum will be structured in terms of scope and sequence. Considerations include pluralism, inclusion, and the perspectives and experiences of First Nations, Metis, and Francophone populations. It also reinforces flexibility for educators and encourages input from all stakeholders stating that the document is focused on what should be taught rather than how it should be taught. There are also sections discussing competencies such as critical thinking, problem solving, communication and collaboration, as well as understanding related to skills, procedures, numeracy and literacy. You can find the document at the link below:

<https://open.alberta.ca/publications/guiding-framework-design-development-k-12-curriculum>

AHS Update: School Immunizations Postponed



As we go into a new year, the fight against COVID-19 continues. Alberta health has informed schools that it has received direction that all school health nursing staff will be reassigned to assist with the rollout of the Covid-19 immunization program. Subsequently,

effective as of January 04th 2021, all school immunization rounds will be postponed until further notice.

Public Health is working on a plan to address deferred immunizations by the end of this school year. If you have any questions please contact the school for more information.

For more information
on this and any other
questions related to
immunizations
please visit:
immunizealberta.ca

WOLFPACK ATHLETICS- January Happenings—Social Dance

Follow us on our
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[https://
www.instagram.com/
woodhavenathletics/](https://www.instagram.com/woodhavenathletics/)



Physical Education Hap- penings in January

Wow, what a month! It was a January that has been quite different than January's in the past. Our PE classes at Woodhaven covered a large variety of different units throughout January. The month started off with all students doing online schooling which included PE class. Our students met with their PE teachers daily and rocked those classes! We worked out together virtually, filled out our log books and made the best

of the situation. We were very happy to see all of our students return to in-person learning for the rest of the month. We

managed to participate in many of our favorite coop-

erative games, show off our moves in the dance unit, and improve our basketball skills with another week in the basketball unit!

Social Dance in PE

Our dance unit looked very different this year. In years past, we mixed a large number of social mixers with line dances, but this year we could only do our line dances. We even converted a few social mixers into line dances! It was great to see our students work hard, while having fun in the dance unit!



NEW ADDITION AND MODERNIZATION UPDATE— First Demolition...then Construction

For the past year and a half, we have been focused on sharing information regarding construction. However, since the move to the new addition in mid November, most of the work, which has moved to the old building, has been all about destruction rather than construction.

Demolition

The past few weeks in the old school site have been focused on 'gutting' the old building in preparation for the new mechanical and electric hardware upgrades. There is nary a ceiling tile to be found as the lighting fixtures and plumbing have been totally removed. The sounds of cutting and grinding can be heard throughout the building as the concrete workers remove parts of the floor to prepare for new water and sanitation lines. The old mechanical room, which housed the boilers and air exchangers, is now a completely empty room. In fact, if there is a common theme over on the old side it is 'wide open spaces'.

The multi-purpose room which had previously

been divided into four small(ish) classrooms is now completely open. It will soon be reconstructed as our library learning commons. The walls in the old Industrial Arts Lab which previously housed storage spaces, a conference room, darkrooms and a washroom, have been removed as well. The old main office has been stripped to the bare concrete with even the metal studs being removed. As the previous main entrance by the old gym will be closed the office is in the process of being 'reversed'. The new office entrance will border the south side of the plaza and the new staff room will occupy the old foyer.

Work in the Old Gymnasium

Workers have opened up the space between the old gym and the den. Next fall, the Den at the far south end of the building will be the new music room with the space between the Den and the gym soon to be repurposed as our new drama room. The drama room will feature removable walls which open up to the old gym allowing for in

house drama productions. While this is significant, the most striking feature in the old building is the 'tent' on the west side of the gym. Without a doubt, the vast majority of the work over the past month has been focused on the gym change rooms, washrooms and Phys. Ed. Offices. Quite literally, the workers have raised the roof off of this space in order to remove the brick walls and cut the concrete floor to allow for new water and sanitation lines. A small back hoe has been working inside the change rooms to facilitate the demolition. To facilitate the disposal of the concrete blocks and pieces of the floor we have limited student access to the south side of the building. This required new procedures allowing for our grade fives and sixes to enter the building through the plaza entrance. The students have adjusted well and need to be commended for their patience. For a glimpse of a photo tour of the new common areas in the new addition please turn to page 23.

For a photo tour of the common areas in the new addition please see page 23.

Left: New sinks in the Foods Lab. **Right:** The south side of the school by the ball diamond is a staging area for the concrete floor and block removal.



HELLO GOODBYE: Farewell Mrs. Young, Welcome Ms. Newton and Ms. Rubis



Farewell (for now) Mrs. Young

We are very excited to announce that Mrs. Young and her husband Mike are expecting their first child in early February. Over the past seven years at Woodhaven, Mrs. Young has taught Social Studies, Language Arts, and also steered our drama program with many wonderful productions. For the 2020-21 school year Mrs. Young moved into the online learning/Option Two program teaching Social Studies and Language Arts to our 'Fab Five' students (see Principal's message pg. 1). We all wish Mrs. Young the best and look forward to many baby pictures and staff room visits when it safe again to do so.

Welcome Ms. Newton

In Mrs. Young's absence, we would like to welcome Ms. Gina Newton to both the WolfPack and Fab Five Families. Ms. Newton assumed Mrs. Young's online classes on January 25th and will be with us for the remainder of the school year. In preparation for the transition, Ms. Newton joined Mrs. Young at the school for a few days in January.



Welcome Ms. Rubis, Counseling Practicum Student

If this wasn't enough, we would also like to welcome Ms. Kayla Rubis to the Woodhaven Team. Ms. Rubis will be joining Mrs. Stankov in completing their respective counseling practicum hours here at the school. Ms. Rubis began her career in healthcare in 2006 as an occupational therapist (OT). Working as an OT for so many years provided her with an in-depth understanding of the difficulties people face with various physical and mental health concerns. In addition, it reinforced the importance of mental health support and the healing capacity for both clients and families.

She is currently in her final year of her Master of Counselling degree at City University of Seattle in Edmondton. Her professional interests include; counseling individuals, couples, and families with issues pertaining to grief and loss (including end of life concerns), trauma, addictions, and life transitions. Ms. Rubis strives to create a balanced relationship with her clients, so her clients feel safe to explore their most pressing concerns.

Outside of counselling, Ms. Rubis is a 'Yoga Alliance' certified instructor. She received her certification in 2008. Since then, she has taught yoga in Alberta, Costa Rica and Panama. She has also taught yoga at Wellspring Edmondton, where she taught yoga as a volunteer to people who had been diagnosed with cancer.

When not working she is passionate about travel. She has travelled to Central America, South America, Africa, Europe, New Zealand, Australia, and Asia. She lived in Central America for four years and can speak and write conversational Spanish. When not traveling or at work, you will see her outside running, cycling, hiking, kayaking, or inside reading a good book. Ms. Rubis joined the school at the beginning of January and is completing part of her internship at a firm in the city and is augmenting this experience by working at the school on Tuesdays until the end of March. Once again, welcome Ms. Rubis!

Like Us on Facebook:



Woodhaven Middle School



Reporting Absences

For the safety and success of our students it is important that parents/guardians inform the school when your child is, or will be, absent from school. To report your child's absence, please email woodhaven@psd70.ab.ca or call the school at (780)962-2626. When advising us of the absence, please include the reason for the absence. If it is due to sickness, please also include the symptoms your child is experiencing. If you call outside of office hours please leave a voicemail. Thank you.

AHS (Oct. 29th) COVID INFORMATION FOR STUDENTS: HOW LONG TO STAY HOME FROM SCHOOL

The amount of time a student needs to stay home from school depends on the type of symptoms.

If a student has these symptoms

What to do

- | | |
|--|--|
| <ul style="list-style-type: none"> • Fever • Cough • Shortness of breath or difficulty breathing • Loss of sense of smell or taste | <ul style="list-style-type: none"> • Isolate at home for a minimum of 10 days from when symptoms started or until symptoms resolve, whichever is longer. • COVID-19 testing is recommended. • Can return to school before 10 days only if a COVID-19 test is negative, symptoms are gone, and the student was not a close contact of someone with COVID-19. • Do not enter any long-term care settings for 10 days and until symptoms have resolved. • If test results are positive, isolate at home for at least 10 days and follow instructions received from Alberta Health Services |
|--|--|

One of the following symptoms:

- Chills
- Sore throat/painful swallowing
- Runny nose/congestion
- Headache
- Muscle or joint aches
- Feeling unwell/fatigued
- Nausea, vomiting or diarrhea
- Unexplained loss of appetite
- Muscle/joint aches
- Headache
- Pink eye (conjunctivitis)

- Stay home from school and monitor for 24 hours. If after 24 hours your symptoms improve, you may return to school when you are feeling better.
- A COVID-19 test is not required but is available.
- Do not enter any long-term care settings for 10 days and until symptoms have resolved.

If a child has any two of these symptoms, or after 24 hours, their condition gets worse or they develop a second symptom:

- COVID-19 test recommended.
- May return to school after symptoms are gone, even without a COVID-19 test or results.
- Do not enter any long-term care settings for 10 days and until symptoms have resolved.
- If test results are positive, isolate at home for at least 10 days and follow instructions received from Alberta Health Services.

You can find great resources about COVID and schooling via PSD 70
<https://www.psd70.ab.ca/COVID19.php>

Parent Notification of COVID 19 at School

As COVID-19 case numbers rise across the province, our communities and schools are experiencing a corresponding increase. Parkland School Division has been working very closely with Alberta Health Services' COVID response teams regarding cases that may be connected to schools.

As positive case numbers rise due to community spread, there can be confusion as to whether or not a school should notify families. There will be scenarios that arise where contact tracing and case investigations have determined that individuals were either deemed non-infectious while they attended school **OR** their infectious period with the virus came at a time when they were not in attendance at school. (Example, over a 48-hour period during a weekend, on Fall Break, etc.) In both of those scenarios, Parkland School Division, following communication protocols from AHS, will determine that classrooms and school communities **will not** be notified of the positive case due to the fact that there was no connection or risk to the students/staff, and to respect the privacy of the individual involved.

There will be situations in which an individual has tested positive for COVID-19 and the school community finds out through other individuals, organizations, event organizers or social media. In some of these cases, the school may not notify families because the individual has been determined to be NOT infectious while at school. To be clear, Parkland School Division will **directly** communicate with the family of any student who has been determined to be a close contact to an infectious individual while at school. The AHS case investigation will always determine whether or not a case has been infectious while at school regardless of where the initial exposure to the virus occurred.

If an individual has been determined to be infectious **while at school**, Parkland School Division adheres to Alberta Government's sector guidance for School Re-Entry. Close contacts of the positive case will receive a direct notification with self-isolation requirements. A separate all-school notification will be sent to the entire school population via email for the first positive case at a school. This is followed by additional updates via school website news items for subsequent cases. Should AHS declare an outbreak at a school (2 - 4 cases at a school), Parkland School Division will issue an outbreak notification and that school will be included in the provinces reporting*, which can be found at:

<https://www.alberta.ca/schools/covid-19-school-status-map.htm>

In some cases, there are delays before any notification may happen. These delays may be attributed to the following:

- When the positive case showed symptoms
- When the COVID-19 test was administered
- How long it took for results to come back to the positive case
- There's a 48-hour window that AHS deals with involving the Early Detection and Response Teams, the Communicable Disease Control teams and finally when an investigator gets assigned to the case
- Sometimes, when schools haven't been contacted within this timeline, it could mean one of three things:
 - AHS has been unable to contact the case/parent/guardian;
 - the person does not have confirmed COVID-19; or
 - the individual was not at school while infectious.

For more information, check out the news item on PSD's website [COVID-19 In Schools](#).

*For more information,
check out the news
item on PSD's
website [COVID-19 In
Schools](#).*

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CASL
Canada's anti-spam legislation



PSD has implemented a new system for newsletter distribution. If a family has approved to receive emails as per the Anti-Spam legislation, they will automatically be emailed this newsletter on a monthly basis. If a family does not approve to receive emails as per CASL, then newsletters will be available on the Woodhaven website for download. The most recent newsletters will be available on the home page. Back issues are available on the newsletter archive page under the 'For Parents' tab.

Visit us online at
woodhaven.psd70.ab.ca/

LIVE LIFE WELL

with the CHANGE Health Community Program

A FREE six-week online family program rooted in mental and physical health, nutrition, and social connection.



low time commitment, high impact



focused on stress reduction and outdoor activity



connected to supports and services in your community



LEARN MORE AT CHANGEHEALTH.CA/PARKLAND



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Fall into Winter Programming

November 18, 2020 - Parkland School Division is proud to work with amazing community partners across Spruce Grove, Stony Plain and Parkland County. We know that healthy students are better learners. For this reason, we want to ensure that youth are socially, physically and emotionally supported. Please check out the following programs, supports and services and reach out if you have any questions or would like to get involved in the Parkland Area Youth Coalition.

For more information contact:

Felicia Ochs, Wellness Coordinator

Parkland School Division

Email: fmochs@psd70.ab.ca



For Contact Information Regarding these Service Please Visit:
<http://psd70.ab.ca/> and click on Homepage News

Solution-Focused Wellness

For Youth & Families



The Solution-Focused Wellness (SFW) counselling program is designed for youth (5-17) & their families. This school-based program is individualized for each student/family but will generally focus on holistic wellness and person-centered strategies for coping and self-care. Direct therapeutic work will be completed by student interns or MH Clinicians under direct supervision of registered psychologists,

Larissa Predy (Little Oaks Psychology)

& Joel Pukalo (Family Life Psychology)

Please Contact the School Regarding this service to discuss this, and the many other supports that are available.

VIRTUAL OR IN-PERSON

Youth & Family Sessions for Holistic Wellness

3-6 Sessions

Individualized Program Focused on the whole self, including the environment, social, physical, and mental health

FEEDBACK LOOP

To Ensure Ongoing Support and Understanding

Team

The school team & family will receive feedback and strategies for support following the program.

7 PILLARS OF WELLNESS

Focusing on the pillars of wellness, this program encourages coping

Solution-Focused

and ongoing skill development for overall wellness

SCHOOL REFERRALS

Teachers, Administrators, Counselors

Fully Funded

Grant Funded Tier 2 Support Program



Family Life

Family Life Psychology

AHS Resources for Parents



Information for Families with Children in Isolation

Information for families with children in isolation is now available on this webpage: ahs.ca/isolation



Guidance for Parents of Children Attending School – Translated versions

- The AHS Guidance for Parents of Children Attending School and/or Childcare found at ahs.ca/parentcovidguide

has been translated into the following languages:

- Arabic
- Simplified Chinese
- Traditional Chinese
- French
- Punjabi
- Spanish
- Tagalog
- Urdu

There is a link to the translated resources on the webpage.



Monthly Newsletters for Families

The [AHS.ca/COVIDSchool](https://ahs.ca/COVIDSchool) webpage has been updated with the December newsletters for families with Children & families with Teens. Please share with your appropriate school contacts

- **December 2020** - 5 easy ways to cultivate wellness at home:
 - For families with Children [English](#) | [French](#)
 - For families with Teens [English](#) | [French](#)

Grab N' Go Breakfast Thank You



Once again, we would like to acknowledge the contributions of our Grab N' Go Partners Freson Brothers Fresh Market and Medeiros Concrete and Construction for helping us in providing nutritional snacks for our students.



Strong Families Series: Teen Mental Health



January 20, 2021 - Parkland School Division is proud to partner with Alberta Parenting For The Future to present another FREE information session for local families.

A child's teenage years are a time of dramatic growth and change - of both the physical and mental variety. Dealing with peer pressure, academic expectations and a maturing body can be overwhelming, and teens can endure the some of the highest highs and the lowest lows they've ever experienced.

However, should those lows persist for a long time and lead to feelings of hopelessness, disinterest, irritability or guilt - or even contemplation of self-harm or suicide - this is indicative of clinical depression: a serious health concern. Luckily, with treatment, teens living with depression can grow into healthy and happy human beings.

In our upcoming Strong Families session, registered psychologist Larissa Predy will offer families valuable information about depression in teens, as well as practical tips for supporting their children through their tumultuous teenage years.

Date: **Wednesday, February 17, 2021**

Time: **6pm-8pm**

Location: [Online Zoom Webinar / Discussion Group](#)

Presenters: **Larissa Predy, Registered Psychologist** ([Little Oaks Psychology](#))

The teenage brain goes through major shifts in growth and development, often prioritizing reasoning skills over emotional regulation. As a result, adolescents of approximately 13 years and up are at increased risk of mood concerns, and self-harm continues to be common in this age group.

Session participants will learn how negative and/or stressful experiences affect mental health in teens, how teens cope in these situations, and what they need for support. We will also discuss the role of perfectionism and social anxiety, and how they may contribute to depression in teens.

Please register early to reserve your spot by visiting <https://www.eventbrite.ca/e/teen-mental-health-depression-self-harm-registration-131630182419?aff>.

For more information, please contact:

Vicky Mamczasz

Family Supports Facilitator

Email: vmamczasz@psd70.ab.ca

Strong Families

January Photo Gallery- Gr. 6 Mace and Election Project

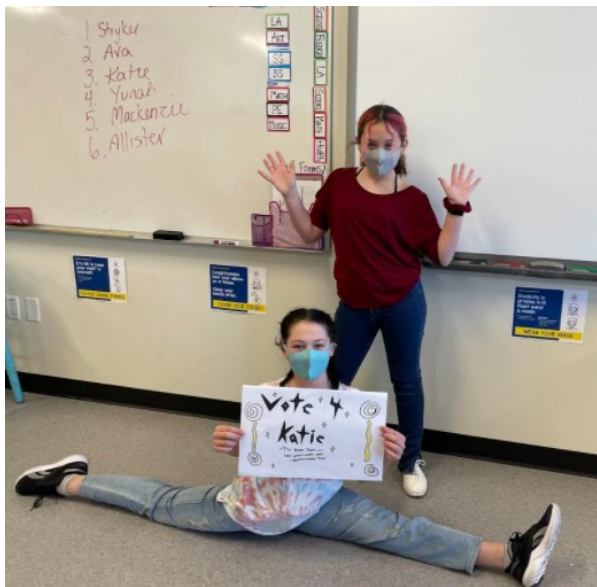
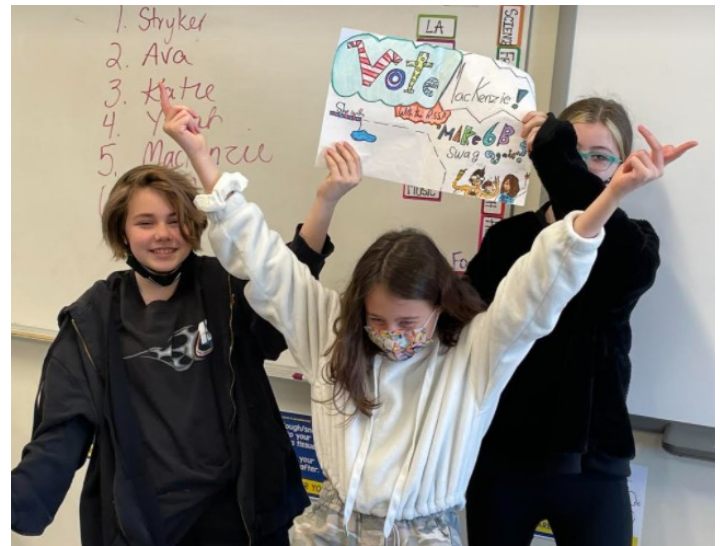


Top Left and Right: Grade six students show off their maces and their awards of recognition (see pg. 6 for details).

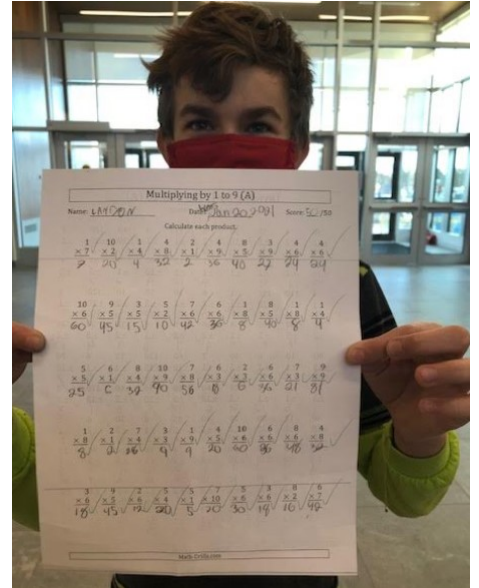
Right: Mackenzie and her election crew show off their campaign ad for the class election project.

Below Left: Katie and Talia on the campaign trail.

Below Right: Votes being cast in the 'boot room' polling station.



January Photo Gallery



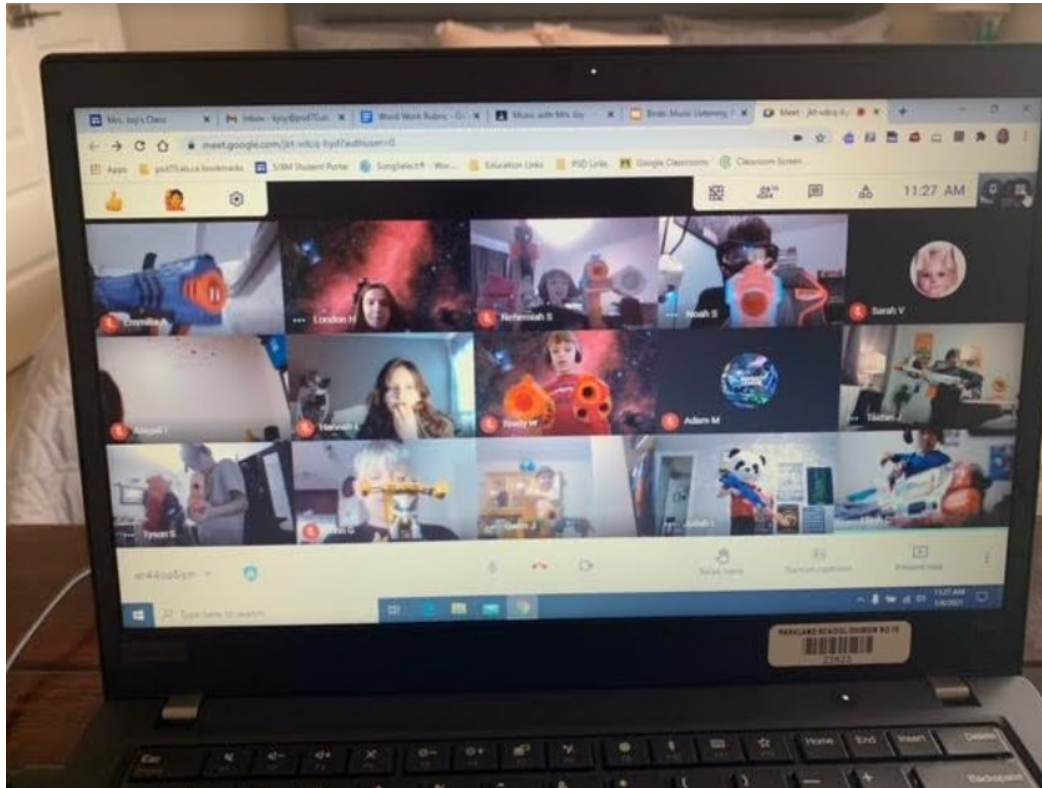
Top Left: A group of Gr. 9's just moment away from getting a lesson on how to use the slide from the Gr. 5 students.

Above: Landon show's off a perfect score on his math assignment.



Left: Physical distancing? No Problem. In a classy move the Gr. 9's stay on their side of the playground during recess while helping out the grade 5's in a pick up game of 500.

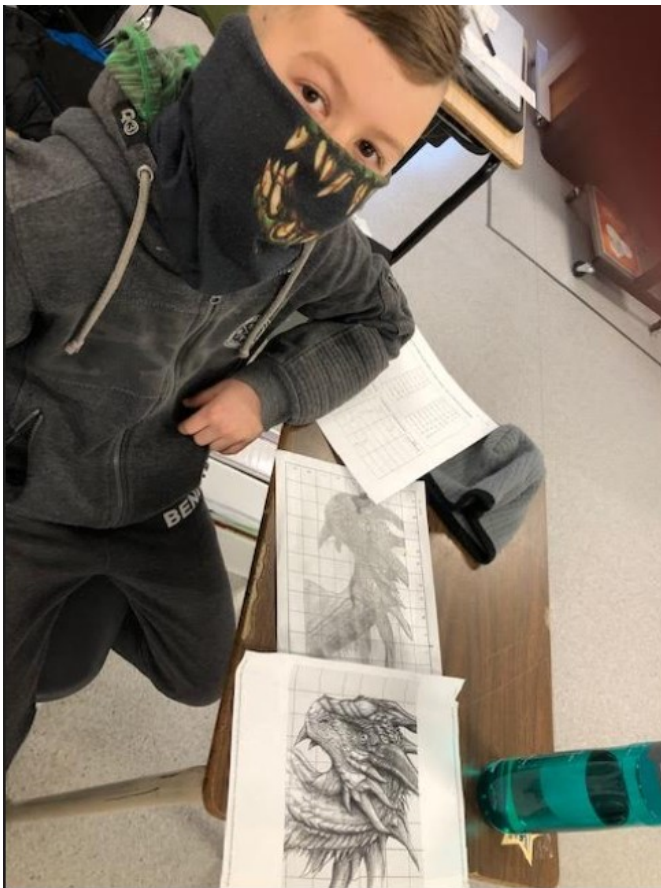
January Photo Gallery



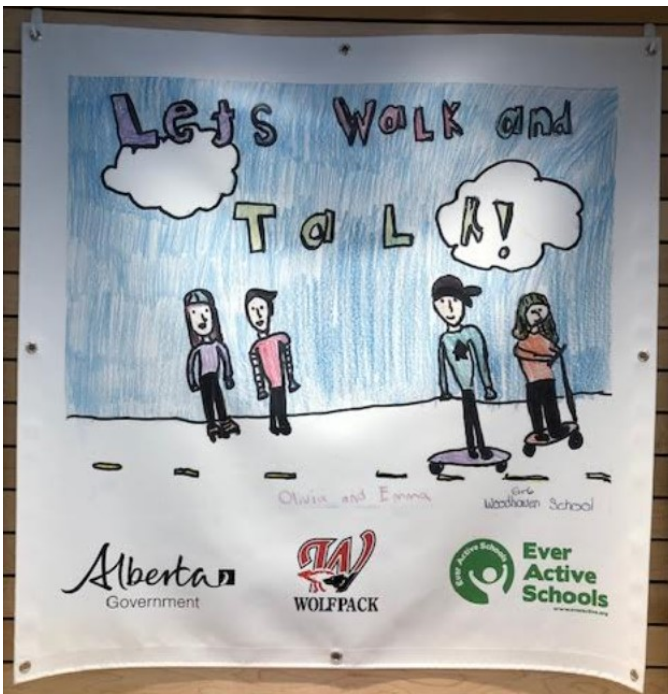
Left: You can't do that in school! The Gr. 5/6 M's have a Nerf Gun fight during online learning.

Bottom Left: Micah shows off an impressive dragon during his grid drawing art project.

Bottom Right: Gr. 7's working on an L.A. presentation in a common area.



January Photo Gallery



Above: Two posters, designed last year by our very own Olivia and Emma (left) and Marya and Harper, and provided by EverActive Schools (see Principal's Message) promoting walking to school adorn the Plaza.

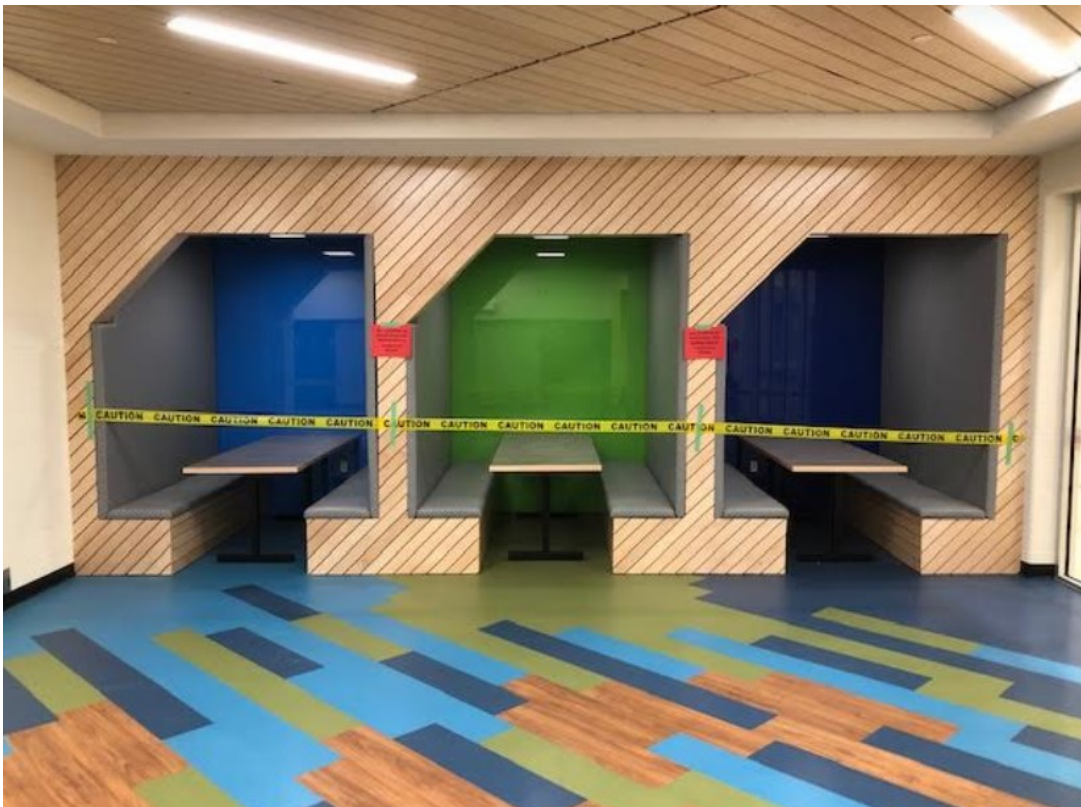
Below: One last look at the change rooms, washrooms, and Phys. Ed. Offices that were previously attached to the old gymnasium (if you look closely you can see the old change room tile).



New Addition Photo Tour: **Common Areas**



Top: An overview of the Jr. High Common Area looking south east. The floor features faux wood grain vinyl laminate with a real wood ceiling and a white board for good measure. Another cool feature is the safety glass which allows for a view of the new gymnasium.



Bottom: Looking south, the area features three booths with seating for eight students each. The seats are a durable grey vinyl with glass backing in keeping up with the blue/green motif. Due to COVID restrictions, students have been unable to use the booths.

New Addition Photo Tour: **Common Areas**



Top Left: The Junior High Common Area from a 'booth' perspective looking north east towards the classrooms.

Top Right: A look at the common area through the gymnasium windows.

Below: The Gr.5/6 Common Area with the same ceiling and flooring as the Jr. High Common Area. In the center of the photo is the entrance to the new washrooms.

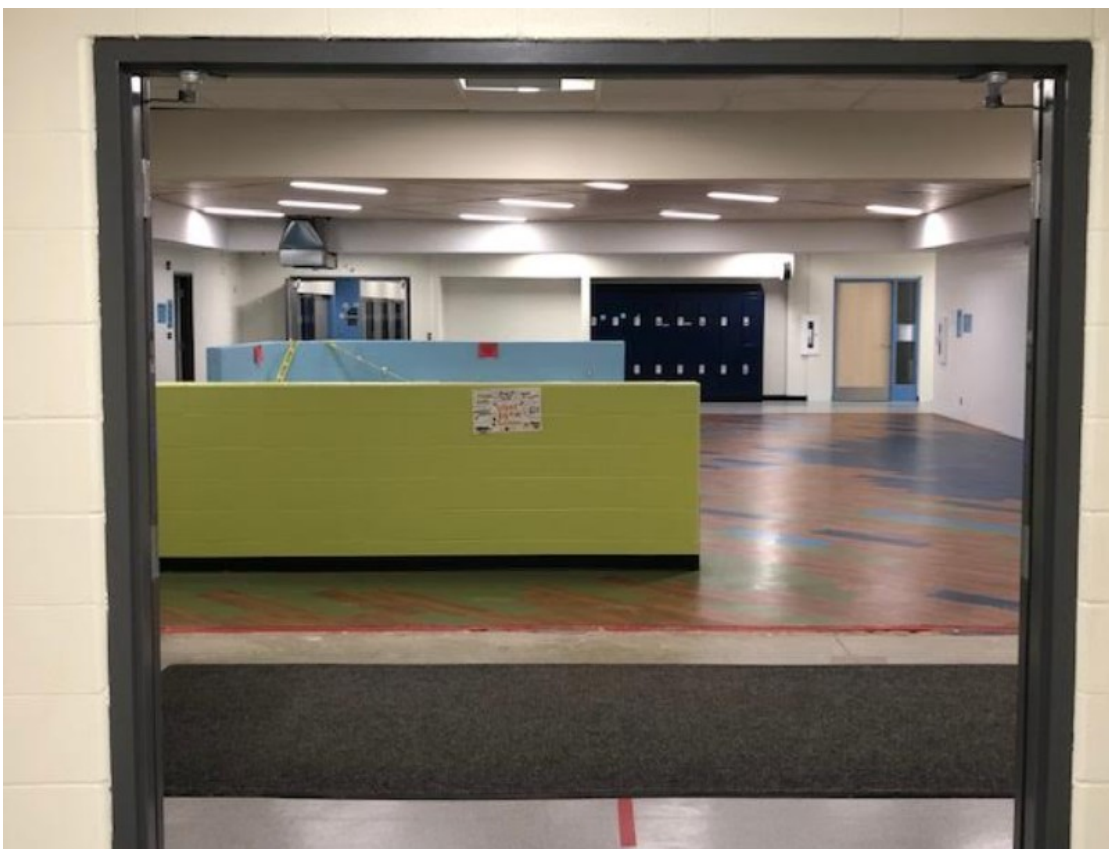


New Addition Photo Tour: **Common Areas**



The 5/6 Common Area Entrances

Top: A look from the common area southward down the grade 5/6 modular hallway which highlights the (currently closed) wooden benches.



Bottom: The opposite view; looking northward, entering the 5/6 Common Area from the gr. 5/6 hallway. On the right is the doorway into the temporary library (if you look closely you can see a Gr. 6 election poster on the brick barrier).

New Addition Photo Tour: **Common Areas**



Top: The ‘blue’ side of the common area looking north west. In the center is the hallway leading to the Jr. High classrooms. The doorways on the left lead to an inclusive washroom and a staff work room respectively.

Below: A closer look showing the wooden built-in benches. The venting at the top of the picture is temporary and will be removed when the old building is renovated in the fall.



New Addition Photo Tour: **Common Areas**

Top: The 'green' side detailing the second wash-room. Although the wash basin is shared, the green side is designated female and the blue side male.

Below: Looking south west, yet another perspective on the brick traffic flow barriers which serve as a passage through the common area when the mobile tables are set up. Previously, this common area was the old library.



New Addition Photo Tour: **Common Areas**

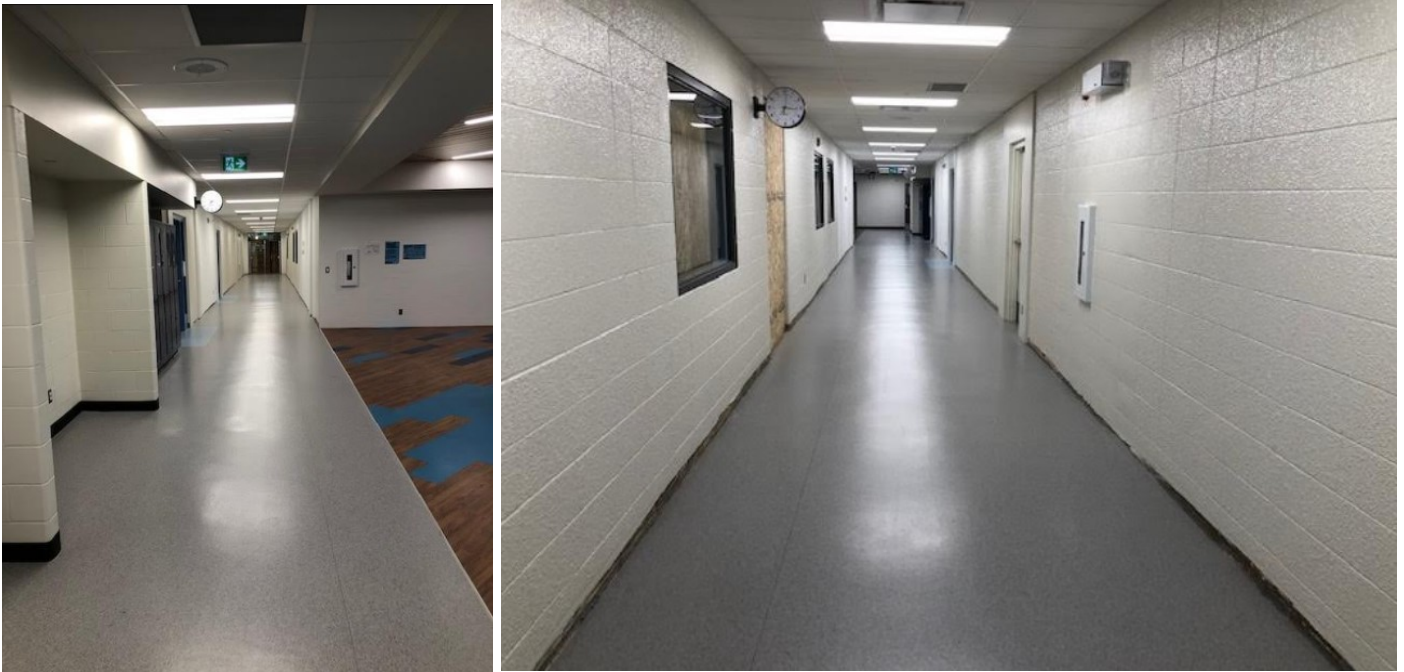


Top: A south east look at the Gr. 5/6 common area. Post COVID, the area will feature foldable, mobile tables with seating for up to eight students.



Bottom: The brick barriers, which will allow for traffic flow when the tables are set up in the common area. The benches also have multi-level seating with access to power for technology.

New Addition Photo Tour: Common Areas



Top: Same hallway, different perspective. On the left is the hallway leaving the Gr. 5/6 Common Area heading east towards the plaza. On the right is the same hallway looking west towards the common area (on the left side is the boarded up windows and entrance of the old multi-area which will soon be the new library).

Right: One of two newly renovated classrooms. Although the classes don't have windows, a careful look reveals round skylights which allow for natural light to enter the rooms despite being in the middle of the building. For now, this classroom is serving as the temporary (socially distanced) staff room. The another renovated classroom is the temporary library.

