



Hampton Elementary School

January 2021

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. -
Carmelle Robichaud

PSSC Chair - Candace Muir
psscchair@gmail.com

Home & School President -
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Hampton Education Centre
832-6143

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

School Bus Transportation -
832-6429

MISSION:

Help and believe in,
Each student so
that he or she can
achieve his or her
highest potential in
a,

Safe, supportive in-
clusive environment.

**Reminder: SCHOOL
is open on February
1st for students.
This professional
learning day was
moved to October
so it is a regular
school day for all
students.**

Principal's Message

While the past weeks made home a great place to be, it was really nice to finally see all our staff and students this week. We either return to school from our break rested and relaxed, or so harried from a crazy schedule that we are thankful for the routine again. Our students are no different. January is always a time when students settle back in quickly and make significant gains in their learning.

January is also a time of reflection. Of looking at the past year and celebrating all of the accomplishments. It is also a time to set sights on new goals. As a school we encourage **daily goal setting** for our students. By setting goals students can: 1.improve their academic performance, 2.increase their motivation to achieve, 3.increase pride and satisfaction in performance and 4.improve their self-confidence.

This year as life seems to be ever unpredictable, it is important for us to truly appreciate all that we have. We continue to reinforce the concept of **Growth Mindset** curriculum in the classrooms. *A person with a growth mindset embraces challenges, persists despite hardships, learns from their mistakes, believes effort is important, and is inspired by others' success.*

This past week was a great reminder about how to **dress for the weather**. You never know when the snow might fall! Although we have not received temperatures well below -20C, we can expect them to grace us soon. We can also anticipate rain and ice with temperatures rising above 0! According to our policy on wind chill hazards, generally, only temperatures below -20C (wind chill) would warrant staying inside. Thus it is important for students to come prepared to go outside (25 minutes) with snow pants, hats, mittens, boots and extra layers. There are some times when we will decide to go out for parts of recess in order for children to get fresh air, but for the most part, children are outside for the full twenty-five minutes. Our Phys. Ed. Teacher, Mrs. Henry, LOVES to take the children outside to enjoy classes sliding, snowshoeing and hiking in the nature trails. Our music classes are also outside in a sheltered area.

January is **National Literacy Day** and we acknowledge this day with a school wide book swap. In order for this event to continue to be a success, we need your book donations! We will be collecting books all month. During the week leading up to January 31st, students will be invited to the lobby with their class where all the donations will be on display for each student to shop for a new to them book!

It is wonderful to be back into a familiar routine. As always, please call or email if you have questions or concerns about anything—and Happy New Year to everyone!

- Mrs. Blanchard



Walk Away



Ignore

Talk it Out

Seek Help

WORDS OF WITSDOM

How can I support WITS at home?

The WITS Programs are designed to reach beyond schools to protect children from peer victimization wherever they are. Parents play a critical role by teaching children to use their WITS in a variety of situations. So what can you do to support WITS at home?

1. Use WITS and LEADS to help your child solve conflicts and deal with your own. Use the language when watching TV or movies to talk about how characters handle problems.
2. Talk about WITS reminder gifts. Through WITS, community leaders visit classrooms and drop off gifts, such as bookmarks, pencils and posters. When your child brings home these gifts, ask: Who gave you this? What did the visitor talk about?
3. Praise your child when you observe him or her using WITS or LEADS strategies. Ask: How did you decide which strategy to use? How did you feel when it worked?

We use our WITS not only to help ourselves, but to also help others. When we take action to help others in need (e.g., use our words to remind someone to be kind, invite a student who isn't being treated with re-spect to join our group of friends, or seek help for someone who is being disrespected) we can proudly call ourselves **WITS Upstanders** and uphold our WITS oath! *Want to know more? Explore the Using WITS with Your Child section of the WITS website at www.witsprogram.ca/families/using-wits-with-your-children/.*

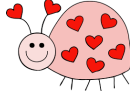
Mark Your Calendar!

January—National Literacy Month

Book Collection for Book Swap Jan 31

Thurs. January 14th—Home and School Meeting
Tuesday, January 19th—PSSC meeting
Weds., January 27th—Family Literacy Day
Thurs. January 28th—BELL Let's Talk Day
January 25th-31st —School Wide Book Swap

Looking Ahead: February



February 8-12

Safe Internet Week

NB Heritage Week

Staff Appreciation Week

February 9—Safer Internet Day

February 15—Schools Closed: Family Day

February 24—Pink Shirt Day

March Break is March 1-5th, 2021

Report Cards

The next round of report cards (Term 2) will be issued March 31st. Parent Teacher virtual meetings will be held on the evening of April 13th and the morning of April 14th. There is no school for students on Wednesday, April 14th.

Since there is a long stretch of time between the first reporting period (Term 1 reports were issued Dec. 1, 2020), please feel free to check in with your child's teacher to determine whether they are making the appropriate progress that is expected for the term.

Other ways you can support your child at school include:

Supporting Homework Expectations and at the very least, encourage them to read for a period of time before they grab for tech. Using tech as a reward, rather than the expected will allow you to reinforce classroom learning as a priority

Send your child to School Ready to learn: A nutritious breakfast as well as a good night sleep are key to boosting a child's attention span, concentration and memory. Most school-age kids need 10-12 hours of sleep a night.

Teach organization skills: Check your child's backpack every night and make a to-do list for a few simple at home tasks such as put clothes away, make bed, tidy books. This helps build independence!

Make time to talk with your child every day, so he or she knows that what goes on at school is important to you. When kids know parents are interested in their academic lives, they'll take school seriously as well.

Helping Children Cope With Changes Resulting From COVID-19

It is very important to remember that children look to adults for guidance on how to react to stressful events. Acknowledging some level of concern, without panicking, is appropriate and can result in taking the necessary actions that reduce the risk of illness. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety. This is also a tremendous opportunity for adults to model for children problem-solving, flexibility, and compassion as we all work through adjusting daily schedules, balancing work and other activities, getting creative about how we spend time, processing new information from authorities, and connecting and supporting friends and family members in new ways.

The following tips can help:

1. Stay calm, listen and offer reassurance: Be aware of how you talk about COVID-19. Focus on the positive.
2. Monitor television viewing and social media: Inform your child many stories on the internet may include rumours and inaccurate information. Continually following for updates may increase fear and anxiety
3. Take time to talk: Let your children's questions guide you. Answer them truthfully, but don't offer unnecessary details or facts.
4. Be honest and accurate: Correct misinformation and explain simple safety steps.
5. Keep explanations age-appropriate: Give simple examples of the steps people make every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe." For all children, encourage them to verbalize their thoughts and feelings. Be a good listener!
6. Stay connected to school: Connect with school staff. Reach out to your child's teacher and other relevant school staff if you have concerns about their coping and keeping up with assignments or activities.
7. Know the symptoms of COVID-19: symptoms of fever, cough, and/or shortness of breath appear within 14 days after being exposed to the disease.
8. Model basic hygiene and healthy lifestyle practices: Foster a sense of control. Offering guidance on what your child/children can do to prevent infection offers them a greater sense of control, which reduces anxiety.
9. Be aware of your children's mental health: Most children will manage well with the support of parents and other family members, even if showing signs of some anxiety or concerns, such as difficulty sleeping or concentrating. Parents and caregivers should contact a professional if children exhibit significant changes in behavior.

Taken From: National Association of School Psychologists <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

"Challenges are what make life interesting. Overcoming them is what makes life meaningful." – Joshua J. Marine

School Continuous Improvement Plan

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



Family Literacy Day - January 27th

Family Literacy Day® is a national awareness initiative created by ABC Life Literacy Canada in 1999 and held annually on January 27 to raise awareness of the importance of reading and engaging in other literacy-related activities as a family.

Taking time every day to read or do a learning activity with children is crucial to a child's development, improving a child's literacy skills dramatically, and can help a parent improve their skills as well.

Barbara Reid, award-winning Canadian author and illustrator, is the Honourary Chair of Family Literacy Day!

Time spent following a new recipe, playing a game, or reading a story together can focus on learning in a fun way. These teachable moments at home help children learn listening skills and language skills, and develop their imagination and creativity—and are also opportunities for adults to practice their skills to keep them sharp.

Family Literacy Day 2021 Theme: Travel the World Together! Use your imagination to go exploring and travel the world together as a family - you never know what you'll learn! Plan your dream trip, learn about another culture and open your mind to the world.

Stay tuned for our Annual Book Swap in honour of Family Literacy Day. We will be asking students to bring in their already "read" books in exchange for a "new to them" book. We are accepting books all month with the Book Swap happening the last week of January.

<https://abclifeliteracy.ca/all-programs/family-literacy-day/>

Numbers, Numbers, Everywhere

January: Math Fact Fluency

Math fact fluency is the ability to recall the basic facts in all four operations quickly and effortlessly. Students have achieved automaticity with the basic facts when they can retrieve them from long-term memory quickly, without conscious effort.

Math can be compared to languages in some ways. Just like you have to learn to combine letters into words and words into sentences - and we have strategies like sight words to help kids to learn to read - math facts are the foundation blocks for learning the next level of math. Strategize, then memorize: research shows that students do not master the basic facts through memorization alone, instead mastery comes when students have quick and effective strategies for finding the solution. Once a student has a strategy, then practice that strategy to help the student build speed.

Addition/Subtraction Strategies

Make 10: combinations that make 10 (ex. $3=7$, $6=4$ etc.) can be applied to subtraction as well. For $14-6$, students can think $14-4=10-2$ for a final answer of 8.

Doubles and near doubles: for example: use $3+3=6$ to determine $3+4$ (think $3+3$ plus 1 more) or $3+5$ (think $3+3$ plus 2 more). The doubles can also be used for subtraction: for $13-6$ think $6+6=12$, so $6+7=13$ then $13-6=7$.

Using fact families to add or subtract: for $8+6$, think $6+8$ or for $14-6$, think $6+? = 14$.

Multiplication/Division Strategies

Multiplying by 2, 5 and 10s: skip counting by 2, 5, and 10 is a skill students have been working on since primary.

Multiplying by 3s: think multiplying by 2 then add 1 more group. Example: $3 \times 7 = ?$ Think $2 \times 7 = 14$ + one more group of 7 = 21.

Doubling: doubling can be used as a strategy for the 4 facts, 6 facts, and 8 facts. Example: for 4×8 think double the 2 fact: $2 \times 8 = 16$, double $16 = 32$, and so $4 \times 8 = 32$. For 6×7 think double the 3 fact: $3 \times 7 = 21$, double 21 is 42, so $6 \times 7 = 42$. To solve an 8 fact, think double 4 facts.

Think multiplication to divide (using fact families): for $63 \div 9$ think $9 \times ? = 63$. For $64 \div 8$, think $8 \times ? = 64$.

There are many, many more strategies for the basic facts, and not all students will use the same strategies. The key is to find a strategy that works for your child. If you are having trouble with a particular set of basic facts, or if you are searching for a different strategy, please contact your child's teacher.

Don't limit math fact practice to traditional flashcards; there are many online and app based math fact games that students can play as well as card games (crib is great for addition and subtraction) and dice games. Your child's teacher will have a wealth of suggestions for you to use at home.

In the meantime, follow this link for a math fact practice game that allows you to choose the operation, level of difficulty and time limit.

<http://www.playkidsgames.com/games/mathfact/mathFact.htm>

PSSC—Parent School Support Committee

Next Meeting:

Tues. Jan. 19, 6:30p.m
VIRTUALLY

As set out in the NB Education Act of 2001, a Parent School Support Committee (PSSC) is a school community group having an advisory relationship with the school principal.

We will be meeting Tuesday, January 19th. We typically meet the third Monday of the month at 6:30PM in the school library so this does represent a change.

Our topics of discussion will be COVID updates as they pertain to the school environment, the School Improvement Plan, PSSC budget, Attendance, Behaviour and Achievement Data.



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

Home & School's next meeting will be on Thursday, January 14th at 6:30pm virtually in Teams (Ms. Stewart will send the invite to members of the committee). For any questions about how to get involved, email us at hes.homeandschool@gmail.com.

Next Meeting:

Thurs. Jan. 14, 6:30PM
virtually

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



Skillstreaming: January and February

Social Skills are skills that we use in every environment that includes two or more people. They allow us to know what to say, how to make good choices, and how to behave in different situations.

Classrooms at Hampton Elementary are focusing on the following social skills: Reacting to Failure, Accepting No, Saying No, and Being Honest. Skillstreaming is a curriculum that covers 60 skills across 5 groups. These skills are modeled, role played, practiced and reinforced throughout the school year.

Policy 711—Healthy Eating

With the start of a new year often comes a whole laundry list of New year's resolutions. If eating healthier is on your list this year, try some of these "tweaks" or small changes to get you into some new nutritious habits. Research shows that making small changes over time tend to work better in the long run. Start off small and you'll have a better chance of carrying some of your resolutions through the whole year. So instead of just saying you're going to eat "healthier" in 2018, pick two or three of the small changes below to start with and then build from there.

Here are some small changes adapted from the Food Guide key messages:

- Eat at least one dark green and one orange vegetable each day
- Have vegetables and fruit more often than juice
- Choose whole grains instead of processed grain products
- Drink milk or a fortified milk alternative each day
- Eat fish at least once a week
- Include more beans, lentils and meat alternatives into your diet

<http://healthyeatingatschool.ca/resources>

January Wellness Theme

It's Cold Outside

Make sure your children have warm clothes for playing outside at recess. They should come to school prepared with warm jackets, hats, mittens, and snow pants for these cold winter days. Generally, temperatures below -20C (wind chill) would warrant staying inside.



Did you know?

You can donate your recycling money from bottles and cans directly to Hampton Elementary School. Simply drop off your bags to the redemption center with a label for Hampton Elementary School and they will be processed with the money credited towards our account. You don't even have to wait in line! Simply drop them off with a note and leave!



Education Support Services (Resource) at HES

Policy 322- Inclusive Education in NB

This policy applies to all schools and school districts within the public education system in New Brunswick.

What are the Goals and Principles of this Policy?

Inclusive public education:

- Recognizes that every student can learn.
- Is universal - the provincial curriculum is provided equitably to all students and this is done in an inclusive, common learning environment shared among age-appropriate peers in their neighbourhood school.
- Is individualized - the educational program achieves success by focusing on the student's strengths and needs, and is based on the individual's best interest.

- Is requiring school personnel to be flexible and responsive to change.
- Is respectful of student and staff diversity in regards to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity.

- Is delivered in an accessible physical environment where all students and school personnel feel welcome, safe and valued.

Want to know more? Follow the link to access the full policy:

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf>

If you have any questions of concerns please feel free to contact me at julie.stewart@nbed.nb.ca

Ms. Stewart Resource Teacher

Guidance Corner

Hello HES families!

Welcome back to school! I hope that you and your family had a lovely holiday, and that you feel rested and rejuvenated as we enter the new year.

December guidance lessons touched on a variety of topics, including social skills learning as well as exploring the structure of the brain, and how it can impact our decision-making process. Mrs. Johnson had students become social skills detectives, as they investigated what social responses would be expected and unexpected for differing social situations. Mrs. Johnson also had meaningful discussions with students on why social skills are so important to have. In my guidance lessons, I had students identify the parts of the brain responsible for automatic responses (the amygdala/guard dog), and higher-order thinking (the prefrontal cortex/wise owl). I also taught students how to promote higher-order thinking in moments of distress.

January's guidance lessons will continue with the growth mindset curriculum, where students are taught to learn from criticism, embrace challenges and find lessons and inspiration in others' successes.

On Thursday, January 28th, HES will celebrate the Bell Let's Talk Day. Bell Let's Talk is a campaign created by the Canadian telecommunications company, Bell Canada, and aims to raise awareness in hopes of combating stigma surrounding mental illness in Canada.

If you feel that your child would benefit from one-on-one support of a guidance counsellor, please reach out to me at cynthia.veniot@nbed.nb.ca.

Thank you.

Cynthia Veniot
Guidance Counsellor
cynthia.veniot@nbed.nb.ca
506-832-6021

What's Happening in the Gym?

Let it Snow, Let it Snow, Let it Snow

Welcome back families and students. Did you know that building a snowman burns 285 calories per hour? I encourage everyone to embrace the cold winter months and stay active and warm this season by participating in outdoor winter activities. If the snow continues to fall, students will have the opportunity to snowshoe and even go sliding during P.E. over the winter months. Please remember to always dress appropriately for the weather.

Invasion/Territory Games (Grades 3 -5)

Let's ring in the New Year with some invasion games. An invasion game is any game where the goal is to invade the other team's territory to score a point. We will focus on teamwork and cooperation skills, communication, body placement and positioning, strategies for sending and receiving objects, and attacking and defending a goal.

Throwing, Catching, and Tag Games (Grade 2)

Grade two students will practice and refine their throwing and

catching skills this month. Students will practice these skills through stations, games, and partner activities. We will also be playing a variety of high energy tag games to practice our tagging and fleeing strategies.

"I Can" Statements for January

Grade 2

*I can throw an object overhand.
I can catch an object at various levels and different distances with two hands.
I can change direction quickly to avoid getting tagged.
I can force others into getting trapped.
I can stay positive even when I lose.*

Grade 3

*I can move into space to receive a pass.
I can move to get away from a defender.
I can find ways to approach an opponent.
I can attempt to intercept a pass.
I can cooperate with others to achieve a common goal or task.*

Grade 4

*I can place myself in an appropriate position to provide support.
I can guard an opponent.
I can respond appropriately to winning and losing.
I can accept responsibility for my performance without blaming others.*

Grade 5

*I can move to get away from a defender.
I can provide support to a teammate.
I can use verbal and non-verbal cues to communicate to my teammates.
I can place myself between the carrier and the goal/target when defending.
I can act appropriately whether I win or lose.*

Submitted By: Mrs. Henry

A Note from the Music Room...

Grade 2-3

They will be exploring with various percussion instruments and creating their own rhythm patterns using adapted notation. They will be exploring music and instruments from different cultures, past and present.

Grade 4

They will be exploring strand 2 of the curriculum- understanding and connecting contexts of time, place, and community. They will be exploring music and instruments from different cultures, past and present.

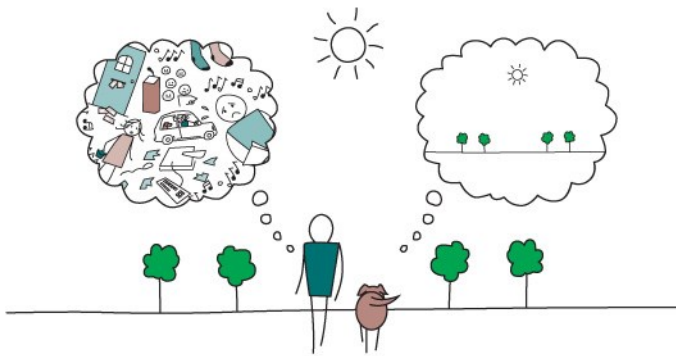
Grade 5

The grade five students will be creating their own piece of music within a small group, which will include lyrics, rhythm, and melody. This activity will encompass most of the outcomes from Strand 1 that they have been working on [Creating, Making and Presenting].



Ms. LeBlanc
Lisa.LeBlanc@nbed.nb.ca

Growth Mindset



Mind Full, or Mindful?

Mindfulness curriculum teaches how to notice what is happening in the present moment and to experience the here and now without judgment. Just as we can develop the skill of paying attention, noticing the present moment and accepting it, we can learn to deploy gratitude. Gratitude can become a habit of mind. When we teach students to seek ways to be grateful for small everyday acts of kindness, what's already around them, some kids struggle.

What is a "mindset"?

It is a mental attitude that determines how you will interpret and respond to situations.

What is a "fixed mindset"?

People with a fixed mindset believe that intelligence and talent are fixed at birth and cannot be changed. A person with a

fixed mindset does not like challenges, gives up easily, sees effort as fruitless, ignores feedback, and is threatened by others' success.

What is a "growth mindset"?

People with a growth mindset believe that intelligence and talent can be developed and improved with practice and more effort. A person with a growth mindset embraces challenges, persists despite hardships, learns from their mistakes, believes effort is important, and is inspired by others' success.



"If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence."

~Carol S. Dweck