



VOLUME 1 ISSUE 3

Pangman School

January 6, 2012

Christmas Cheer Alive and Well

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Pangman School held their annual Christmas and Awards Program on December 20, 2011. 2010-11 Academic Awards were presented including Honour Certificates for averages over 80% in Grade 11 – Brittany C., Andrea and Brea; Grade 12 Tori and Aime. Khedive Rec. Centre Award for highest mark in a subject to Tori and Aime. Village of Pangman Award for highest average in Grade 11 to Brea and the RM of Norton Award and Governors General Award to Aime for highest average in Grade 12. Family and friends were treated to two plays “The Best Gift Ever” (K-5) and “The Robbed Reindeer” (grades 6-9).



Semester 1 Final Exams

- 9-11:30 Tuesday January 24 –
ELA A30
ELA 20
- 9-11:30 Wednesday January 25
Math 20
ELA 10A
- 9-11:30 Thursday January 26 -
Physics
Math 10
- 9-11:30 Friday January 27-
Math B30

Thanks to all who donated to the school's food drive. Over 120 lbs. of food was donated to the Regina Food Bank.

Message from the Principal

I hope all of you had a safe and Merry Christmas season. I want to thank all students and staff for the hard work and talent displayed in all of our Christmas activities. It is an excellent opportunity to see our students do extraordinary activities. The experience will serve them well in the future. Thank you to all volunteers, SRC and SCC.

As we enter the month of January, the reality that mid-term and final exams are near hits both students and staff. We will be busy preparing for the exams and ask that parents help prepare their children strive for the best possible results. Being prepared, rested, and ensuring all assignments and tasks are completed should be a priority for the high school students. In this newsletter is a copy of the Pangman School Student Assessment Policy. Please review this important document.

I ask all Pangman School stakeholders to be active participants in the education process. We encourage all parents and community members to visit and contact the school with any questions, concerns, or suggestions.

Laury Ryan

"Success and achievement for every student"

December Students of the Month

December Students of the Month



Final Exams Coming Up

Grades 6 – 8

Unit exams/projects in class. Students will have regular classroom hours and schedules.

Grades 9-12

Students will write in AM and be allowed to study at home after the two hours in the examination room. You must hand in a signed permission form in order to study at home.

Friday, January 27 is the last day assignments are accepted for Term 1. High school students who have assignments due shall be required to be in school on this day. All students who have completed their tasks are not required to be in school and are awarded with an earned day off. Grades K-8 will have regular classes.

Tuesday, January 24, 2012	9:00 – 11:30	ELA A 30 ELA 20	Departmental Mrs. Warren
Wednesday, January 25, 2012	9:00 – 11:30	ELA 10 A Math 20 W/A	Mrs. Warren Mr. McIntosh
Thursday, January 26, 2012	9:00 – 11:30	Physics Math 10 W/A	Ms. Sambrook Mr. McIntosh
Friday January 27, 2012	9:00 – 11:30	Math B 30	Mrs. Webb

NEW

Please review the Pangman Assessment Plan

Follow Pangman School on Twitter where you can get all the events and happening as they happen!



Find us at PangmanSchool
Sign up today.

Mentorship Program Update

The mentorship program had the first introductory meeting on December 19th, 2011. There was a brief assembly held and the mentor/mentee matches were announced. It was great to see the students getting together for lunch and participating in an icebreaker activity called "Getting to Know You". Many of the mentors were playing board games and going outside to play!

We will resume with our mentor day activities on Thursday, January 12, 2012. Please take the time to ask your students who they are matched with and one thing that they will remember about their first meeting.

I am very proud of all our students and staff at Pangman School for taking the time to care. We will have many exciting reports in future newsletters. Please remember to check the Pangman School website for pictures of our first mentoring day.

Mark Penny, Student Services Counselor.

New Teacher Joins Staff



Welcome to Pangman

My name is Ross McIntosh and I grew up on the island of Montreal. After studying at the University of Waterloo and McGill, I held teaching positions in China, Costa Rica, Nicaragua and Alberta. I have three children who were all born in Costa Rica. My wife is Nicaraguan and she is learning to speak English. I am looking forward to teaching at Pangman School. Currently I am lodging at Chuck Jacques' home.



Christmas Concert Grades K-2

SRC News and Activities

On December 22, the SRC hosted Minute to Win It activities. The SRC members set up twelve stations for the students to rotate through for one minute each. The students were busy trying to stack five apples without them falling over, flapping a piece of cardboard to make an egg roll into a box, carefully blowing a deck of cards off of an empty pop bottle so that only one card would be left as well as many other challenging activities. It was a fun filled morning. Thank you to all of the SRC members who set up the activities and staffed the activity stations. You did a great job!

RespectED

Once again the RespectEd team is back into action consisting of the four students Brea, Andrea, Christie and Luis. They ended 2011 with giving presentations to the elementary students. They taught both classes what bullying was. To the Grades 3, 4, 5 students, they taught ways they could help prevent and stop bullying. Both classes were very patient and attentive, which was very helpful for the RespectEd team.

In the upcoming year they hope to give presentations to the rest of the school, a refresher for some of the students. They are planning a pink T-shirt day in April.



Hometown Café is pleased to present a complimentary meal to one student randomly selected out of the RespectEd Bucket each month.

Thank you Hometown Café for helping recognize a deserving student.
December - Markus Newhart

SRC Events - January

Friday January 6
Panther Pride Day



Congratulations to Lisa Moon on the birth of her daughter! Nia Leanna Hargest was born on December 17. Congratulations Lisa, Mark, & Josie.

Thank You

- Radius Credit Union for donating T-shirts to the mentorship students.
- Thank you to all the families wishing the Pangman School Staff a Merry Christmas.
- Thank you to the SCC for sponsoring the Christmas Crafts and Community Christmas Celebration. Special thanks to Daryll Rowland and Brian Schwindt supplying the horses and wagons.
- Thank you to the organizers and all those contributing baked goods to the Grade 12 Bazaar.
- Thank you to all helpers and the "ROADIES" Marcus, Brandon, Chance, Sean and Carlos who set up and took down the stage for the Christmas Concert.
- Thank you to all contributors to the Community Christmas Celebration. Special thanks to the Hometown Café for the baked goods.

Daycare News.....

A delicious, nutritious hot lunch will be available to students and staff on Thursday, January 26 prepared by daycare staff. Forms will be sent out soon. Also, exciting new deal: parents can purchase 10 hour blocks of daycare time @ \$3 per hour. For more details call the daycare at 442-4440.



2011 Legion Essay, Poem and Poster Contest Junior Poster Grades 4-6 Colour

- 1st Anna
- 2nd Johny
- 3rd Cailee

Junior Poster Grades 4-6 Black & White

- 1st Nikita

Intermediate Poster Grades 7-9 Colour

- 1st Dalton

Intermediate Poster Grades 7-9 Black & White

- 1st Elizabeth

Primary Category No. 4 Poster Grades 1-3 Colour

- 1st Ava
- 2nd Tanner
- 3rd Riana

Primary Category No. 4 Poster Grades 1-3 Black & White

- 1st Evan Ungermann
- 2nd Aden Svedahl
- 3rd Emma Viczko

Photos



He sold seventeen magazine subscriptions during the SRC magazine fundraiser, which made him the top fundraiser for 2011.



Pangman Mentor Program Kickoff

PANGMAN SCHOOL

2011-2012 Yearbook Order Form

I wish to purchase _____ 2011-2012 Pangman School Yearbook(s) at \$15.00 per book.

Name: _____

Amount Enclosed: _____

I wish to be a 'sponsor' of the 2011-2012 Pangman School Yearbook. Minimum donation of sponsorship is \$10.00. Please use the following signature for my sponsorship.

Signature for Sponsorship:

Amounts:	Bronze:	\$10.00
	Silver:	\$20.00
	Gold:	\$50.00
	Platinum:	\$80.00

This year only the name and phone number of the business or organization will be listed.

Please return this form to Pangman School.
Make cheques payable to Pangman School.

Thank you for your support!



South East Cornerstone Early Learning and Care
 Coordinator: Sandi Klatt
 Tel: 636-7453 Fax: 634-8531
 Email: sandi.klatt@cornerstonesd.ca



EARLY CHILDHOOD BRAIN DEVELOPMENT

After your child is born, their brain continues to develop. Your child's brain is a work in progress. It is shaped by all the experiences your child encounters throughout each day by using their senses-what your child sees, hears, smells, touches and tastes. What your child is exposed to during the early years shapes their brain development.

From birth to age six are particularly important years for brain development. In the first year your child's brain doubles in size. By age three their brain is twice as active as an adult's. In fact, by the age of six, your child's brain is 90% developed! During these years billions of brain cells make connections. How strong these connections are depends on their early experiences. Our brains work on the motto "Use it or lose it".

Parents, family members, caregivers and community can make a huge difference in early brain growth. Babies and young children learn best through warm, loving caregiving. By holding, talking, singing and reading to young children, connections in the brain form – eventually trillions of connections. If a child cannot explore their surroundings, talk to people, be talked to, and experiment with a variety of things, their brain will stop being active.

Some of the things parents and community can do to keep your child's mind active and making connections are:

1. Breastfeed your child if possible. Breast milk is the ideal food for brain development.
2. Watch for what your child needs. If they are ill, hurt or upset, a warm response lets them know they are worthy, loved and important.
3. Protect your child from harm. By using consistent appropriate discipline and setting limits, they will feel less stress and know what is expected of them.
4. Talk, read and sing to your child
5. Encourage safe exploring and playing.
6. Teach your child what they are feeling and words to describe their feelings.
7. Have a predictable schedule so they know what to expect and can count on you.
8. Provide a nutritious diet.
9. Limit television because actively doing something with your child is better for learning.
10. Above all show your child you love them and form attachments with them.

So touch, talk, read, smile, sing, count and play with your child. It will help their brain development and help prepare them for a lifetime of learning.

References

Neuro Developmental Research, "Implications for Caregiver Practice" CCF/CICF 2011

American Association of Pediatrics. (2010). *A parent's guide to building resilience in children and teens: Giving your child roots and wings*. Retrieved June 2010 from <http://www.aap.org/stress/buildresTOC.htm>

Pangman Assessment Plan

Students will be both assessed and evaluated. When teachers assess they are gathering information about student learning that informs their teaching and helps students learn more. When teachers evaluate they decide whether or not students have learned what they need to learn and how well they have learned it.

Assessment for Learning:

In our school, it is imperative that students are involved in the Assessment for Learning process. Students will be exposed and asked to:

- 1) Set and use criteria (co-constructing)
- 2) Self-Assess
- 3) Receive and give descriptive, specific feedback
- 4) Collect proof or evidence of learning
- 5) Set and re-set their goals
- 6) Seek specific support for their learning
- 7) Communicate their learning to others

Assessment of Learning (Evaluation):

In our school when engaged in assessment of learning, teachers and others are checking to see what has been learned to date. The evaluation is summarized into grades. Each curriculum outcome is evaluated and receives a grade. Students in Kindergarten will receive a portfolio evaluation which will include work samples depicting progress in each of the four dimensions of holistic learning (intellectual, physical, spiritual, and social). Students in Grade 1-9 will receive report with a scale of M, A, B, and E. A student will receive a "M"(meeting) if he or she is consistently and independently able to demonstrate the knowledge, understanding and skills identified in the outcome. A student will receive an "A" (approaching) if he or she frequently demonstrates most of the knowledge, understanding and/or skills as identified in the outcome, with or without limited assistance. A student will receive a "B" (beginning) if he or she occasionally demonstrates some of the knowledge, understanding and/or skills identified in the outcome, with or without assistance. A student will receive an "E" (experiencing difficulty) if he or she consistently has not demonstrated knowledge, understanding, and/or skills as identified in the outcome, even with assistance. Students in Grade 10 -12 will receive a report with percentages for each outcome. A final percentage is also calculated for the overall grade at the 10 -12 level.

Academic grades are separated from behavioral, work habits and social skills. All of these skills are important and as such are reported separately. Students in 1-5 will be graded and receive one set of grades for social skills (respect, responsibility and seeking solutions) and work habits (initiative, organization, participation and assigned work) per term. Students in 6-9 will be evaluated on those same skills in each of their classes and will receive separate grades in

each subject. Students in 10 -12 will be graded by comments on academic integrity and student responsibility in each subject area.

Attendance is also reported separately.

Triangulation of Evidence:

The learning experiences that teachers design for different groups of students many vary since students learn in different ways and at different times. Therefore teachers may collect different kinds of evidence in terms of how student learning is represented. We ensure that we gather evidence from a variety of sources over a period of time. There are three main sources – observations of learning, products students create and conversations. Observations are anything a teacher might observe a student doing or ask him/her to do. Products are collected which show what students can do – projects, assignments, tests, etc. Conversations about learning involve listening to what students have to say about their learning or reading what they record about their learning. We use many different processes and products when assessing and evaluating students. When students present evidence in each area, the evidence is more valid and reliable.

Reporting:

Communication is vital to the success of our students. Twice a year we will hold formal parent-student-teacher conferences. Conferences are held in the evening to allow for parent attendance. The focus at the conferences will always be on growth and improvement with the student being an integral part of the planning. Beyond the formal conferences, teachers will communicate with parents and students regularly through student agendas, personal contact and HomeLogic.

We have three reporting periods, one in mid November, one in mid to late March and one at the conclusion of the school year.

Grading Procedures:

When assessing our students on the outcomes, there are some general principles we follow:

- 1) Prior to reducing marks on work submitted late we will provide support to the student to complete and submit the required learning. The following interventions will be implemented and documented prior to determining outcomes for elementary school students:
 - a. Outcomes will be marked as incomplete
 - b. Additional teacher / Educational Assistance support will be put in place
 - c. If no progress is made, a dialogue with parents to discuss obstacles and possible solutions

- d. Notify the Principal
- e. Record adaptations and monitor progress

The following interventions will be implemented and documented prior to reducing marks for high school students:

- a. Outcomes will be marked as incomplete until the following steps have been implemented
- b. Additional teacher / Educational Assistance support will be put in place
- c. If no progress is made, a dialogue with parents to discuss obstacles and possible solutions
- d. Opportunities for extra time / assistance to complete the task will be offered to the student
- f. If no progress is made, a dialogue with parents to discuss obstacles and possible solutions
- e. Notify the Principal – if no progress or adaptations are made
- f. Record adaptations and monitor progress
- g. Inform Student, Parent and Principal of final mark after intervention process

- 2) We seek only evidence that additional work has resulted in a higher level of achievement. Grades are not given for extra credit or bonus points.
- 3) Prior to reducing marks for academic dishonesty we will apply appropriate consequences for academic dishonesty as well as implement and document extensive interventions. The consequences will be connected to the behavior and not the assessment of an outcome.
 - a. Outcomes will be marked as incomplete
 - b. A dialogue with Student and Parents to discuss situation and possible solutions
 - c. Notify the Principal
 - d. Intervention implemented and grade assessed.
 - e. Academic grades are separated from behavioral outcomes, the intervention and mark of the student shall reflect this factor.
- 4) We will report absences separately and are not to consider attendance in grade determination of an academic outcome.
- 5) While students will often learn in group settings we will use only individual achievement evidence and not group scores in grade determination.
- 6) We will use quality assessments that compare student performance to achievement of outcomes and not to other students.

- 7) In calculating grades, at all levels, teachers will use professional judgment and will not solely rely on the mean or average. The grade will reflect the various pieces of evidence collected – observations, conversations and products.
- 8) We will use alternatives to zeros, such as reassessing to determine real achievement or use “I” for incomplete or Insufficient Evidence. Only in cases where all interventions have been unsuccessful and documented may teachers include zeros in grade determination for missing evidence.
 - a. If steps outlined in number 1 & 3 do not produce the desired outcome or task
- 9) We will use evidence collected during Assessment of Learning but not information from Assessment for Learning to determine grades.
- 10) We will consider that learning is developmental and will grow with time and repeated opportunities; in those instances, we will emphasize more recent achievement.
- 11) We will involve students (as described under Assessment for Learning) , as they can and are to play key roles in assessment and grading that promote achievement.

January 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 DAY 4	5 DAY 5	6 DAY 6	7
New Year's Day			First Day of School 2012	KINDERGARTEN	 Panther Pride Gr. 1& 2 Care Home Visit	
8	9 DAY 1	10 DAY 2	11 DAY 3	12 DAY 4	13 DAY 5	14
	KINDERGARTEN	AM Pangman Care Home Volunteers	KINDERGARTEN PM Pangman Care Home Volunteers	Noon Mentorship Activities	KINDERGARTEN	
15	16 DAY 6	17 DAY 1	18 DAY 2	19 DAY 3	20 DAY 4	21
		KINDERGARTEN AM Pangman Care Home Volunteers	PM Pangman Care Home Volunteers	KINDERGARTEN		
22	23 DAY 5	24 DAY 6	25 DAY 1	26 DAY 2	27 DAY 3	28
	KINDERGARTEN	<u>FINAL EXAMS</u> 9-11:30 ELA A30 9-11:30 ELA 20 Gr. 6-8 Regular Classes	KINDERGARTEN <u>FINAL EXAMS</u> 9-11:30 Math 20 9-11:30 ELA 10A Gr. 6-8 Regular Classes	<u>FINAL EXAMS</u> 9-11:30 Physics 9-11:30 Math 10 Gr. 6-8 Regular Classes Daycare Hot Lunch	KINDERGARTEN <u>FINAL EXAMS</u> 9-11:30 MathB30 Assignments Day Grades 9-12 Gr. 6-8 Regular Classes	
29	30	31 DAY 4	1 DAY 5	2 DAY 6	3 DAY 1	4
	TEACHER PLANNING DAY NO SCHOOL	AM Pangman Care Home Volunteers	PM Pangman Care Home Volunteers			