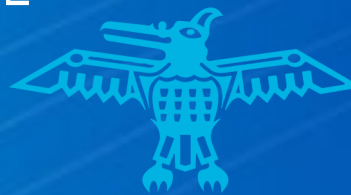


T-BIRD TIMES


 EDMONTON
PUBLIC SCHOOLS

Superintendent:
Darrel Robertson

**Assistant
Superintendent:**
Ron MacNeil

School Trustee:
Marcia Hole

PRINCIPAL'S MESSAGE

Greetings Ross Sheppard High School community. We are off to a great start this year at SHEP as things are stabilizing following the September kick-off. We began the 2021-2022 school year with just under 2100 students, and as of today we sit at 2108 students (707 Grade 10s, 686 Grade 11s, and 715 Grade 12s). Almost 98% of our population is engaged in-person learning. As a school, we have made some real shifts to ensure that we try to meet the needs of a variety of teaching and learning scenarios.

The 2021-2022 school year has started to resemble some normalcy, as we have students who now have lockers, as well as an opportunity to enjoy a modified lunch in the cafeteria. Ensuring that we meet protocols for our staff and students is something we take seriously, and I will admit that we have a very relaxed and calm atmosphere here at SHEP. Most recently we switched our headwear policy to support our student body with respect to comfort, expression and changing fashionable times. It has created a real culture of collaboration and respect between all stakeholders in the school.

The Graduation Executive has been announced and is now in the process of planning out what the end of the year will look like. In everything we do these days, we follow COVID protocols set by the province, and ensure alignment with other High Schools across our Division to avoid the perception that one school is left out or doing more than another.

As a second year Principal at Ross Sheppard High School, I have continued to work in a community with incredible empathy and support. Our Ross Sheppard School Council, featuring our parents who come together and work with admin, has been a phenomenal group to work with. Their countless efforts and pursuits behind the scenes to support our community is second to none. Most recently, our School Council helped reshape the ETS schedule as we had some major back up in September. With some letters of support, we started to see change. You may be aware of the recent announcement from the province regarding a reduction of diploma exam weightings and, once again, thank you to our School Council for their advocacy in this pursuit. I know that our face-to-face meetings and the absence of our coffee talk mornings are something we hope to get back to one day, but for now, we are able to communicate and maintain the consistency of connecting to support our school growth. Ross Sheppard High School has been a wonderful school to be associated with, and I am thankful for such a fabulous staff and student body.

One thing that is different this year is the emergence and regeneration of many clubs in the school. Although modified, the clubs still offer students a great way of connecting and engaging with the school community. I have been able to start my Principal Advisory Committee which has been renamed 'Speak Up Shep'. This committee meets twice a month, with one of those meetings in our conference room joining me for discussions that support some potential shifting of practice in our school. Having the student voice is a very powerful tool to really understand the needs of the student body.

The true spirit of "We Are Shep" lives in our halls and is certainly practiced by all. The foundational principles that our school lives by include the ability to show LeaderShep, MentorShep, RelationShep, and ScholarShep. These principles highlight that we are a community working in unison to embrace challenge with rigour, celebrate success, and model the pride, tradition and excellence that truly make our school a wonderful place to be. I want everyone to know that my door is always open for a conversation. Please feel free to make an appointment and come to visit if you ever need anything from our school, as we are here to support our community. Your voice is important to us.


Rick Stanley
PRINCIPAL

MATHEMATICS

In Mathematics, we are looking forward to the start of the math contest season. This is the time of year when the hearts and minds of young people turn to problem solving. We have already begun working on the monthly Mathleague contests. These are six-question contests that run for a half hour during a lunch break. The first two questions are pretty straight forward, with the next two being a bit more challenging, and typically the last two requiring some good and insightful knowledge of all of high school mathematics. Coming up very soon in November are the Canadian Intermediate and Senior Mathematics Contests, sponsored by the Center for Education in Mathematics and Computing out of the University of Waterloo. These contests are designed specifically to be a fun means for students to develop problem solving ability. Following these opportunities, we will write the Open Mathematics Challenge. This contest is the first step towards the International Mathematical Olympiad. If you are interested in seeing what these contests look like, below are a sampling of questions from last year.



Mathleague: What is the greatest integer n that satisfies $1002 - n^2 = n^2 - 1002$?

Canadian Intermediate Mathematics Contest: The five numbers 14, 410, 41100, 0.04, 0.404 are to be listed from smallest to largest. Which number will be in the middle of the list?

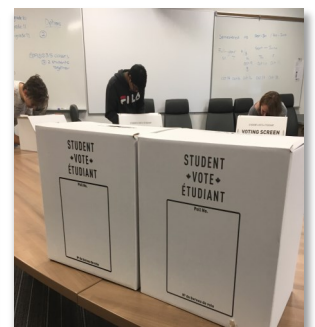
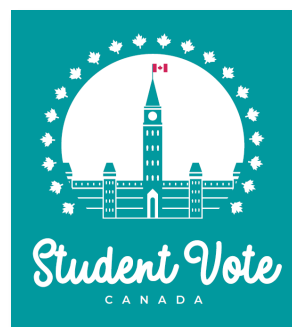
Canadian Senior Mathematics Contest: Markus has 9 candies and Katharina has 5 candies. Sanjiv gives away a total of 10 candies to Markus and Katharina so that Markus and Katharina each end up with the same total number of candies. How many candies does Markus have now?

Canadian Open Mathematics Challenge: At a party, if each kid took one apple from the fruit bucket then 7 apples would still remain in the bucket. However, if each kid had an appetite for two apples, the supply would be 16 apples short. How many kids were at the party?

Answers: 100, 410, 12, 23

SOCIAL STUDIES

It has been an exciting fall for the Social Studies world! There have been no shortage of issues and current events for our students to discuss, including the Federal Election. All Social Studies students had the opportunity to participate in our Federal Student Vote on Thursday, September 16th and Friday, September 17th. In addition to regular class discussions, students took time to research and decide which candidate in Shep's riding should get their vote. We had over 1000 students participate and see the impact individuals can have in the voting process.



In November, we are looking forward to our Social 20 classes participating in a virtual field trip to the Holocaust Education Symposium. This will give students the opportunity to layer their understandings learned in class about the consequences of ultranationalism with real life accounts of the Holocaust. We are also very fortunate to have the "Stars Without a Heaven – Children in the Holocaust" exhibit from Yad Vashem – The World Holocaust Remembrance Center displayed in the Learning Commons from November 16th-18th. Classes will be walking through this gallery. Students without a Social Studies class this semester are encouraged to come down and view the exhibit.

Keep your ears open for issues you would like to discuss in your Social Studies class, and remember to start reviewing, as final assessments are just around the corner!

SCIENCE

Our Biology/Biologie 20 students participated in an ecological field study at Bunchberry Meadows Conservation Area, an important ecological area in Treaty 6 Territory and part of Métis Nation Region 4. The Alberta part of Treaty 6 encompasses the ancestral and traditional territory of 16 distinct First Nations, including the Cree, Dene (DEN-eh), Anishinaabe (ah-nish-in-AH-beh) (also known as Ojibwe oh-jib-weh), and the Stoney Nakoda.

Bunchberry Meadows is a 260-hectare site that supports a landscape of old-growth, meadow, and wetland habitats. The conservation area is open to the public for walking, hiking, cross-country skiing, and snowshoeing. It is privately owned and managed by the Nature Conservancy of Canada (NCC) and the Edmonton & Area Land Trust. The land was donated by 5 families who owned, lived on, and cared for the area, all while urbanization happened around it. In 2017, the area was officially opened as the Bunchberry Meadows Conservation Area.

Students from Mrs. Ferguson's, Mme. Hafer's, Mrs. Littlejohn's, and Mr. McCann's classes had the opportunity to compare old growth and new growth forests through a comprehensive plot study, and explore the opportunities and challenges of a multi-use forest area. Activities included identifying plant and wildlife species; using forestry tools to study tree volume, age, health, and canopy cover; performing a soil core and evaluating soil type and texture; and considering the impacts of multiple land uses such as forestry, oil and gas, agriculture, and recreation. They had great weather for this fall day field trip!



ENGLISH

The Ross Sheppard English Department brought some fun and joy to the west wing of the building with our Halloween dress up themed around TV/Film characters! Characters included those from *Friends*, *Schitt's Creek*, *Wayne's World*, *Super Mario*, *Doctor Who*, *Sabrina the Teenage Witch*, etc. We had fun thinking of ways to bring some Halloween costume spirit to the school. We hope everyone had a safe and fun-filled Halloween!



Creative Writing Club!

Students who like to express themselves through writing, or those who would like to try, should check out the new Writing Club! Whether you have an interest in writing fiction, non-fiction or poetry, all writers are welcome to join the **Creative Writing Club** in room 2102 every Thursday at lunch. Creative Writing Club is an opportunity for students of all writing abilities to come together to write, share ideas, and provide feedback on each other's work. Hope to see you on Thursdays!

Reel Canada Guest Speaker

Two of Mrs. Cannon's English 30-1 classes had the opportunity to connect with a Canadian film producer via a one hour livestream hosted by [Reel Canada](#) on October 5th. Reel Canada was founded by "Sharon Corder and Jack Blum who gathered with members of our national film industry and some dedicated educators to discuss the possibility of a programme to introduce students to the wealth of great Canadian films. An idea emerged to bring a travelling film festival into high schools." We have access to this fantastic resource and guest speakers to bring a more in-depth study to our ELA curriculum. This time, we livestreamed with [Alexander Henry](#), Executive Producer at Alfredo Films & Sauce Digital. He introduced us to the multiple careers in the film industry, and answered any questions that students might have had regarding film study and the industry in North America.



Alexander Henry

INTERNATIONAL BACCALAUREATE

Ross Sheppard is excited to welcome all of the new IB students, including our 10 pre-IBs, and to welcome back our Grade 11 and 12 IB students. This year, we have 12 students registered to complete the full IB Diploma Programme in Grade 12, and we couldn't be more proud of them continuing this challenging program during challenging times. We currently have 75 students registered to write IB exams: good luck to all of you in your work. In Grade 11, we're thrilled to have 39 full IB Diploma candidates beginning Year 1 of their IB journey.

Our Grade 12 Theory of Knowledge (TOK) students have been busy working on a virtual exhibition. They chose three objects that explore how TOK manifests in the world around us. We are putting our finishing touches on the exhibition and are excited to share what we've learned. Parent(s)/guardian(s) of these students, and Shep staff, look out for more information on how to view these exhibitions soon!

Ms. Gross's office has moved to room 2100: if you're looking for answers to your IB questions, please see her there or email her at jennifer.gross@epsb.ca.



GLOBAL LANGUAGES

French Language Arts

Bonjour tout le monde!

Our students in French Language Arts are off to a great start this year! Grade 10s and 12s in FLA began the year with a podcast project, talking about their thoughts and ideas on certain subjects such as the importance of learning French, and French bilingualism in Canada.

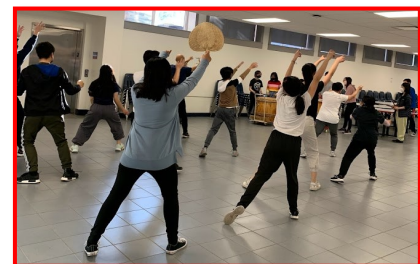
In Grade 10, students made advertisements for innovative products they created, or causes they wanted to share with their peers. In Grade 12, students had the chance to express their creativity through the production of poetic texts, which they presented to the class during our soirée de poésie!

Students will now be tackling some French literature and film for the remainder of the term. Our Journée d'Intégration is currently being planned, and our tentative date has been set for February, pending restrictions. À bientôt!

Chinese Language and Culture

Our Grade 12 classes are preparing to have a Chinese Grad this year. Students are busy planning performances and raising funds for the big party.

Our Traditional Chinese Lion Dance team and Traditional Chinese Dance team resumed their weekly practices. After a year of break due to the pandemic, our teams are stronger and bigger. We don't have a Chinese dance teacher this year, but Grade 12 student, Adeline Lam, volunteered to take the lead. She has organized three groups that practice at different times. We look forward to seeing their wonderful performance soon!



ENGLISH LANGUAGE LEARNERS

In the past two months, we have had our English Language Learner classes double in size with new Canadians being welcomed to our country. We currently have 32 ELL students in our sheltered ELL classes, and are growing every week.

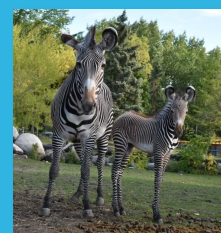
Within our classrooms we have students from Uganda, Somali, Syria, Afghanistan, Vietnam, Guatemala, Honduras, the Philippines, Sudan, Germany, and many more countries. The diversity of languages has created a wonderful cohort of learning. Every day we all learn something new.

As well, *Actions for Healthy Communities* is back in our school every Friday running activities for our ELL students. From citizenship to holidays to healthy eating, their visits are always informative and interactive! We really look forward to taking field trips again and exploring Edmonton with AHC.



INCLUSIVE LEARNING - CLS

Students enjoyed preparing baked potatoes and cupcakes in foods class. They investigated prices for grocery items in math, and began learning about coins and money. Together, we began our novel study of *Call of the Wild* in language arts. We also participated in virtual visits to the corn maze and Kinman farm. The students especially enjoyed a Surprise Friday virtual visit to the Edmonton Valley Zoo, where they saw new baby zebra Maizy.



A few important reminders:

- Please send all e-mail correspondence to both Lidia.Letcher@epsb.ca and Lou.Branco@epsb.ca in the event that one teacher is absent.
- Should your teen be absent, you will need to report the absence by calling 780-448-5000.

Please make sure that your teen has appropriate clothing (coats, hats, gloves and boots/shoes) for the approaching winter temperatures. Our CLS class enjoys walks in the park, and it is important that they have suitable clothing for these activities.

Thank you for your continued support, and we look forward to a great November in the CLS classroom!

INCLUSIVE LEARNING - INTERACTIONS

We're excited to have doubled our Interactions program to 16 students in 2 classrooms.

This year, students have been working on classroom routines, communication, social skills, art, cooking, literacy, and numeracy. We participated in Orange Shirt Day activities, listening to and reflecting on residential school survivors. The group has also started venturing out into the community and had their first trip to the swimming pool in over 18 months! A great time was had by all!



PHYSICAL EDUCATION

For the first few months of school, the Phys. Ed department has been enjoying some great weather, and has been attempting to be outside as much as possible before the snow and cold comes our way.

We are benefiting from the ability of our P.E. 20 and 30 classes to go on field trips once again. Students have been really looking forward to these opportunities, with visits to the Velodrome, driving range and bowling alley planned.

Another positive for our department has been the allowance for classes to join in activities together. This has resulted in positive collaboration amongst students during different and challenging games that work better with more participants!

Everyone is extremely happy to be in person for Phys. Ed classes this year!

ATHLETICS

It has been very exciting to see Athletics return to Shep. The golf team had four individuals that represented Ross Shep proudly at the City Championship, while our swim team is about to start their time trials next week. Cross country was a quick season, which was highlighted with Carson Young winning a bronze medal, and Alison Mackie bringing home a silver medal, in their respective 4 km Provincials race.

Volleyball served up some great competition with all four teams back playing. Three of the four teams are currently preparing for playoffs.

Both Senior and Junior Football teams had a strong season. The Senior team is currently preparing for what they hope to be a deep run towards a provincial championship, while the Junior Boys will compete for the Division 2 City Championship on November 3rd.

Sports that are getting ready to begin include basketball, curling, and indoor soccer. It has been a great start to the athletic season, let's keep it going T-Birds.



CONNECT HUB

The Connect Hub is a diverse learning space that supports academic and personal growth. It is located in Room 1101 - a bright, open work environment opening onto one of the two courtyards at Shep.

Offerings in the Connect Hub include:

- Independent courses offered through LearnWrite modules
- Tutoring
- Customized Individual Learning Supports (Connect Plans)
- Supporting and tracking students' progress toward graduation
- Space for extra support and homework completion
- Food and drinks available for students
- Extra-curricular activities: Speak Up Shep!, field trips, Gardening Club



Connect Hub Team
Ms. Preszcott, Mr. Dunkley,
Ms. Perry, Ms. Degenhardt



Students! Parents! Teachers!
Follow us on Instagram:
[@shepconnect](#)

KIKINAW (KEY-GEH-NAW) PPQ°

We were extremely honoured to welcome Elder Kirk Buffalo to our Indigenous Student Centre on October 15th. He held a pipe ceremony and then blessed our space with a new name - KIKINAW which means "Our House", "Our Home".

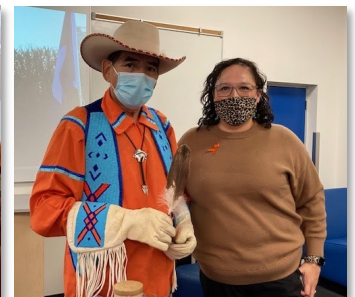
Orange Shirt Day & Truth and Reconciliation 2021 *Shep Honours the First National Day of Truth and Reconciliation* - By Kym Bahandi

During National Day for Truth and Reconciliation, Shep came together to reflect and learn about Indigenous culture and history. The school was an ocean. People wearing orange shirts filled the halls, with many donning the school's exclusive shirt for this day, designed by one of our own students, Ellie Blevins. Floating orange hearts filled the main hallway, and rocks painted with orange hearts by staff and students were placed on teachers desks, in hallways and in our courtyard. Felt pins and buttons created by Indigenous leadership students, honouring Orange Shirt Day, were gifted freely to students, staff, and their families. A diverse range of perspectives gathered to commemorate this day, including those from educators, elders, and students. Ross Shep was honoured to have Elder Kirk Buffalo, from Samson Cree Nation, come speak at our school about his experiences as a residential school survivor. Not only did students learn about the challenges Indigenous peoples faced, but the beauty of Indigenous cultures were celebrated with the flute, drums and dance, as well. To honour residential school survivors, one Grade 12 Shep student, Damaris Badger, performed a breathtaking dance in traditional regalia, along with music played live by the Cree Confederation Drum Group. Georgia Phillips gave a personal treaty acknowledgement to begin the presentation, which was followed by Elder Buffalo and his daughter, Wynette Tailfeathers, carrying out a smudging. The words and performances exchanged on the first ever celebration for Truth and Reconciliation Day inspired many. After the presentation, hundreds of students and teachers gathered to meet and spend time with Elder Buffalo and his daughter.

National Truth and Reconciliation Day provides time for reflection - so what do the words truth and reconciliation mean to Shep? Principal Rick Stanley believes it is about being able to understand the past, while also shifting practice for the future. "We must have empathy, respect, gratitude, and understanding when dealing with all aspects of humanity". Mrs. Degenhardt defines truth as acknowledging the histories and personal experiences of Indigenous people, while reconciliation is about taking action to improve through promoting thoughtful, respectful behaviour, and listening. A Grade 12 student, Lauren, reflects that it is a day that focuses on reviving the past in order to better a nation and its people. To support Indigenous communities means we must ensure their safety, privacy, rights, and freedoms as well as collectively working towards more political, social, and economic benefits. She admits this is a complex issue; the meaning of this historical day may even change tomorrow as Canada takes more steps towards this journey of reconciliation. During block 2, all students had an opportunity to ponder their actions toward reconciliation by writing their own commitment on hearts, hung on display in our windows, allowing students to reflect on reconciliation throughout the upcoming school year.

Moving forward, Shep is developing programs to educate our Shep students and community on a myriad of aspects of Indigenous culture. Shep's Indigenous Advisor, Mrs. Perry, is working on programs, workshops, and celebrations for students to grow and learn. Through activities such as Orange Shirt Day, there is a safe space where students are not afraid to ask questions, make mistakes, and actively engage in learning opportunities to grow.

Taking steps towards truth and reconciliation is not a simple process, but it is necessary. We will uplift. We will celebrate. We will learn. With that, we can work to move forward.



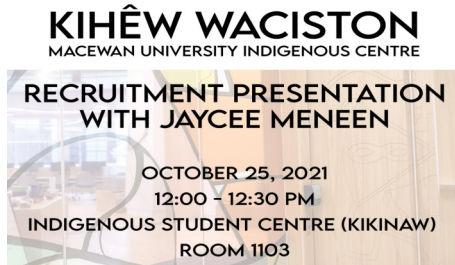
KIKINAW (KEY-GEH-NAW) ᑭᑭᑎᑎᑦ

New! Weekly Smudging in Kikinaw

Smudging is being held in Kikinaw, every Friday morning at 8:50 AM. Smudging is used to clear away any negative energy. To do this we use the smoke to smudge ourselves, objects, and homes.

University Presentations

Kikinaw has hosted two university presentations this fall, with more virtual presentations to come. University of Alberta presenter, Aaron Lepine, talked about the registration process, the TYP program, and student life!



FASHION

Zippered Bags and Tissue Holders

Fashion 10 students began this term practicing their new sewing skills by making tissue holders and zippered bags. Sewing machines and sergers were used to construct these projects. Bags all turned out fun and functional!



Check out the Fashion 10 Tote-bags Created for Creating Accessories 1060!

Each Fashion 10 student designed and constructed tote bags, and then captured their work in these awesome portfolio pictures.



FOOD STUDIES

The **Foods 10** classes have almost completed their Food Basics 1010 course, which allowed them to develop understandings of: food safety, safe knife skills, accurate measuring, proper choice of tools, safety, and sanitation. With 7 classes of Foods 10 running, we have over 210 students keen on learning some great cooking skills.

The semestered classes will soon complete the Contemporary Baking 1020 course, while the full-year classes will begin the course in the next week. Students have been making a variety of sweet and savory dishes, learning how to make healthy substitutions, and allow for variance in ingredients to accommodate diet and lifestyle restrictions. In addition to cooking, students learn how to work as a team, share responsibilities, meet daily deadlines with a finished product to present, and communicate to achieve these goals.

Student comments as to what they like about Food Studies:

- "a nice break from academics"
- "expanding knowledge, skill, and confidence with cooking techniques"
- "I like the food we make and getting to eat different things"
- "good food"
- "learning basic skills"

Welcome to our kitchen! We gratefully have 2 labs with 10 kitchens each. Students generally cook in groups of 3, so we have a lot of action, teamwork and great food being made all day! The smells in the hallways often attract others to pop their head in to see what we are cooking!



In **Foods 20**, classes have just completed the Meat Cookery Module, learning how to marinate, tenderize, and shop for great cuts. The classes are going to challenge the Nutrition and Digestion Module in November.

In semestered **Foods 30**, students have just completed the Cake Boss Competition. Congratulations to Alex, Adam, and Daniel (Log Cake), as well as John, Bevin, Gracie, and Natalie (Graveyard Cake), for tying for first place. The class will be starting the Soups and Sauces Module in November.

In full-year **Foods 30**, students have just completed the Food for the Life Stages Module, and had some fun making Baby Food, Kid Lunches, and a Senior Meal. Creative Baking is up next.

On Friday Oct 29th, students participated in a Halloween sugar cookie decorating contest. We love to see the teamwork and creativity explode! Pictured below are some of the winning cookies.



FOOD STUDIES

Foods 10



Quick Pizza



Beef & Vegetable Stir Fry



Simple Muffin



Buffalo Chicken Dip

Cross-Class Cake Decorating Contest! Students were challenged to have the best decorated cakes. They voted in class for the best, and the top group from each class was put into a final vote by the teachers. Pictured below are the results.



FINE ARTS

In **Visual Art**, we are very happy to be back to in-person classes, working in the studio again. The photo to the right is of a student engaged in work on a large sculpture made from chicken wire and plaster.

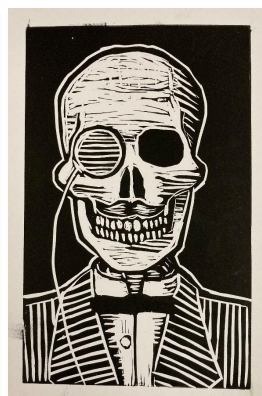
In **Art 10**, students have completed units in drawing and relief printmaking. Below are some examples of finished prints on the theme of skulls.



Elery Watzke,
Art 10



Brooke Leghton,
Art 10



Timothy Adams,
Art 10



Kyana Gormsen,
Art 30 IB

FINE ARTS

Art 20 recently completed an assignment creating geometrically fragmented portrait paintings. Pictured below are a couple of examples.

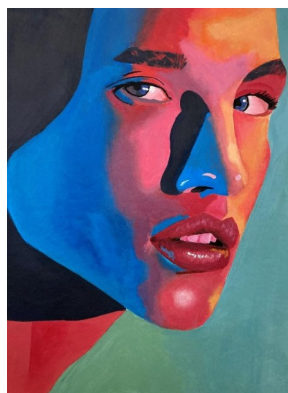
Art 30 completed a challenging assignment in colour theory, creating large acrylic portrait paintings.



Poly Redfield,
Art 20



Kelsey Reddy,
Art 20



Angelina Dysip,
Art 30



Linnea Becker,
Art 30

Art 20 IB began the year with a series of work exploring how visual meaning of an object can be conveyed by manipulating the Principles and Elements of Art. The work is currently on display in the Learning Commons Gallery.



Below is a more detailed look at some of the pieces on display. Please go take a look when you have some time!



Lehan Sun,
Art 20 IB



Ainsley Eerkes,
Art 20 IB



Kate McCormick,
Art 20 IB

DRAMA

Advanced Acting and Technical Theatre

The Advanced Acting and Technical Theatre class is thrilled to announce their upcoming production of *Radium Girls* by D. W. Gregory. The story takes place in 1926 when radium was a miracle cure, Madame Curie an international celebrity, and luminous watches are the latest rage - until the girls who painted them began to fall ill with a mysterious disease. Inspired by a true story, *Radium Girls* traces the efforts of Grace Fryer, a dial painter, as she fights for her day in court. As the case goes on, Grace finds herself battling not just with the U.S. Radium Corporation, but with her own family and friends, who fear that her campaign for justice will backfire. *Radium Girls* is a fast-moving, highly theatrical play that offers an unflinching look at the peculiar obsessions with health, wealth, and the commercialization of science. The show will be live-streamed from the Performing Arts Theatre on November 26th and 27th at 7 PM. Tickets will be available starting November 10th at <https://www.tv.fringetheatre.ca/en/>.



Drama 20/30

The Drama 20/30 students completed an exciting playwriting unit with the #writesofpassage program from Workshop West Playwrights' Theatre. Students had the unique opportunity to workshop their original scripts with professional actors online. Student directors, playwrights, technicians, and actors will now work towards staging their original plays for Shep Fest, our One Act Festival, which will take place December 7th-8th in our Performing Arts Theatre.



Drama 10

The Drama 10s just completed their International Theatre History unit, and will soon be starting rehearsals for their final showcase on January 13th, 2022.

Improvisation

The improvisation team did a fabulous job representing Shep during the online Northern Alberta Improv League competition on October 20th. They're excited for the possibility of returning to in-person competitions hosted by Rapid Fire Theatre in the near future!



STUDENT SPOTLIGHT – LAUREN LAPLANTE

Lauren Laplante is a Grade 12 student at Ross Sheppard High School. This past summer, she spent seven weeks in Peace River, Alberta as a Junior Forest Ranger, a job that helped her decide to pursue her ever growing interest in the environment. Out of Alberta, only 56 applicants were accepted for the 2021 summer, a huge accomplishment. Next year, Lauren will begin a degree in Environmental Studies at the University of Alberta.



What is the Junior Forest Ranger Program?

JFR is a 56 year old summer job opportunity offered to youth to engage in natural resources, forestry, and wildfire career related opportunities and experiences. In a normal year, nine crews are created from selected individuals across Alberta and stationed throughout the province. Crews work for seven weeks exploring all parts of the forestry, natural resource, and wildfire industry, to gain meaningful work and life experience along the way!

What drew you into the Junior Forest Rangers?

My passion for the environment and outdoors, exploring Alberta, and narrowing down a future career. I also wanted to meet people with common interests, make connections, and share our passions. I have always enjoyed camping, hiking, and the health of our forests. This seemed like the perfect summer job and it was! The program met all of my expectations and more.

How did you hear about it?

Word of mouth. My friend did the program and told me about it, it was also on SchoolZone. They also have a really good page on the ALIS website.

What were your duties?

- We did lots of trail maintenance, working in communities, and creating paths and trails for public use. This meant working with power tools like brush saws, whipper snippers, axes, Swede saws, and pulaskies. We were given detailed training on how to safely use and operate all of our equipment. This definitely was a huge bonus from the program.
- We learned about every sector in forestry (in hopes of recruiting people into the field). During this, we worked on activities in each sector in order to understand what a career in the field entails. I.e. climbing a 100 foot fire lookout tower, flying in a helicopter to do a mop up of a controlled wildfire.
- We interacted with wildlife through bird banding and building bird boxes. I was able to hold a Peregrine Falcon in my bare hands! In our days of training and orientation, we had many presentations about wildlife safety, including BearSmart safety.
- We worked with the NAIT campus in Peace River in collecting and processing berries, seeds, and saplings
- We toured the entire West Fraser lumber mill in Manning, Alberta, and learned how to timber scale trees. This meant learning how to classify the quality of lumber, and the signs that companies look for in high quality lumber.



STUDENT SPOTLIGHT – LAUREN LAPLANTE

- We collected data for larger organizations by venturing into the depths of forests to scale marked trees. Scaling trees involves monitoring the health and growth of trees for decades before they are ready to be harvested.
- We planted many, many trees; around 200 trees per crew member.
- There was also a large component of learning Traditional Ecological Knowledge. My crew was fortunate enough to be led by an elder through a smudging ceremony. That was one of the most moving experiences of my life.

What were some of the unexpected things?

I made amazing connections with people that have now become such an important part of my life, we talk everyday, and hang out all the time. I could have never imagined meeting more inspiring people.

The program was much more wildfire oriented then I had expected. We lived alongside wildland firefighters, and had many opportunities in working and training alongside them. I was able to officially receive a basic wildfire orientation certificate. I would definitely recommend this program to people interested in pursuing wildfire as a career. It looks fantastic on a resume and you get the raw experience of real forest firefighters.



There was so much variety. We partook in something different nearly everyday for the entire seven weeks. There was also the final event, “Bull of the Woods”, where JFR crews from all over Alberta came together to compete and connect during a three day event. This was fantastic! We competed in challenges using all the skills we learned throughout the summer, like using a swede saw or wrapping a firehose into a ‘melon’ as fast as possible. There were also firestarting competitions and performance-based skits. Plus much more! I made so many more amazing connections and everyone got along so well. I was inspired by all of the young people striving for a better future.

Would you recommend this program? How would someone apply? Qualifications?

I would recommend this program for people who are passionate about the outdoors and/or the environment, and are prepared to live and work in the outdoors. Anyone willing to leave everything behind and experience something totally different from any other experience they have ever had, would greatly benefit from becoming a Junior Forest Ranger. If you are willing to live without social media, and the comfort of home for two months, this may be the experience of a lifetime.

This is the best summer job for high school students who are interested in careers related to forestry, natural resources, and wildfire. I honestly could not imagine a more perfect program.



Qualifications were a fitness test, camping and hiking experience, and leadership skills.

How will you use this experience moving forward in life?

This experience narrowed down my interest in a large field. In the environmental field there are so many pathways. The JFR program really allowed me to explore, and make a decision about what career I would thrive in. Because of JFR, I will be pursuing Environmental studies at the U of A starting Sept of 2022. I have made strong connections and established support systems with so many more people. This program has enabled me to confidently attain my personal goals, and move toward my more long-term career goals.

Anyone interested in this program can go to <https://alis.alberta.ca/junior-forest-rangers/> for more information.

STUDENT SERVICES

Grade 12 students have been applying for post secondary institutions since October 1st, and many of our students have already received offers of admission. Several Alberta institutions and out of province institutions have visited our school through evening virtual meets to answer any questions students may have had.

It's scholarship time! Any students interested in applying for major scholarships across Canada can consult our website links, or see Ms. McGowan for more information. Shep specific awards and scholarships will be advertised in the spring.

On November 9th at 3:45 PM, The Africa Centre is offering a black hair care workshop online that will take place in room 2209. Students can sign up in Student Services, as space is limited. They will be discussing:

- How to achieve healthy natural hair (healthy hair growth)
- Healthy hair care habits and routine
- Hair type and texture
- Moisture retention (products, DIY hair recipes and routines)
- Protective styling



This year, we are training interested students/nominated students for our Community Helpers Program. This program, run through AHS, helps to support our natural helpers in the school with additional skills for peer support in our Shep community. This program is not designed to professionally train students as counselors or therapists, but to rather provide them with training so that they can recognize their own limits as a natural helper, and enable them to make referrals to other adults or professionals when appropriate.

The goals of the program are for students to learn:

- About issues affecting youth and young adults
- How to recognize when someone needs help, and feeling confident offering help
- To encourage youth to ask for help when they need it
- About community supports, treatments, and resources available
- How to identify mental health issues and reduce stigma
- About the importance of, and strategies for self care
- About suicide awareness and prevention

Please see Ms. Chan for more information.

CAREER PATHWAYS

Ross Sheppard has had a very busy year in both Work Experience and the Registered Apprenticeship Program (RAP). We have had over 130 students access credits in Work Experience, and 28 students from Shep have participated in the RAP program. 22 students had placements over the summer in a wide range of apprenticeship positions taking on roles as automotive technicians, chefs, carpenters, structural steel workers, heavy duty mechanics, motorcycle technicians, electricians and sheet metal workers. We would like to thank the following companies for their support of our students, and this critical educational experience: Silent Aire, Arpy's North, Twisting Steel, Earl's restaurants, Fountain Tire (downtown), Kartunes, Habitat Studio, Delton Custom Cabinets, Element Steel, Southland Transportation, and JC Power Systems. We also had students participate in The Junior Forest Ranger and Health Care internship programs over the summer.

CAREER PATHWAYS

From Kindergarten through Grade 12, Career Pathways supports students by helping them to:

Discover their likes and dislikes

Think about "next steps"

Explore the realities of work

Develop self-awareness

Make plans and map out
how to get there

Obtain dual credit, certification
and credentials

Uncover choices and opportunities

Gain hands-on experience

Transition into post-secondary
and/or the world of work

Work Experience Overview:

Work Experience courses are components of Career Pathways learning experience. They provide experiential learning activities undertaken by a student as an integral part of a planned school program, under the cooperative supervision of an Off-Campus Education Coordinator. Placements may include paid employment, volunteer positions, or both.

Work Experience courses provide opportunities for students to apply, in the workplace, knowledge, skills, and attitudes acquired through other course work; and discover their career interests and aptitudes in meaningful work activities, situated in community-based work stations and work sites in business, industry, government, and community service.

Getting Started:

After completing the prerequisite safety and workplace training, students are able to use a paid or volunteer position to explore a future career, and receive practical on-the-job training; all while earning high school credits. Students can either work in collaboration with their Off-Campus Coordinator to find a placement, or can begin earning credit for a placement they are already a part of or aware of (i.e. a part-time job, mentorship opportunity, etc). Students work individually with their Off-Campus Coordinator to complete a required learning plan, off-campus agreement, and complete HCS3000 before starting at the job site. The learning plan is visited through ongoing dialogue and check-ins during the placement.

Credits:

Work Experience is offered at the 15, 25, and 35 level. It can be offered for 3, 4, 5, 6, 7, 8, 9, or 10 credits. Each credit is time based; 25 hours per credit. Students may earn up to 30 Work Experience credits, but only 15 credits can be counted toward an Alberta High School Diploma.

Registered Apprenticeship Program (RAP)

The Ross Sheppard Registered Apprenticeship Program is the best opportunity we have for our students to receive on-site job training in the trades, acquiring real life skills that can lead to multiple opportunities and careers. Students learn on an actual job site, receive a wage, earn high school credits, and accumulate hours of on-the-job training required to become a certified journeyperson. You must complete Grade 10 before starting a RAP placement *but you are eligible to apply for RAP in your second semester of Grade 10*. RAP applications are due in March for placements starting in July. For example, apply in Grade 11 for a Grade 12 placement. You should have an interest in working with your hands, and a willingness to learn new skills. Our employers want students that will show up and work hard. You can better your chances of getting a RAP placement by attending and passing all of your courses. Make sure you research some trades so you can make an informed decision. You can also visit www.tradesecrets.alberta.ca to find relevant information on all 50 trades. Congratulations to the following students for winning The Alberta Government's High School Apprenticeship Scholarship: Asher Campbell, Hayden Coffin, Bennette Guinto, Matthew Ingram, Jory Lap, and Jacob Trang.

More information is available by contacting Mr. Lynagh at mike.lynagh@epsb.ca or visiting rosssheppard.epsb.ca.

T-BIRD STUDENTS' ASSOCIATION & LEADERSHIP

This year's Students' Association is made up of three Grade 12 representatives, three Grade 11 representatives, and three Grade 10 representatives. Our representatives this year are:

<u>Grade 12</u>	<u>Grade 11</u>	<u>Grade 10</u>
Sabrina Liao Skyla Seguin Nina Yeung	Nicole Estomo Courtney Henschell Nadia Watts	Alyson Ortiz Barajas Tejaswi Bhandari Serena Woo

The Students' Association just organized our first school event of the year: HALLOWEEN! The festivities were held at lunch in the cafeteria, complete with a costume fashion show and some COVID-friendly games! In November, we have the following events planned:

- Anything but a Backpack Day - November 8th
- Twin Day - November 22nd

STUDENT CLUBS

This year at Shep, clubs have resumed, and we've got 15 that have been created thus far! More information about when and where each club meets can be found outside the main office!

Interact	Chinese Lion Dance	Traditional Chinese Dance
Project Green	K-Pop Dance	K-Pop Chit Chat & More
Shep Asian Alliance	Computer Science	Dungeons & Dragons
Gender & Sexuality Alliance	FIRST Robotics League	Gaming Club
Car Club	Chess Club	Book Club



WE ARE SHEP!

STAY CONNECTED



- ShepHighSchool
- ShepSUEvents
- Shep_Athletics



- @shepfootball
- @shepsmed



- Shepsmed



Shep Grad 2022 Information
shepgrad.ca

SCHOOL COUNCIL

The Ross Sheppard School Council invites and encourages all parents of Ross Sheppard students to attend our monthly meetings, held on the third Wednesday of each month. Our meetings are an opportunity for parents to meet and advise the Ross Sheppard administrative team, as well as for parents to become familiar with programs, staff, resources, and events at our school. All meetings are held at 6:30 PM via Google Meet. If you have any questions, or to send us your consent to contact form so that you get timely information from School Council, please e-mail

rsschoolcouncil@gmail.com.