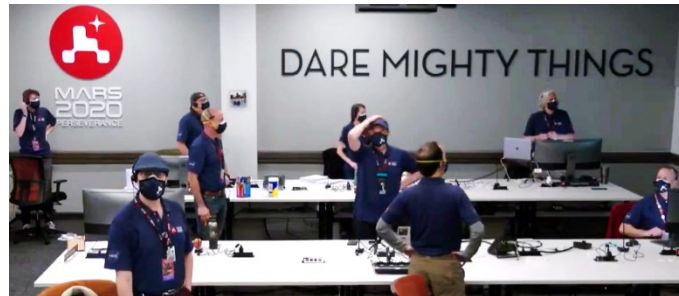




The Communiqué

February 22 - 26, 2021

Monday, February 22, 2021 DAY 2
Tuesday, February 23, 2021 DAY 3 <ul style="list-style-type: none">• Book Draw
Wednesday, February 24, 2021 DAY 4
Thursday, February 25, 2021 DAY 5 <ul style="list-style-type: none">• 2:40 – 2:55 PM School-wide Drop Everything and Read• Book Draw
Friday, February 26, 2021 DAY 6 <ul style="list-style-type: none">• 3:00 -3:20 PM I Love to Read - Mystery Reader• Draw for Falafel Place breakfast! (4 students)



Message from the Administration

The jubilation in the control room upon a successful landing was inspiring. It turns out one of the scientists on the mission, Tim Haltigin, grew up in Canora, Saskatchewan. Haltigin said, "Later in the decade, we'll be launching two other spacecraft to go pick up the samples, launch them into space, catch them in space and bring them back to Earth in about 2031," he said. **"It's kids in high school and elementary school and kindergarten and people that haven't even been born yet that are really going to be making the amazing discoveries on these samples."** What will some *mighty things* RHS students might *dare* to achieve?

Stop, Drop and Go

There has been a recent increase in traffic congestion on Oak Street at the beginning and end of day. Cars are parking facing the wrong way and/or trying to pass stopped cars with very little room to spare. Student safety is a priority, and we ask parents to use our STOP, DROP and GO area on Ash street (travelling north on Ash) if dropping off students. We thank you in advance for your cooperation and support.

School Patrols

Patrols from Room 115C (formerly 210) will be on duty this week.

Festival du Voyageur

This week we celebrated Festival du Voyageur week with a number of French cultural activities. In a number of classes, students engaged in traditional practical arts, such as weaving sashes. Other students created yarn toques or voyageur puppets. Some students learned to jig to some traditional French songs.

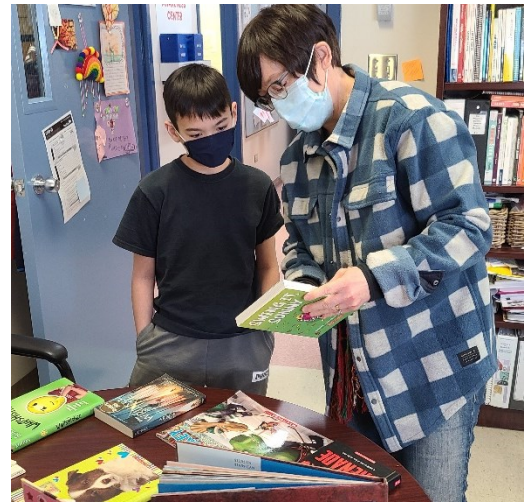
On Thursday, many students came to school dressed up in the spirit of Voyageurs.



I ♥ to Read

After Thursday's schoolwide *Drop Everything and Read* session, we drew four names from the thousands of reading tickets we have received. Students receive one ticket for every quarter of an hour of home reading they do. Beating enormous odds, one of our winners this week also won a book last week. What are the chances? Of course, this young reader increased their chances with *more reading*, so good for them! The grand prize, breakfast with Principal Powell, will be drawn next week.

Mr. Zawadski (Mr. Robert, to the students) was revealed on Friday as this week's mystery reader. Our faithful head custodian read the classic picture book, *Walter the Farting Dog*, via video conference, complete with sound effects. Let's just say that the laughter could be heard around the school!



Student-Led Conferences – March 18 – 19

The school year now nears the end of second term. Teachers are assessing and writing report card comments. Report cards will be distributed electronically to families on **Tuesday, March 16th**.

The idea of a student-led conference format is for students to take a greater role in reflecting on their progress and achievement. Some of these self-assessment opportunities will happen in the weeks that lead up to the conference date, as a part of regular classroom instruction. On the evening of **Thursday, March 18th** and during the day on **Friday, March 19th** students and parents will be given the opportunity to reflect during a conference using video-conference technology (Google Meet). Tri-conferences will be held with your child's current classroom teacher. Parents will be able to sign up for these conferences starting on Wednesday, March 3rd at 9:00 AM using our School Appointments web application.

In addition, appointments are available with specialist teachers, Mr. Donato (Physical Education) and Mr. Ossachuk (Performing Arts).

As always, should you wish to speak privately to your child's teacher, you are encouraged to contact the classroom teacher to set up an alternative time to talk.

Parent Advisory Group (PAG) Update

PAG Environment Committee Survey

One of the key roles of the PAG is to help maintain and improve the outdoor environment and playground at the school. In 2011, the PAG commissioned the development of a '[conceptual master plan](#)' for potential playground improvements. Major projects informed by this master plan include: the 'hill' (2014), obstacle course play structure (2016), and most recently the shade grove/natural play area in the field (2020).



The PAG Environment Committee is now looking for parent and school community feedback to help inform future special projects and our ongoing maintenance plans. You will find the short online survey found [here](#). It will take approximately 5 minutes to complete and will close on Wednesday, March 3, 2021.

In addition to the ideas in the survey, the committee would like to support projects that incorporate Indigenous perspectives and themes in the outdoor areas. Please email us (email: environment@roberthsmithpag.ca) if you are interested in exploring this with the committee and the school.

Please also let us know if you have other feedback, questions, or would like to volunteer with the committee. Thank you!

The PAG Environment Committee

Don't forget to checkout our **PAG website**: www.roberthsmithpag.weebly.com and our **PAG Facebook Page**: <https://www.facebook.com/RobertHSmithPAG> (please like and follow us). As always if you have any questions, concerns or would like more information on our PAG please email Melanie at: chair@roberthsmithpag.ca

Registration Now Open for Nursery School

École Robert H. Smith School is now accepting student registrations for the 2021/2022 school year. Please fill out the [Student Application for Registration](#) form, print and sign and then email it directly to the school at rsmith@wsd1.org (you will receive a confirmation email from the school once the registration is received) with the required documentation (listed below).

All applications will only be accepted with all documentation required, please attach to the email with the registration form, the child's birth certificate, Manitoba medical card and proof of residency (property tax bill) and a copy of the most recent report card for children that have attended at another school or Montessori (if you received a report card).


If you are unable to print or scan the form, please call the school at 204-488-1137 for assistance. The school is checking emails daily.

Advice for Parents, from Professor [Jo Boaler](#)

Do you remember how excited your children were about maths* when they were young? How they were excited by patterns in nature? How they rearranged a set of objects and found, with delight, that they had the same number? Before children start school they often talk about maths with curiosity and wonder, but soon after they start school many children decide that maths is confusing and scary and they are not a “math person”. This is because maths in many schools is all about procedures, memorization and deciding which children can and which cannot. Maths has become a performance subject and students of all ages are more likely to tell you that maths is all about answering questions correctly than tell you about the beauty of the subject or the way it piques their interest.

Given the performance and test-driven culture of our schools, with over-packed curriculum and stressed out students, what can parents do to transform maths for their children? Here are some steps to take:

1	Encourage children to play maths puzzles and games. Award winning mathematician, Sarah Flannery reported that her maths achievement and enthusiasm came not from school but from the puzzles she was given to solve at home. Puzzles and games – anything with a dice really – will help kids enjoy maths, and develop number sense, which is critically important.
2	Always be encouraging and never tell kids they are wrong when they are working on maths problems. Instead find the logic in their thinking – there is always some logic to what they say. For example, if your child multiplies 3 by 4 and gets 7, say – Oh I see what you are thinking, you are using what you know about addition to add 3 and 4, when we multiply we have 4 groups of 3...
3	Never associate maths with speed. It is not important to work quickly, and we now know that forcing kids to work quickly on maths is the best way to start maths anxiety for children, especially girls. Don't use flashcards or other speed drills. Instead use visual activities such as https://www.youcubed.org/evidence/fluency-without-fear/

4	Never share with your children the idea that you were bad at maths at school or you dislike it – especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughter’s achievement went down.
5	Encourage number sense. What separates high and low achievers is number sense – having an idea of the size of numbers and being able to separate and combine numbers flexibly. For example, when working out $29 + 56$, if you take one from the 56 and make it $30 + 55$, it is much easier to work out. The flexibility to work with numbers in this way is what is called number sense and it is very important.
6	Perhaps most important of all – encourage a “growth mindset” let students know that they have unlimited maths potential and that being good at maths is all about working hard. When children have a growth mindset, they do well with challenges and do better in school overall. When children have a fixed mindset and they encounter difficult work, they often conclude that they are not “a math person”. One way in which parents encourage a fixed mindset is by telling their children they are “smart” when they do something well. That seems like a nice thing to do, but it sets children up for difficulties later, as when kids fail at something they will inevitably conclude that they aren’t smart after all. Instead use growth praise such as “it is great that you have learned that”, “I really like your thinking about that”. When they tell you something is hard for them, or they have made a mistake, tell them: “That’s wonderful, your brain is growing!”
	<p>* I use maths, rather than math, partly because I am from the UK and we say maths there and partly because maths is short for mathematics; it is a plural noun.</p> <p>Mathematics was chosen to be plural to reflect all the many parts of mathematics - drawing, modeling, asking questions, communicating, etc. Math sounds more singular and narrow (Do the math, usually means do a calculation!), and I prefer to keep the idea that maths is a multidimensional and varied set of mathematical forms and ideas.</p>