



Hampton Elementary School

March 2018

Newsletter



HAMPTON ELEMENTARY SCHOOL

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

[http://hampton-
elementary.nbed.nb.ca](http://hampton-elementary.nbed.nb.ca)

From the Main Office

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Anglophone South Website
[http://web1.nbed.nb.ca/sites/
asd-s/Pages/default.aspx](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
inclusive environ-
ment.

Upcoming Dates:
March Break
March 5-9

Principal's Message

It's so nice to finally see the longer days and the sunshine! Although we have had a Winter with very little snow, we have had our fair share of cold and ICE! We look forward to the milder temperatures so the students can get out and play all the games they enjoy. March is set to be a busy month with March Break, Nutrition Month and Report cards with Parent Teacher Interviews.

I always enjoy sitting down and thinking about what I want to share with parents in the monthly newsletter. There is so much we do at Hampton Elementary that warrants sharing with our families and our community. My thoughts are filled with the students who are becoming amazing leaders and also the teachers who organize and facilitate all the activities outside of the curriculum requirements. The reality is, after being here for five months and reaching beyond the half way point of the school year, I am incredibly thankful for being a part of this wonderful school community. We continue to do amazing things at Hampton Elementary and your children are learning! You can see a small selection of books recently purchased by our PSSC on page 7 and also see a quick overview of the "Superpower Sensory Kits" now available to classrooms on page 8 (funding received from NB Wellness Grant).

A HUGE THANK YOU to all parents who showed their appreciation to the staff of Hampton Elementary School during Staff Appreciation Week. The staff especially thanks the Home & School who planned many surprises—coffee, recess treats and delicious meals with soups/chili and even some door prizes. In our annual Teacher Perception Survey, 100% of H.E.S. teachers feel supported by parents in the work that they do with their children. We are truly grateful to be partnering with such caring and wonderful parents!

I hope that you are able to take some time to spend with your children over the March Break. Many students are going away and many are taking part in local activities. Whatever you do, we hope that our students enjoy their time away from school making special memories with their family. When they return, they will have two weeks before the second report card is sent home and just four months left of the school year. Please read the report card with your child and compare it to the term one report so you can celebrate successes and make goals to improve in the challenge areas for the final term. Together, we can make it the most productive!

- Mrs. Blanchard

WORDS OF WITSDOM



Walk Away
Ignore
Talk it Out
Seek Help

Why are bystanders important in peer conflict situations?

Bullying and peer victimization rarely involve just an aggressor and a victim. There are usually bystanders that can contribute to either the solution or the problem. So what's the difference between a

helpful and hurtful bystander?

Helpful Bystanders:

- Seek help by reporting the incident to an adult
- Rally support from peers to stand up to an aggressive child
- Directly intervene by discouraging the behaviours of the aggressive child, defending the victim or redirecting the situation

Hurtful Bystanders:

- Do nothing during or after a peer victimization incident
- Instigate peer victimization by prodding others to engage in it
- Join in by laughing, cheering or making comments to escalate the incident

Start a conversation with your child about bystanders by taking the Bystander Quiz at www.witsprogram.ca/pdfs/families/bystander-quiz.pdf. Discuss ways he or she could make a difference as a helpful bystander, reminding him or her that you will always offer support when he or she chooses to seek help.

Want to know more? www.witsprogram.ca/families/using-wits-with-your-children/.

Mark Your Calendar!

March Nutrition Month

March Break is March 5-9th, 2018

March 14th—No school for students: Professional Learning Day for Staff

March 15th—Calithumpians Performance

March 22nd—World Water Day

March 26th—Term 2 Report Cards go Home

March 27-29th Scholastic Book Fair

Wednesday, March 28th evening Parent Teacher Meetings

Thursday, March 29th—No School for Students—Parent Teacher Meetings in the morning, Professional Learning in the afternoon.

Friday, March 30th—Schools Closed (Good Friday)

Looking Ahead: April

Monday, April 2—Schools Closed (Easter Monday)

April 9th—Last round of milk orders (due Thursday)

April 19th—Parent Power Night 6:30-8pm

April 22nd—Earth Day

April 25th—Half Day of School for Students

April 28th—Pay It Forward Day

Milk Program



Our third round of milk runs from February 5th to April 13th. The final round of milk will be April 16th until the end of the school year. Order forms will be distributed in April for this final round of milk. 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 April will be due March 20th. Please contact the Home and School Association for questions regarding Hot Lunch.

hes.hotlunches.net

Report Card Talk:

Kindergarten to Grade 8 students, bring home report cards in November, March and June. As a parent/guardian, you are an important partner in your child's education and through your involvement; you positively affect your child's success in school.

The purpose of report cards is to:

- Reflect and support the changes in classroom assessment practices.
- Provide information that details how your child is performing and progressing.
- Offer a communication tool that provides much more information than just a traditional letter grade or mark.

All schools in New Brunswick, including ASD-S schools, are using the same report card format developed by the Department of Education and Early Childhood Development.

Research shows that when students are involved in the assessment process – learning to articulate what they have learned and what they still need to work on – achievement improves (Black and William 1998; Stiggins 2001). When students communicate their learning using a variety of work samples, they go beyond what grades, numbers, and scores alone can show; they are able to examine the depth, the detail, and the range of their own learning. From this information, they identify their strengths and what the need to work on next. ~ *Knowing what Counts: Conferencing and Reporting 2nd edition* Gregory, Cameron and Davies 2001



School 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

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

Literacy in the Sciences

Many of the skills that are critical for growing strong readers and writers are also core skills in the study of science and math. Predicting, understanding cause and effect, understanding sequence, acquiring a rich vocabulary, building background knowledge, and developing the ability to read and write informational text are some of the skills we're looking at in the Literacy in the Sciences series.

Making Inferences and Drawing Conclusions

Inferences are what we figure out based on an experience. Helping your child understand when information is implied (or not directly stated) will improve her skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies.

Observations occur when we can see something happening. In contrast, inferences are what we figure out based on an experience. Helping your child understand when information is implied, or not directly stated, will improve her skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies. Inferential thinking is a complex skill that will develop over time and with experience.

Families can create opportunities to practice inferential thinking. Below are a few ways to help familiarize your child with this way of thinking and learning:

- Explain to your child that we make conclusions about things and draw inferences all the time. Draw a conclusion together and then talk about what clues were used to come to that conclusion. For example, Erin played outside today. How can we tell? Muddy shoes, jump rope on front porch, water bottle out. Dad seems tired tonight. How can we tell? He's rubbing his eyes, he's on the couch, he was yawning at the dinner table.
- Play twenty questions! This familiar word game helps build inference skills. As your child develops skill with the game, encourage him to avoid asking direct questions. Rather, encourage him to ask broader questions, "Does it walk on four feet?" Then, when your child figures it out, ask him to tell you the clues that lead to the right answer.
- Create scenarios in which your child must use what they already know to predict an outcome. For example, growing seeds. Present your child with various scenarios (a seed will be given water and sunlight, a seed will get no water, a seed will be in a dark room). Ask your child to predict whether the seed will grow. Help your child become aware that she used information she knew about growing seeds, combined with new information, to fill in information about the seeds.

Learning to draw conclusions and inferences is a skill that develops over time. The skill requires children to put together various pieces of information, and relies on good word knowledge. Help your child develop skill by providing experience with inferential information, making implied information more clear, and helping your child draw conclusions based on the evidence.

http://www.readingrockets.org/extras/stem_series

Numbers, Numbers, Everywhere

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

March: Understanding fractions

Grade 3 marks the first time students are explicitly introduced to fractions, although they would have been exposed to the fraction $\frac{1}{2}$ in earlier grades. Initially students will learn to identify and compare fractions with like denominators. In grade 4 students, will learn to compare fractions with unlike denominators and to compare fractions to decimals (tenths only). In grade 5 students will learn to identify equivalent fractions and relate fractions to decimals (tenths, hundredths and thousandths).

A fraction is made of 2 parts: the numerator and the denominator; in $\frac{5}{8}$ the numerator is 5 and the denominator is 8. Students may need to be reminded that while the numbers 5 and 8 are part of the fraction, $\frac{5}{8}$ is a number unto itself and can be placed on a number line just as any whole number would be. Often times, students fail to make this connection. You can help your child develop their number sense of fractions by asking simple questions such as "Is this fraction closer to 0 or 1?" and "Is this fraction more or less than $\frac{1}{2}$?" Students can answer this question by drawing a picture of the fraction:

($\frac{5}{8}$ is closer to 1 because there are only three more pieces to be shaded in."; Grade 3) Students could also answer this question by thinking about the numerical relationship between the numerator and the denominator ("5/8 is more than $\frac{1}{2}$ because I know that half of eight is four, and 5/8 is greater than $\frac{4}{8}$."; Grades 4 & 5).

Here are some activities that you can use to reinforce fraction concepts (Grade 3, 4 and 5):

- Ask your child to identify examples of fractions and non-fractions (fractions have equal parts, any whole not divided into equal parts is not a fraction)
- When you serve your child food, such as a sandwich or an orange, cut it in half (or thirds, or fourths, and so on) and challenge your child to name the fraction for each part. After some is eaten, have your child name the fraction for the parts that are left.
- Provide your child with opportunities to divide food items into equal parts. Have your child tell the fraction name for each part.
- Encourage your child to look for and use fractions and decimals at home. For example, when your child is reading a book, ask her to tell you when she has read about one-half.
- If you are dividing something into equal pieces, such as a cake, have your child name fractions that describe the pieces. For example, when a cake is cut in 8 equal pieces, each person receives one-eighth of the cake.

Here are some activities you can use to reinforce decimal concepts (grades 4 & 5):

- When naming fractions with your child, be sure to use correct terminology: 2.3 is read as "two and three tenths" not two point three; 5.36 is "five and thirty-six hundredths" and 0.645 is "six hundred forty-five thousandths". The correct names for decimals makes the relationship between decimals and fractions explicit for children.
- While shopping, encourage your child to look for decimals on price tags or labels. Have your child help you estimate the total amount of your items, and how much change you will receive.

Submitted by Jillian Kiervin, Numeracy Lead, HES

PSSC—Parent School Support Committee

Next Meeting:

Mon. Mar. 19th, 6:30p.m

The PSSC met on Monday, February 26th, 2018 in the Hampton Elementary School Library. The PSSC was able to view the sensory kits recently purchased for the school. These kits contained great resources and strategies to support our students.

The PSSC also took part in an article discussion on social-emotional learning and it's benefits to students and teachers. This article discussion tied in nicely with our purchase of 'growth mindset' books to be used as a resource at HES. The PSSC was able to purchase 15 books to help support the emotional health of our students and families. The picture books offer strategies for how to handle big feelings such as anxiety and stress.

Please continue to keep a lookout for information regarding Hampton Elementary's upcoming Parent Power Night in April. This year the topic will be childhood anxiety and what we can do to support our children. We will be welcoming a new panel of experts who will provide understanding and support for this prevalent topic.

For information on the HES PSSC, including meeting minutes you can go to the Hampton Elementary website and click on the PSSC tab. <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>

Home and School Association

Next Meeting:

Thurs. Mar. 15, 6:30PM

H&S Q and A

Who can be a member of Home and School?

Everyone is welcome to become a member of Home and School. Whether you are a parent, grandparent, teacher, principal, school bus driver, any other employee of the public education system or a community member you are welcome to join Home and School. Everyone's voice is equal and important.

The Home and School last met on February 8, 2018. We discussed and planned for Staff Appreciation, the After School Movie, reviewed the data from our Online Survey and updated our Healthy Lunch Menu according to the feedback we received.



Our next meeting is scheduled for Thursday, March 15th at 6:30PM in the school library.

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

To put attendance in perspective, three days a month over nine months means that a student is missing five weeks of school a year.



Policy 711—Healthy Eating

March is Nutrition month!

Throughout the month of March we will be talking about Healthy Eating. Also, a student in each classroom will have an opportunity to win a basket full of unusual fruits and vegetables that will be purchased through our Healthy Learners Grant.

What is MINDFUL EATING?

The principles of Mindful eating are:

- Allowing yourself to become aware of the positive and nurturing opportunities that are available through food preparation and consumption by respecting your own inner wisdom.
- Choosing to eat food that is both pleasing to you and nourishing to your body but using all your senses to explore, savour and taste.
- Acknowledging responses to food (likes, neutral or dislikes) without judgment.
- Learning to be aware of physical hunger and satiety cues to guide your decision to begin eating and to stop eating.

(The Center for Mindful Eating)

Five tips:

1. eat slower
2. savour the silence, turn the phone and TV off
3. eat at the table
4. pay attention to flavour
5. Know your food and where it comes from, not just the supermarket, but where it REALLY comes from.

SPRING AHEAD!

A reminder to move your clocks ahead one hour before going to bed on Sunday, March 11th.



Attendance Matters! in Anglophone South School District

In August 2016, ASD-South implemented a School Attendance Policy/Guidelines (Policy No. ASD-S-365). This policy was designed to explore every avenue to ascertain that students stay in school and graduate high school.

It can be expected:

- after 5 days of accumulated absence/tardiness: communication with the home (phone/email) by the classroom teacher
- after 10 days of accumulated absence: letter from the school is sent home from the School Administrator
- after 15 days of accumulated absence: a second letter from Administrator

In some cases, it may be necessary to address attendance cases through Integrated Service Delivery (ISD) and through Social Development.

You can read the full policy here: <http://web1.nbed.nb.ca/sites/ASD-S/DistrictPolicies/300%20-%20Educational%20Services/ASD-S%20365%20Student%20Attendance.pdf>

Weekly Learning Cycles: What happens when my child misses a (Fri)day?

Teachers at Hampton Elementary try to deliver instruction in weekly cycles starting with whole group instruction at the beginning of the cycle and independent learning at the end. Instruction becomes increasingly more personalized throughout the week. At the end of each week, teachers assess student and class progress during planning time and identify the skill(s) to be taught the following week. At the beginning of each week, a skill or outcome is taught to the entire class, either as a new topic or a refresh for an old one. As the day and week progress, student needs evolve and are better met through small group and more individualized instruction.

Teachers at Hampton Elementary think of this as a large "gradual release" model that follows the general pattern of "I do, We Do, You Do." Skill instruction is first modeled by the teacher, then the teacher and class practice together. Once students

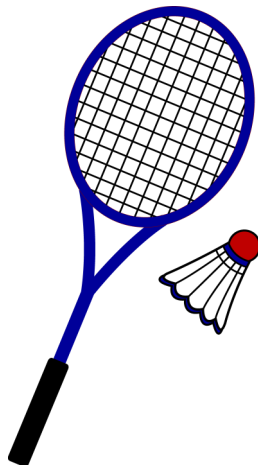
show they have enough of a grasp of the skill, they work independently (or in groups) on their assignments. The first two days of the week are usually focused on the guided release, the next two days on independent work, and the final day on assessing where students are in the learning process. Friday can also be a day for catching up if students are behind or participating in additional instruction if they require extra support with the outcome. Throughout the week teachers are informally assessing students, determining whether the skill is one that is easily grasped, or one the class may need to spend more time on.

1	Model I do ~ You watch.
2	Share I do ~ You help.
3	Guide You do ~ I help.
4	Apply You do ~ I watch.

Physical Education

Rallying Through March

It is time to get our racquets ready, for this month we will be playing badminton. Did you know that badminton not only increases hand-eye coordination, but also improves flexibility, endurance and muscle strength? As well, this type of cardiovascular workout burns approximately 450 calories per hour! Students will learn the rules of the game and practice serving and rallying techniques this month.



New Equipment

Thank you Atlantic Roofers for donating the replacement netting for two basketball nets and the Home and School for the new jumbo stacking cups. This new equipment is already being enjoyed by many students and much appreciated.

Intramurals

Grade three ball hockey intramurals have been a huge success so far. The grade five coaches, goal referees and volunteers are a tremendous help in the delivery of this program and are doing an excellent job demonstrating fair play and good sportsmanship. I couldn't have done it without them. Grade four ball hockey intramurals will begin later this month.

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.

SCO 3.1 - Apply emotional and social skills to the learning and performance of physical activity.

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.

SCO 3.1 - Select emotional and social skills that apply to the learning and performance of physical activity.

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.

SCO 3.1 - Model emotional and social skills that apply to the learning and performance of physical activity.

Submitted By: Mrs. Henry

A Note from the Music Room...

In the Music Room

Grade five students will be wrapping up their ukulele unit this month. It is always incredible to watch each student as their skills strengthen as they learn to read and play TABS, strum different patterns, and play different chords. It has been a pleasure to teach these creative and eager students ukulele. I hope they continue to play for many years to come!



Submitted By: Mrs. Henry

WHY teach music?

music is a science

It is exact, specific; it demands exact acoustics. A conductor's full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody and harmony all at once and with the most exact control of time.

music is mathematical

It is rhythmically based on the subdivision of time into fractions which must be done instantaneously, not worked out on paper.

music is a foreign language

Most of the terms are in Italian, German, or French; and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language. Also, many songs we study are from other cultures.

music is physical education

It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles, in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

most of all, music is art.

It allows a human being to take all these dry, technically boring (but difficult) techniques and use them to create emotion. That is one thing science cannot duplicate: humanism, feeling, emotion.

New Picture Book Resources (available in our lending library) Thank you to the PSSC for purchasing these books. A sample of the collection of books is detailed below:

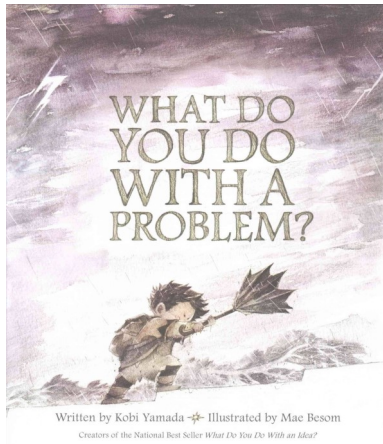
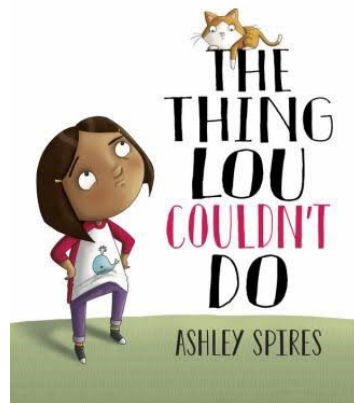
And for Parents/Teachers:

Many parents find *getting their child to school* in the morning to be quite a challenge. If *your child* consistently pleads with you to let him stay home from school, if he skips school, if his morning routine is fraught with misbehaviors, or if he exhibits signs of distress and anxiety related to attending school, this book can help.



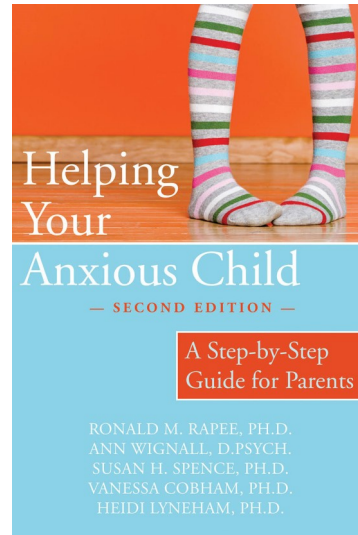
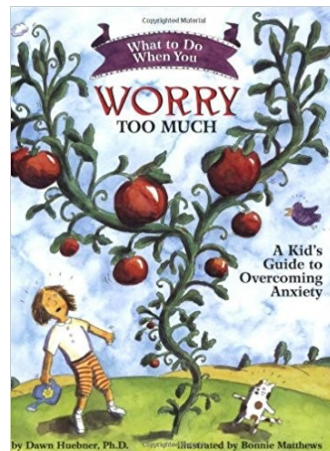
After the Fall follows Humpty Dumpty, an avid bird watcher who loves to be high up on the city wall. But after his fall, Humpty is terrified of heights and can no longer do his favorite things.

Lou and her friends are BRAVE adventurers. They run FASTER than airplanes. They build MIGHTY fortresses. They rescue WILD animals." But one day, when they're looking for a ship to play pirates in, Lou's friend has an idea: "Up there! The tree can be our ship!



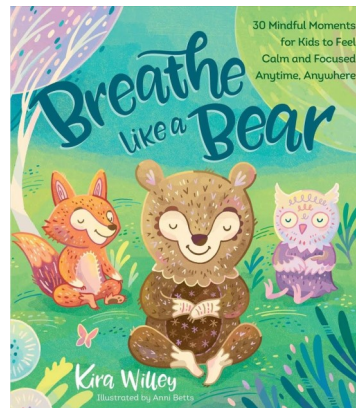
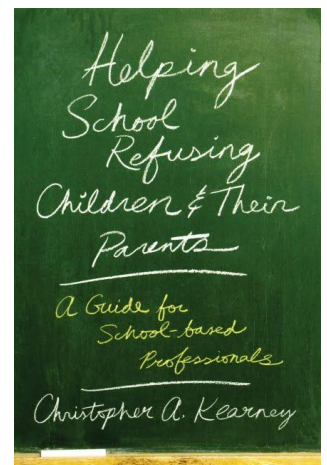
"What do you do with a problem? Especially one that follows you around and doesn't seem to be going away? Do you worry about it? Ignore it? Do you run and hide from it?"

If your **worries** have grown so big that they bother you almost every day, this book is for you. **What to Do When You Worry Too Much** is an interactive self-help book designed to guide 6 - 12 year olds and their parents through the cognitive-behavioral techniques most often used in the treatment of generalized anxiety.



Most children are afraid of the dark. Some fear monsters under the bed. But 10 percent of children have excessive fears and worries- phobias, separation anxiety, panic attacks, social anxiety, or obsessive-compulsive disorder- that can hold them back and keep them from fully enjoying childhood.

Children who miss substantial amounts of school pose one of the most vexing problems for school officials. In many cases, school personnel must assess these students and successfully help them to return to the academic setting.



Breathe Like a Bear is a beautifully illustrated collection of exercises designed to teach kids techniques for managing their bodies and emotions.

SENSORY KITS

With the help of a wellness grant, we were able to purchase 8 sensory kits to be signed out by classrooms. Check out the different items within the kits below:

GHOST: The Ghost promotes body awareness in people of all ages. Once inside, users find themselves in a private space and discover how to change the ghost's shape while developing balance and coordination skills.



MINI SENSORY OOZE TUBE: Turn this tube upside down and watch the liquid slowly flow down to calm and relax. A sensory way to watch the passage of time.

MANUAL HEAD MASSAGER: Provides a unique scalp massage sensation.



THERAPRESSURE BRUSH: Therapy brush with handle for the Wilbarger's Therapressure Protocol.

LINDO PALM MASSAGER: Get relaxed quickly with this palm massager. You just have to roll and feel the great sensation.



MOVIN'SIT CUSHION: This portable wedge-shaped cushion is designed to support the spine and improve posture. Excellent for classroom use to promote attention when seated.



DISCO'SIT: Inflatable cushion to place on chairs for improved posture and attention. Can be used kneeling or standing to improve core stability and balance skills.

WEIGHTED LAP PAD: The Lap Pad provides proprioceptive input. Great for children with difficulty sitting still. Durable and washable. Includes 3 weighted bands for weight adjustment.



All classrooms also have access to noise cancelling headphones:

The earmuffs allow a noise reduction of 22 decibels, which facilitates focus on a task in a noisy context. In addition, children with auditory hyper-reactivity will better tolerate noisy environments. It is recommended to use the earmuffs with partial noise reduction, because very often it is not necessary to completely cut out the noise, but just alleviate it.



Guidance Corner

On February 28th schools across Canada as well as around the globe joined together to celebrate Pink Shirt Day. Pink Shirt Day is about working together to stop bullying by celebrating diversity, and promoting positive social relationships. Students are asked to wear a pink shirt to symbolize a stand against bullying. We are all working together to prevent bullying in our schools and communities.

For more information on Pink Shirt Day please visit www.pinkshirtday.ca



When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

Bullying is a complicated and serious issue. It has become a commonly talked about and reported problem in the media, in schools and in communities everywhere. We have all heard about bullying situations that strike fear in the hearts of parents. It is something we all have to take seriously. So, what exactly is bullying? It can sometimes be mislabeled and therefore misunderstood. There is a difference between bullying and conflict. The key markers in bullying are: there is a power imbalance and the behavior is usually repeated, the person who is bullying acts with an intention to hurt or intimidate. Contrary to what we may assume based on what we hear in the media, bullying is less common than conflict in schools. Conflicts are situations which are a normal part of human interaction, they do not involve a power imbalance and the people in conflict typically do not intend to hurt or intimidate one another. Bullying is not a normal part of human interaction— it is not an acceptable way to function in relationships. *Bullying is aggression carried out repeatedly by a person who has more power than the person who is being bullied. The power arises from within the relationship between the person bullying and the person being bullied. But it also comes from bystanders, who are almost always present during bullying situations.* (From: Bullying prevention-What Parents Need to Know)

One aspect of a successful anti-bullying program is creating a climate in schools and communities so that young people become increasingly willing to confide in adults.

As a point of interest ... in the 2014 "Tell Them from Me" survey from HES, students responded that if they were bullied at school

67% would tell a parent or guardian, 53% would tell a teacher at school and 47% would tell a friend. In 2018, 78% would tell a parent or guardian, 60% would tell a teacher at school and 60% would tell a friend. This is great news as one of our main goals is to help students to understand the importance of reporting.

So What is HES doing to prevent and stop bullying?

Well, first of all we would like parents to know that we have few reported incidences of bullying. Like any school however, there are some. Our school has looked to best practices in bullying prevention and intervention and have followed suggested research based strategies. Our staff are very passionate about working as a team to create an environment/climate where everyone feels safe, respected, accepted, a sense of belonging and valued at school.

The Guidance Curriculum uses several bullying prevention programs in all classes at all grade levels. These programs cover topics such as: making friends, joining a group, problem solving, conflict resolution, accepting diversity, recognizing bullying, being assertive, reporting bullying safely, using your power as bystanders to help.

March is Nutrition Month

Check out the things we have planned! In the month of March, we will honour Nutrition month with the following activities.

- Catch your staff and students in the act. Announcements of students and staff who were seen eating fruit. (using "caught you eating fruit" ballots!)
- Healthy Eating contest (draw date: Wednesday, March 28th before parent teacher) – classrooms have the opportunity to host a contest where one student will win a Healthy eating basket. Students will be entered for various reasons depending on the individual classroom goal.
- Provide a healthy nutrition break to the whole school with daily morning announcements to focus on the nutritional benefits to eating each of the foods that are to be provided. For example: Cucumbers – "Cucumbers are an excellent source of vitamin K and molybdenum. They also contain the important nail health-promoting mineral silica". And Broccoli – "Broccoli is an excellent source of vitamin K, vitamin C, chromium and folate. It is a very good source of dietary fiber, pantothenic acid, vitamin B6, vitamin E, manganese, phosphorus, choline, vitamin B1, vitamin A (in the form of carotenoids), potassium and copper."
- Fruit and Veggie Trays to be provided at meetings during the month of March to communicate to parents the importance of being good role models to their children in consuming fruits and vegetables (Home and School – March 15th, Staff Meeting – March 21st and PSSC meeting – March 19th)
- Bowl of fruit at the office area - One way to integrate nutrition education is to have an office foyer fruit bowl. An office foyer fruit bowl is an active demonstration of commitment to wellness. It is also an opportunity to engage parents in healthy eating too. Shared facts about the fruit near the fruit bowl so parents and students visiting the office can learn facts and are encouraged to eat fruit too.



SPEAKING OF SPEECH AND LANGUAGE... (from the ASD-S Speech-Language Pathology Department)

Practice Those Memory Skills!

Working memory skills can affect learning in many different subject areas including reading and math. Working memory is like a mental sticky note that keeps track of short-term information. It plays an important role in concentration and in following instructions such that it helps kids hold onto information long enough to use it.

When students have weak working memory skills, it can make it challenging to follow multi-step directions because they may have trouble keeping in mind what comes next while they're doing what comes now. The part of the brain responsible for working memory is also responsible for maintaining focus and concentration which are very important for school success. Below are some suggested activities to help develop memory skills.

With younger children:

Play matching memory games, increasing the number of cards as your child gets better at the game.

Memorize nursery rhymes, poems and songs.

Make sure your child has memorized basic family information (full name, age, address and telephone number).

When doing chores, give 2-3 chores at a time. You can gradually increase the length and complexity of your directions. This will help increase your child's memory for what is heard.

In the car make up number and word strings and have your child repeat them back to you. For example, 7-2-3-7 or hat-cow-pig (you can use related or unrelated word strings). Take turns and see what they can come up with.

Play "What's Missing". Hide a variety of small objects behind a book, take away an object or two at a time. Move the book and see if your child can tell you what's missing.

Play "Simon Says" with an increasing number of movements. The purpose is to remember the multi-step movements, but tricking once in a while is still fun.

Have your child practice retelling stories they enjoy, using proper sequence and grammar. Model and correct as needed.

With older children:

Have them memorize and recite longer poems and songs.

Practice math facts. Higher level math comes so much easier when children have remembered their math facts.

Play "20 Questions". One person thinks of an object and the other players take turns guessing what it is.

Take spelling and vocabulary practice a step further. Make sure your child can explain the words and use them properly in sentences.

Talk about topics being discussed at school. This gives your child an opportunity to remember and repeat facts on relevant topics.

Encourage your child to memorize and tell jokes. These are a fun way to work on memory skills.