



Hampton Elementary School

February 2018

Newsletter



HAMPTON ELEMENTARY SCHOOL

82 School Street,
Hampton, N. B. E5N 6B2

<http://hampton-elementary.nbed.nb.ca>

From the Main Office

Telephone - 832-6021

Principal - Sarah Blanchard

Vice Principal - Julie Stewart

Admin. Asst.- Nancy Long

PSSC Chair - Candace Muir
psscchair@gmail.com

Home & School President -
Tamara Simpson
hes.homeandschool@gmail.com

Hampton Education Centre
832-6143

Anglophone South Website
<http://web1.nbed.nb.ca/sites/asd-s/Pages/default.aspx>

School Bus Transportation -
832-6429

Principal's Message

We are nearing the 100th Day of School. For our students (and teachers), it's hard to believe that the school year is almost half over. The 100th day will fall on Valentine's Day this year (but if there is a snow day, you can move that day on). There is so much to do and learn. In talking with our students, it seems that although they enjoyed their holidays, most are happy to be back and in a familiar routine. We always seem to find that January and February are our most settled months and our students are ready to work hard and move forward. Students make great gains in learning this month so if you haven't had an opportunity to reach out and check in on how your child is progressing, you can always call or email their teacher.

One year ago, we made two changes to our bell schedule in order to accommodate for an additional 10 minutes of recess time without impacting our instructional time. In the morning students stay outside until 8:15am (previously 8:10) and at the noon hour students play from 11:50-12:15 (previously 12:10). Additional time for play benefits every aspect of childhood development—physical development, of course, but also social, emotional and intellectual development as well. We recently received our results from the *New Brunswick Elementary Student Wellness survey* which reported **only 23.2% of NB students are meeting the guidelines on 60 minutes of daily physical activity (25% at HES), yet 56.7% reported having more than 2 hours per day of screen time (52% at HES)**. Children who watch TV for more than 2 hours every day are more likely to have an unhealthy diet, less likely to eat fruit and less likely to be physically active. We are thankful for sunny days which allow for our children to be outside and optimizing learning while they are in school. Last month I communicated the cold and wind chill policy with our families; a reminder that students will be going outside as long as the temperature is above -20C.

This month our Grade 5 students in the Prime Program are "flipping". Students will be entering the compacted English curriculum, however they will continue to maintain 150 minutes per week of French Language Instruction. The deadline for students to choose French Immersion for next year in Grades 1, 3 (last year of this program), and late FI Grade 6 has now gone by. If you need assistance with changes to program choice, please contact the school.

Wednesday, February 28, 2018 is Pink T-Shirt Day! Kindness starts here :) Bullying can be a major problem in our schools, workplaces, homes, and over the Internet. Each year, on Pink T-Shirt Day, I encourage all of you to wear something pink to symbolize that we as a society will not tolerate bullying anywhere.

It is our hope that our school newsletter informs you of many of the monthly events that happen within the school. Teachers also keep you informed on a regular basis of events that occur within their classrooms. If you need more information about your child's activities, please contact the school. The halls and classrooms of HES are busy with children learning new skills and working together. Thank you for sharing your amazing children with us every day.

- Mrs. Blanchard

MISSION:

Help and believe in,
Each student so
that he or she can
achieve his or her
highest potential in
a,
Safe, supportive
inclusive environ-
ment.

Upcoming Dates:
March Break
March 5-9

WORDS OF WITSDOM



W alk Away
I gnore
T alk it Out
S eek Help

What is the difference between normal and harmful conflict?

Conflict is a normal part of growing up as children develop skills to interact with those around them. Certain types of conflict, however, can be harmful. So how do you tell the difference?

Normal conflict is occasional and not pre-planned. Both individuals involved are usually upset and want a resolution. Potentially harmful conflict, such as bullying, is deliberate and intended to hurt someone. It is repeated and targets the same individual over and over.

Words matter! WITS tries hard to avoid labels like "bully" or "victim" and this blog from The Society for Safe and Caring Schools & Communities does a good job explaining why:

"These terms focus on the students rather than the behaviours, and ignore the fact that many individuals may take on both roles in different situations or at different points in their lives."

<http://safeandcaring.ca/2727/article-positive-and-respectful-language/>

Mark Your Calendar!

February

February 1st—Grade 5 Intensive French concludes/students switch to English.

Feb 6th - Safer Internet Day as part of Safe Internet Week

February 12-16—Heritage Week & School Staff Appreciation

February 13—Theatre New Brunswick Young Company presentation for all students

February 14—Free Pizza Day (sponsored by Home and School)

February 19—Family Day (No school for students)

February 28—Pink Shirt Day



Looking Ahead: March

March Break is March 5-9th, 2018

SAFER INTERNET DAY:

ASD-S will observe Internet Safety Week February 5-9, 2018, and Tuesday Feb 6th is "Safer Internet Day."

The theme this year is "Create, connect and share respect: A better internet starts with you".

<http://www.saferinternetday.org>

The Technology Mentors have been busy preparing Internet Safety Lessons for teachers to use in the school during this week, and the link for parents is here: <http://web1.nbed.nb.ca/sites/ASD-S/Pages/Pages%20needing%20reformatting/Internet-Safety-Information-for-Parents.aspx>

Another great resource can be found here (including a great PowerPoint): www.legal-info-legale.nb.ca

Milk Program



Our second round of milk ends on February 2nd. The third term of milk will begin February 5th and runs until April 13th. The cost of milk is 50 cents per carton of white milk and 55 cents for a carton of chocolate milk.

If you have any questions about ordering milk, please contact our school admin. assistant at 832- 6021.

Hot Lunch Program

The current hot lunch program runs monthly. All orders are due by the 20th. Home and School volunteers keep this program going by contacting vendors, setting up the online system, collecting and counting order money and ensuring the students receive the appropriate orders. We thank our parent volunteers for the hours of work dedicated to allowing our students to have access to hot lunch options which are delivered directly to the school and classrooms. Orders are now placed on a monthly basis. The next order for the month of March will be due February 20th.

Please contact the Home and School Association for questions regarding Hot Lunch.



H.E.S. TRANSITION/BREAKFAST PROGRAM REGISTRATION

We all know that breakfast is the "most important meal of the day" but many of us still don't get the nutrition we need in the morning. It's important that our students have a good start every morning. At H.E.S., we currently have bins of breakfast items and fruit in the classroom for a quick "on-the-go" breakfast. In addition to this program we started a "**Good Start Breakfast Program**" for students from **7:50-8:20AM** where we provide toast, cereal and/or oatmeal. Students may choose to come occasionally or on a regular basis and will meet in the breakfast/art room when they arrive.

This program is only made possible by donations from concerned citizens and service clubs in our community and by the province of New Brunswick's Healthy Minds program as well as staff volunteers who supervise the program. For more information, please contact the school.

We are registering children who are **not able to have breakfast at home** in the "Good Start Breakfast Program" as well as students who could benefit from **small group conversation to support a positive transition from home to school**. If you would like your child to participate, please contact their home room teacher.

School Improvement Plan 2015-2018

The School Improvement Plan for Hampton Elementary encompasses four main areas. Literacy, Numeracy, School Climate and Enhancing Communication with parents about the School Improvement Plan. The plan is posted on our website and is reviewed monthly by staff and members of the PSSC. There will be updates in the monthly newsletters within areas of the School Improvement Plan.

Learning about Literacy

Goal #1 Literacy: To develop and improve instructional practices, assessment and intervention in Literacy

Tips for Supporting the Developing Reader

Trying to find a book that is the right level for your child? There are two reading levels you want to know for your child: his or her *independent reading level* (the level books they can successfully read and comprehend completely on their own), and their *instructional reading level* (the level books they can read with support and guidance from you or a teacher).

School Reading Levels:

In a school environment, the expectation is that children will read independently at virtually 100% accuracy, 100% comprehension. Instructional level reading would use the 95% rule: for any 100 words, your child should not struggle to read/understand more than 5, with 80% accuracy on independent comprehension questions (also called the 5-finger rule). Any lower accuracy would be described as being at your child's frustration level, where minimal new learning could happen.

At-Home Reading Levels:

However, in a home environment, where you are reading one-on-one with your children, and your support is on them exclusively for the entire reading time (and thus you can support their comprehension throughout), you may find the below demarcations more useful.

To find their at-home **independent reading level**, use the 95% rule. Early phonic readers often have only a few words per page. Thus, your child should be able to read (even slowly or carefully) most of the book, although they may need reminders from you to use their decoding and comprehension strategies. Again, they must *also* be able to give you a retell with most of the details of the story and show 80% accuracy on (independent) comprehension questions.

To find their at-home **instructional reading level**, you still want them to understand most of what they read, and to be successful at getting larger chunks of text. It does not benefit young readers to always struggle to decode words or decipher meaning. Thus, your child will learn more at a supported level of reading, as opposed to a struggling level of reading. Don't forget the confidence-building that comes from reading books with ease! Thus, you can use 90% accuracy in reading and 80% accuracy in comprehension as ballpark figures when supporting instruction in at-home readers. If your child is struggling to read, find a different book, or play some sight word/phonics games to build his decoding skills. Be sure you are drawing on a variety of strategies, as opposed to simply asking your child to sound out a word.

<http://www.scholastic.com/parents/resources/article/developing-reading-skills/reading-comprehension-and-decoding-strategies>

Numbers, Numbers, Everywhere

Goal #3 Numeracy: To develop and improve instructional practices, assessment and intervention for Numeracy

February: Flexibility with numbers

Research tells us that in mathematics, higher achieving students have a stronger flexibility and understanding of the relationships between numbers. Teachers work hard with students to build connections between numbers and to increase their flexibility when thinking about numbers.

Think about knowing $4 + 7$. It is 11, right? As a memorized fact, this is helpful for all questions like $4+7$ and $7+4$.

But think about knowing that $4 + 7 = 11$ because it is a $3 + 7$ and 1 more (linked to knowing that 10 is an important number). The understanding of this relationship can help a student to think flexibly about $64+27$.

In the same way, it can be thought about as $60 + 20 +$ the 10 (that was made by the understanding of $4+7$) and 1 more = 91

Similarly, $13 - 7$ can be thought of as $13 - 3 - 4$ more (to subtract the complete 7) is 6. This flexibility can also be applied to $33 - 17$. Think $33 - 10 - 3 - 4$ more = 16.

As a parent, you can support your child in thinking flexibly about how numbers by talking about math. Question your child about his/her reasoning - talking with children about their reasoning (correct or incorrect) shows that you value their ideas and that math should make sense to them. You can pose other questions such as:

What other numbers or facts is this connected to?

Example: $6 + 7 = ?$ This is like the double I know of $6 + 6$ and then 1 more.

What do you know that might help you get there?

Example: $7 \times 4 = ?$ I remember that $5 \times 4 = 20$, so then I have to add on two more groups of 4, which is 8, to get 28.

What is another way that you can know that?

Example: $4 \times 25 = ?$ I can think about money and know that 4 quarters is \$1.00, so $4 \times 25 = 100$

Flexibility with numbers not only includes whole numbers but fractions as well. Flexibility with fractions is key to success in higher levels of mathematics. In elementary school students are thinking about creating and decomposing fractions.

Example: How can I make $\frac{3}{4}$? Some students will say $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$; others

will say $\frac{1}{2} + \frac{1}{4}$; others will say: $\frac{6}{8} + \frac{1}{4}$.

Example: Grouping fractions: $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

. Many students will see $\frac{7}{8}$ or $\frac{1}{2} + \frac{3}{8}$. Others may find $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{8}$

or $\frac{5}{8} + \frac{2}{8}$. Tasks such as these gives students the opportunity to explore flexibility and efficiency with fractions.

Submitted by Jillian Kiervin, Numeracy Lead, HES

PSSC—Parent School Support Committee

February PSSC Newsletter

Next Meeting:

Mon. Feb. 26th, 6:30p.m

The PSSC met on Monday, January 15th, 2018 in the Hampton Elementary library. We were pleased to welcome a new member to our committee, Angela Guptil. If you would like more information on how to become involved with the PSSC please e-mail Candace and psscchair@gmail.com or contact

the school for more information.

Please keep a lookout for information regarding Hampton Elementary's upcoming Parent Power Night in April. Last year, a panel discussion was held on the topic of internet safety. This year's focus will be childhood anxiety and what we can do as parents to support our children.

A reminder that regular attendance is crucial to our children's education. For more information on why "Attendance Matters" please visit <http://web1.nbed.nb.ca/sites/ASD-S/Pages/Attendance-Matters.aspx>

The next PSSC meeting will be Monday, February 26th, 2018.

"You hold the greatest influence with your children.

For review of previous meeting minutes, you can find them under the "For Parents" dropbox on our Hampton Elementary School website or follow the link here: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>

Home and School Association

Please take a few minutes to give the Home & School Association feedback through an online survey at <https://www.surveymonkey.com/r/XPBJXKV>.

There will be a draw out of the survey responses for an admission to the February Movie Afternoon and a \$5 lunch credit. The survey will be open February 1 to February 7. Thanks in advance for your input.

Next Meeting:

Thurs. Feb. 8, 6:30PM

Staff Appreciation

The week of February 12-16 is Staff Appreciation week at Hampton Elementary. The Home and School Association needs your help. We are looking to provide the staff with food items each day (fruit & veggie trays, salads, baked goods, soup). We will also have gift raffles throughout the week for the staff. We are looking for gift cards, school supplies (Sharpies, dry erase markers, post it notes, pens, art supplies), or other items to be donated. You may send in the non-food donations to the office by Friday February 2, 2018.

Please contact the Home and School Association at hes.homeandschool@gmail.com or on our Facebook group if you are able to help. Thanks in advance.

Free Pizza Day

On February 14th, we will be having a free pizza day for the entire school. Students may order up to 2 slices of pizza. Please return the yellow order forms by February 8th.

Afterschool Movie

The HES Home and School will be holding an afterschool movie on Thursday, February 15th. We will be showing The Emoji Movie. The cost of admission is \$5 and includes a bag of popcorn and a bottle of water. Stay tuned for more information and permission slips coming home soon.

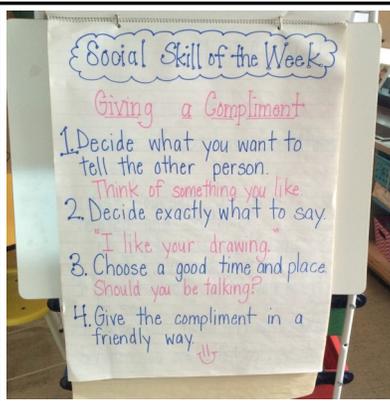
Big Fair Day

We have started planning for Big Fair Day, our annual biggest fundraiser. It is being held on Saturday, June 16th from 10:00AM-2:00 PM. We appreciate all of the support that we can get from parents and our community to make this event possible.

The next Home and School meeting is being held on Thursday, February 8th at 6:30 PM. Hope you can join us!

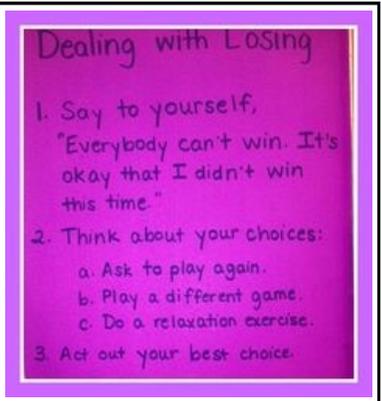
Please check out the Hampton Elementary School Home and School group on Facebook for ongoing updates and volunteer opportunities. Our Home and School Meeting Minutes can be found under Home and School on the HES school website: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/Home-and-School.aspx> Questions? Email hes.homeandschool@gmail.com

~submitted by Erin Roy



Skillstreaming Review

Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Here are two examples of Skills we teach with this approach and how we might practice in our classrooms. The five groups of skills fall under the following categories: 1. Classroom Survival Skills, 2. Friendship Making Skills, 3. Skills for Dealing with Feelings, 4. Skill Alternatives to Aggression, 5. Skills for Dealing with Stress.



Policy 711—Healthy Eating

Valentine's Day is not the only heart related event in February—it is also Heart Month; a month to raise awareness of heart disease on behalf of Heart and Stroke Canada. A big part of Heart Health is Healthy Eating.

Healthy Eating is key to success at school:

~There's a clear link between good nutrition and academic performance.

~A well-fueled child is more likely to have positive behaviours and relationships both in and outside the classroom.

~Healthy snacks and lunches at school help kids meet their overall daily needs for nutrients and energy.

Many children consume one-third to one-half of their overall calories at school. Yet about 25 per cent of the calories children consume throughout the day come from foods with poor nutritional value, such as pop, sweets and high fat or salty snacks.

Help your children eat well at school by encouraging healthy snacks and lunches. Here's how:

1. Encourage kids to help plan and prepare their own healthy snacks and lunches
2. Focus on the food groups they may not be getting enough of – for most kids that's Vegetables and Fruit and Milk and Alternatives.
3. Limit commercially prepared snack foods – many are higher in fat, salt or sugar
4. Lobby your school counsel for healthier foods sold at school
5. Set guidelines on cafeteria and fast food lunches

More great ideas can be found here:

<http://www.healthcheck.org/page/school-aged-and-teens>

Cold & Flu Season

Winter is far from over and so are the illnesses and contagious bugs that come with it!

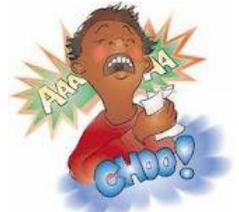
Help Stop the Spread of Germs and Stay Well



Wash your hands: There are no vaccines to protect us from the common cold or a stomach virus that is easily spread to others. Teaching children to wash their hands properly can reduce the chances of getting sick. Everyone should wash their hands before eating, after using the bathroom, coughing and after blowing

their nose. Wash your hands before preparing food. Use hand sanitizer when soap and water are not available.

Cover your cough and sneezes: Teach children to cover their cough and sneezes to stop the spread of different illnesses such as colds and the flu. Use a tissue or arm to cover the mouth and nose.



Stay home when you are sick: When many people are close together as in schools and classrooms it's easy for illnesses to spread. Children should not be in school with a fever, undiagnosed rashes, vomiting or diarrhea. Children should recover completely before returning to school. When children have vomiting and diarrhea they should stay home at least 24 hours following the end of symptoms.



Teacher/ Staff Appreciation Week

The New Brunswick Federation of Home and School Associations, Inc. is pleased to announce the 30th annual Teacher/Staff Appreciation Week. This year it is being celebrated the week of February 11th-17th, 2018.

Initiated by the Canadian Home and School Federation in 1988, Teacher/Staff Appreciation Week provides an opportunity for parents, students and the whole community to recognize the important role that teachers and support staff such as bus drivers, secretaries, custodians, education assistants, administrators and all other professionals in the education system, play in the lives of our children.

“This week of recognition is an excellent opportunity to pause and reflect on the dedication of educators and all public education staff”, says Leola Langille, President of the New Brunswick Home and School Federation.

The Executive Committee and Board Members of NBFHSAI would like to say, “Thank You” to all our educators and staff and express our sincerest appreciation for everything that you do, not only during TSAW but throughout the entire school year.

For further information please contact NBFHSAI office (506)451-6247 or homeandschool@nb.aibn.com

Physical Education

Physical Education: A Need for Speed



P.E. Corner

In the Gym

What an exciting time it has been in the gym as we moved through our gymnastic unit. Students always impress me as their skills develop and strengthen in such a short time! This month we will switch gears as we return to play some low organized and Winter Olympic inspired games to work on strategies and tactics.

A Need for Speed

This month we will also begin Sport Stacking. Sport Stacking or Cup Stacking is the sport of stacking cups in a particular sequence as quickly as possible. This bimanual activity is known for having many benefits as it enhances hand-eye coordination and boosts reaction time. These skills are transferable and can improve performance in other sports and physical activities.

Extra-Curricular Activities

Ball hockey intramurals will be starting soon. I will begin by recruiting grade 5 coaches and grade 3 team players. Listen to the morning announcements for more details!

Grade 3 Curriculum Outcomes

SCO 1.3 - Combine a variety of fundamental locomotor and manipulative skills.

SCO 2.1 - Extend existing tactics that can be used in a variety of games and activities.

Grade 4 Curriculum Outcomes

SCO 1.3 - Explore combinations of fundamental locomotor skills and manipulative skills in various movement contexts.

SCO 2.1 - Integrate tactics in a variety of games and activities.

Grade 5 Curriculum Outcomes

SCO 1.3 - Apply combinations of fundamental locomotor skills and manipulative skills to more complex movement contexts.

SCO 2.1 - Select appropriate tactics in a variety of games and activities.

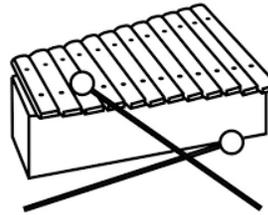
Submitted By: Joanne Henry



A Note from the Music Room...

Music

Grade 5 students will continue to develop and refine their ukulele skills this month. We will focus on fingerpicking styles and reading TABS, along with strumming patterns and playing chords.



Mrs. Hill and Mrs. Henry

Let's learn about: Games of Low Organization

The main purposes of low organizational games are to maximize game play and participation of all players, to create an environment that encourages fair play and emphasizes the importance of fitness, teamwork and fun while developing at least one game skill and body management skill. Low organizational games are characterized by many **locomotor and stability** skills which are very important because almost all games require these skills. Even everyday things like walking involve these specific skills. Low organizational games also involve the use of many body management concepts like effort, relationships, body awareness and space awareness. Low organizational games are developmentally appropriate for younger kids because they are at the bottom of the *hierarchy of games* and they can be used to set the stage for more complex games later on in development. These games provide minimal emphasis and little demand on the players in terms of roles, strategies, and rules.

Life Skills

The main THEME involved with low organized games is life skills.

There are 3 LIFE SKILL SETS that low organizational games contribute to:

1. Communication and interpersonal life skills
examples: interpersonal communication, negotiation/refusal, empathy building, cooperation and teamwork, advocacy
2. Decision-making and critical thinking skills
examples: gathering information, evaluating possible consequences, analyzing skills, individual and community critical thinking, information sources
3. Coping and self-management skills
examples: increasing confidence, assuming control, taking responsibility, making a difference, bringing about change, managing feelings and stress

Guidance Corner

Talking About Mental Health - Apps for Mental Health

Today it seems like there's an app for almost everything! Apps can be useful for helping us to learn and practice new skills. Interactive apps can help children and youth learn about how to identify feelings, how to relax, and even about navigating social situations. Check out some of the apps below and learn together with your child.

Apps are not a substitute for talking with a professional, so be sure to contact your local mental health agency if you or your child needs support.

Touch and Learn – Emotions (Free)

Encourages children to look at body language and facial expressions to help them identify feelings

<https://itunes.apple.com/ca/app/touch-and-learn-emotions/id451685022?mt=8>

Mind Shift (Free)

An app designed to help youth cope with anxiety

<http://www.anxietybc.com/resources/mindshift-app>

Smiling Mind (Free)

An app that guides children and youth through simple, calming meditations

<http://smilingmind.com.au/>

Relaxing Sounds of Nature (Free)

Listen to the calming sounds of nature

<https://itunes.apple.com/ca/app/free-relaxing-sounds-nature/id345747251?mt=8>

Zen Space (Free)

Relax by raking sand and creating a tranquil space

<https://itunes.apple.com/ca/app/zen-space/id371463710?mt=8>

Zen View (Free)

Relax by listening to rain and watching water swirl

<https://itunes.apple.com/ca/app/zenview/id499881701?mt=8>

3 Minute Mindfulness (One strategy is free. Full app is \$4.59)

Learn simple deep breathing strategies

<https://itunes.apple.com/ca/app/3-minute-mindfulness-breathing/id982502810?mt=8>

I Know How You Feel (“Lite” version is free. Full version is \$11.99)

Children learn how to identify feelings in specific situations

Children learn about appropriate empathic responses

<https://itunes.apple.com/us/app/i-know-how-you-feel/id960352272?mt=8>

Kailey Thompson, MSW, Specialized Mental Health Interventionist, compiled and tested out the Apps.

Dr. Lynn Woodford, Psychologist, is the Mental Health and Addiction Lead for Upper Grand District School Board

Submitted by: Mrs. Blanchard

Hampton Elementary School Student Wellness Survey

How do our students develop socially and emotionally?

School connectedness is “the belief by students that adults and peers in the school care about their learning as well as about them as individuals” (Centers for Disease Control and Prevention, 2009, p. 1). In a study of fourth graders, school connectedness was associated with lower levels of stress and anger, as well as higher social confidence, behaviour control and perceived coping resources (Rice, Kang, Weaver, & Howell, 2008). You et al. (2008) also report that school connectedness helped prevent students from initiation of risky behaviours.

At Hampton Elementary, 66% of children reported a high level of school connectedness (60% NB).

Addressing bullying behaviours in early school years is important because social groups are constantly changing during those years and rejection is not yet chronic (Martin-Anton, Monjas, Garcia Bacate, & Jiménez-Lagares, 2016). Bullying includes both direct and indirect aggressive behaviours that can be physical, verbal, relational (e.g. rumours), or directed toward the damage of property (Evans, Fraser, & Cotter, 2014). A proper definition of bullying also considers these three defining features: the intent to harm, a power imbalance (ex. physical strength, social power) and repetition. In such circumstances, both bullies and victims experience ongoing difficulties in social, psychological, and academic adjustment (Ttofi, Farrington, Losel, & Loeber, 2011), some of which can even persist into young adulthood (Ttofi, Farrington, & Losel, 2012). Addressing bullying behaviours early increases the chances of laying out alternate courses of development for bullies and victims alike.

At Hampton Elementary, 28% of children reported having been bullied during the last year (36% NB).

Despite this number, our Tell Them From Me Survey Data indicates when students are bullied, 78% will tell a parent or guardian and 60% will tell a teacher. When students observe bullying behaviours happening to others, 78% will tell a teacher at school and 64% will tell an adult. 89% of students reported there are safe ways to report bullying and 93% agreed there were adults available at the school that victims can talk to.

This is a small sample of the data we look at during our Parent School Support Committee (PSSC) Meetings. Please feel free to join if you enjoy looking at data and planning strategic initiatives to support student growth (academically and social/emotional) at Hampton Elementary.



SPEAKING OF SPEECH AND LANGUAGE...

(from the ASD-S Speech-Language Pathology Department)

The Many Strands of Reading

(From: Reading Rockets, The Access Center, and LD Online www.readingrockets.org/target)

There are many reasons why reading can be hard. Reading is a complex process that draws upon many skills that need to be developed at the same time. This handout describes 3 prominent components of reading and difficulties that kids experience within each area. This is not an exhaustive list. It's important to note that struggling readers will often have problems in multiple areas.

<p>Phonological and Phonemic Awareness</p> <p><i>Phonological awareness</i> is a broad skill that includes identifying and manipulating larger units of oral language—parts such as words, syllables, onsets and rimes, and individual sounds (phonemes).</p> <p><i>Phonemic awareness</i> refers to the ability to focus on and manipulate individual sounds (phonemes) in spoken words. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of instruction.</p>	<p>Vocabulary</p> <p><i>Vocabulary</i> refers to the words we must understand to communicate effectively. Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meaning of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction that teaches important words.</p>	<p>Language Comprehension</p> <p><i>Comprehension</i> is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to 1) decode what they read; 2) make connections between what they read and what they already know; and 3) think deeply about what they have read. One big part of comprehension is having a sufficient vocabulary, or knowing enough word meanings. Readers who have strong comprehension are able to make decisions about what they read—what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.</p>
<p>A Parent's Perspective</p> <p>What I see at home</p> <ul style="list-style-type: none"> • She has difficulty thinking of rhyming words for a simple word like <i>cat</i> (such as <i>rat</i> or <i>bat</i>). • He doesn't show interest in language play, word games, or rhyming. <p>What I can do to help</p> <ul style="list-style-type: none"> • Do sound-related activities, such as helping your child think of a number of words that start with the /m/ or /ch/ sound, or other beginning sounds. • Make up silly sentences with words that begin with the same sound, such as "Nobody was nice to Nancy's neighbor." • Use computer games designed to build your child's phonemic skills. • Read books with rhymes. Teach your child rhymes, short poems, and songs. 	<p>A Parent's Perspective</p> <p>What I see at home</p> <ul style="list-style-type: none"> • She's unable to tell about her day in a way that makes sense. • He doesn't link words from a book to similar words from another book or real life. • She misuses common words. <p>What I can do to help</p> <ul style="list-style-type: none"> • Engage your child in conversations every day. If possible, include new and interesting words in your conversation. • Read to your child each day. When the book contains a new or interesting word, pause and define the word for your child. • Help build word knowledge by classifying and grouping objects or pictures while naming them. • Play verbal games and tell jokes and stories. 	<p>A Parent's Perspective</p> <p>What I see at home</p> <ul style="list-style-type: none"> • She's not able to summarize a passage or a book. • He might be able to tell you what happened in a story, but can't explain why events went the way they did. • She can't explain what a character's thoughts or feelings might have been. <p>What I can do to help</p> <ul style="list-style-type: none"> • Hold a conversation and discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. • Help your child go back to the text to support his or her answers. • Discuss the meanings of unknown words, both those he reads and those he hears.