



Hampton Elementary School

October 2017

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 -
TBD

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

September was a busy month and we had two important meetings with our Parent School Support Committee (PSSC) as well as our Home and School. Candace Muir was appointed as Chair for PSSC and Pam Wallace was re-appointed as recorder. Our Home and School committee also met this month. We look forward to working together alongside both of these groups this year. Please do not hesitate to contact either Candace Muir or Tamara Simpson if you would like to be a part of these committees in any capacity.

Our Terry Fox Walk took place on Friday, Sept. 29th. We asked students to bring in a toonie(s) \$2 to support the **Terry Fox** foundation for cancer research. Our goal was \$450 and we raised \$611! Your support is greatly appreciated. Terry Fox is certainly an iconic Canadian and students are always eager to learn more about him!

This month we look forward to many fun and exciting events. This first week of October is recognized as **NB Wellness Week**. Wellness is the optimal state of health and well-being of individuals and groups. It is the ability of people and communities to reach their fullest potential, both in terms of health and fulfillment of purpose. We are all part of achieving a healthy New Brunswick where, together, we can live in a culture of wellness.

As we look ahead to Thanksgiving, we are a little more mindful of the many things we can be thankful for. In order to support the **Hampton Food Basket**, we are asking students to bring a nonperishable or vegetable donation to our school during the week of October 2nd-6th. Items can be fresh or canned. This will then be delivered to the Hampton Food Basket by our staff.

Bus Safety presentations will take place October 10th and students will practice a bus evacuation as part of this safety protocol. The same week we will practice our off-site emergency evacuation where we travel to Hampton Middle School. October is also the month where we expand our **school clubs** and we will be offering knitting club, chess club, Lego club, gardening and of course our ongoing intramurals.

If you have any questions about what is happening at Hampton Elementary we would encourage you to call or email your child's teacher.

However you might celebrate Thanksgiving, I hope that you are able to enjoy some time with your family and friends.

- 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.

Photo Retake Day!

Weds., October 25th (AM)



WORDS OF WITSDOM



A distinguishing characteristic of the WITS Programs is their community-based approach to preventing peer victimization. That's why our school encourages community leaders, such as police officers and other adult role models, to participate in the programs. When children hear the WITS message from members of the broader community, they realize it's not just a school lesson or a classroom rule; it's something we all believe in.

Community leaders show their support at the Swearing-In Ceremony, which launches the WITS Primary Program at the beginning of the school year. They guide students in reciting a WITS Oath and distribute WITS badges.

Community leaders also visit classes throughout the year to exchange stories with children about how they used their WITS. These visits have a powerful impact on children because they show that using WITS and LEADS strategies is a lifelong commitment.

<http://www.witsprogram.ca/families/>

Mark Your Calendar!

What's Happening in October??

Wednesday, October 4th—After School Regional Cross Country Meet (SJ)

Monday, October 9th—Thanksgiving Day—No School for Students

Wednesday, October 11th—After School Cross Country Meet (QPlex)

Wednesday, October 18th—After School Cross Country Meet (QPlex)

Friday, October 20th—HES After School Movie

Tuesday, October 24th—6PM PSSC Workshop

Wednesday, October 25th—Half day dismissal for students & National Take me Outside Day

Hampton High School is holding their annual "ScareFest"— Thursday, October 26th 6-8PM!

Looking Ahead: November

8th—No School for Students (Prof. Learning Day)

10th—Remembrance Day Assembly

13th—Remembrance Day Holiday (No School)

20th—Report Cards go home

21st-24th—Book Fair in the Library

23rd/24th—Parent Teacher Conferences (24th is No School for Students)

Recycling Champions

We would like to send a very big **Thank You** to **Sue MacDonald, Sharma Coleman, Erin Bowland and Candace Muir** for helping Hampton Elementary continue to stay green! These individuals volunteered to pick up our recyclables and dispose of them in the blue bins. Student leaders work at lunch time to sort the items and have them ready and bagged for pick up in the afternoon or early evening.

Many hands make light work!

Hot Lunch and Milk Program

Our first round of milk ends on November 17th, 2017. The second term of milk will begin November 20th. 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.

Our Home and School has revamped the Hot Lunch Program. Orders are now placed on a monthly basis. The next order for the month of **November** will be due October 20th.

New Brunswick Provincial K-8 Report Card IS COMING....

In ASD-S, teachers provide formal feedback about student learning three times per year (November, March, and June). For the 2017-18 school year, ASD-S is transitioning to the new provincial K- 8 report card and using Standards Based Grading. This follows what the other school districts have implemented over the past four years.

For the report cards, teachers will identify the level of achievement on a 4-point scale that best describes your child's current progress.

Questions for parents to consider when talking with their child about their Report Card

1. How do you feel about your report card?
2. Do you think the report captures your learning? Were you surprised about anything? Did you agree? What would you add?
3. What is your best learning memory, lately?
4. What have you learned that you are really happy about learning?
5. What is your best thing to do at school?
6. Were you frustrated with any part of your learning? What did you do about this or what could you do?
7. Is there something you would like to do better? Do you have any ideas about how you could start to get better?
8. What are you interested in learning right now? Do you have any ideas about how to begin?
9. Do you understand the Learning Habits? Do you have questions about one of the Learning Habits? Do you value one Learning Habit more than the others? Why?
10. How do you think you are doing on with the Learning Habits? Is there one you would like to improve?

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

Why is Reading Important?

Every time your child reads, he or she is exercising their brain. I explain to my students that reading is exercise just like riding a bike or going swimming. To your body, reading is exercise for your brain. The more the child reads the smarter the child gets.

Reading helps vocabulary, reduces stress, and builds tranquility. Reading also helps build analytical thinking, and improved memory.

Reading is the most important skill a parent can teach a child. By taking the time to read to your children, and for children to see parents reading, will make a huge difference in the child's life. They will see that reading is important to you, so it will be important to them. Making reading fun will encourage and inspire them to want to read more.

Activities Parents Can do to Develop Reading Skills

Parents are always asking what they can do to raise a reader, and I suggest having a scheduled time once a week where each member of the family comes together and either reads silently or a member of the family could read a portion of the story out loud. When your child is reading or listening to a story, ask questions using the five W's and an H: who, what, where, when, why and how.

Start a Book Club in Your Neighborhood

Kids love getting together with other friends their own age. Choose a book that they would enjoy. Each child can take turns reading a portion of the story until everyone has had a chance to read. Adding activities only adds to the fun. For instance if they are reading *Freckle Juice* by Judy Blume, children could think up their own drink recipe.

Do Crosswords

Another excellent resource is to have Crossword puzzles available for your child. It is a fun way to increase reading skills as children navigate through the puzzle. They are learning spelling patterns and what words mean. They are also learning after reading, drawing or painting a picture of what they have just read. Children love to express themselves and art is an excellent way to promote reading.

Act it Out

Why not act out parts of the story? For instance, after reading "Little House on the Prairie" why not have a country picnic and eat foods that were available during the 1890's. Last year, while teaching that book, children dressed up with long dresses and bonnets. Afterward we made butter and children enjoyed the experience of what it may have been like during the pioneer era.

Dress up as a Character in a Book/Game Night

Does your child like to read about princesses', knights, or fairies? Have them dress up as a character in the story. What about game night? There are a variety of word games out on the market today, including Junior Boggle, Boggle, Up words, and Scrabble. I explain to parents to adapt the game to fit the level and age of the child.

I hope some of these ideas have inspired you, as they have me.

I know all of these activities take time and effort, which so many people have very little of these days. However, by remembering that our children will be the leaders of tomorrow and the time invested in them today will ensure successful confident readers in the future, then it would be worth it.

<http://k6educators.about.com/od/helpfornewteachers/a/How-To-Help-Parents-Raise-Great-Readers.htm>

Numbers, Numbers, Everywhere

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

October: Math Everyday

Often students think that math is a subject taught at school and has no real use in daily life. Help your child see math in his/her daily routine by involving your child in using numbers to solve problems and make those everyday decisions with you.

Grade 3

Skip counting by 3s, 5s, 10s, 25s. "Here is some change, can you count this for me?" Ask your child to explain how he/she counted the change (began with quarters, then dimes, then nickels etc.)

Estimating using a referent. "I've raked this pile of leaves. How many more piles do you think are left in the yard?" or "This is 1 cup of flour, how many cups are left in the bag?". Ask your child to explain his/her reasoning.

Estimating sums and differences up to 1000. "This tv is \$193 and your brother wants this toy that is \$37, about how much money will we need?" In this scenario, encourage your child to look for easy numbers to compute mentally and to predict if the estimation is over or under the exact amount.

Grade 4 & 5

Using doubling and halving (an important skill for multiplication and division with 2 digit numbers)

"We are doubling this recipe. How much of all the ingredients will we need?"

"I cut this piece of wood 30 inches. I need to mark half of it, where would I mark it?"

Representing and describing numbers to 1 000 000. "According to the radio, there were 23 764 people at the hockey game. What can you tell me about this number?" Look for answers that include comparing it to a benchmark number (20 000 or 25 000), breaking apart the number (there are two groups of 10 000 and a group of 3 000 and 764 left over), talk about where else you might find that number (would there be 23 764 people in Hampton? In Saint John? Then find the answer.)

Multiplication & Division facts. "There are 16 people coming for Thanksgiving dinner. Rolls are sold in packs of 6, how many packs do I need to buy?" or "I have 23 Halloween bags to make, and 92 Halloween chocolates, how many will go in each bag?"

Submitted by Jillian Kiervin, former Numeracy Lead

PSSC—Parent School Support Committee

What is the PSSC? – The Parent School Support Committee (PSSC) is a group of parents and community members who work in an encouraging, advisory, and collaborative fashion with the School Principal and staff to ensure the best possible learning opportunities for the students of their school. *

The committee addresses the broad issues related to the education of all students in the school, with the goal of enhancing student learning. Primarily these issues arise from input, discussions and study of the school improvement plan. This includes helping the school by advising on which aspects of learning that need to be improved; the priority of those identified learning areas; and strategies/actions that focus on those areas.

The PSSC would like to extend a warm welcome to our new members. Your time is appreciated. PSSC members and meeting minutes are posted on the school website, under the PSSC tab or you can follow this link, <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>.

One of the roles of the PSSC is to work along side the Principal, Mrs. Blanchard, to develop and monitor the School Improvement Plan (SIP) to find out more information about the SIP go the HES website, click the "About Us" drop down menu and click on School Improvement Plan. Alternatively, you can follow this link, <http://web1.nbed.nb.ca/sites/ASDS/District%20Education%20Council/Pages/default.aspx>.

Why Get Involved? – Being involved with the PSSC allows you, as a parent, to have an impact and influence in what goes on at your child's school. It also demonstrates to your child an interest in their schooling and in your community. *

If you are interested in learning more about the PSSC or want to become a member please contact Mrs. Sarah Blanchard at 832-6021 or sarah.blanchard@nbed.nb.ca

Taken from the PSSC handbook

Home and School Association

The HES Home and School will be having a Halloween-themed Movie Night on the evening of Friday, October 20. More details will be provided closer to the date.

Our second annual Holiday Extravaganza is going to be held on Saturday, December 2nd from 9:00 AM - 2 PM, just in time for you to finish up your Christmas shopping. Please spread the word and if you are interested in being a vendor, fill out the form at: <https://form.jotform.ca/72674286903263>. We already have many vendors returning from last year!

Also, our new Healthy Lunch menu is now in full swing. We had a record number of orders this month. With a new menu, we welcome all feedback to see what items your children like and/or dislike. Post on our Facebook page or send an e-mail to our Home and School account ([hes.homeandschool@gmail.com](mailto:hес.һomeandschool@gmail.com)). Orders for November's Healthy Lunch will be due on October 20.

Our next meeting will be on Thursday, October 12th at 6:30 PM in the school library. Everyone is welcome to attend. We would love to have more volunteers this year so we can put on fun events for your children. If you're able to make popcorn or supervise an afterschool movie, let us know through e-mail or on the Facebook page. We look forward to hearing from you!

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](mailto:hес.һomeandschool@gmail.com)

~submitted by Erin Roy

Next Meeting:

Tuesday, October 24th,
6 p.m.

Hampton High School
PSSC Orientation Session

Next Meeting:

Thursday, Oct. 12th
6:30 p.m.

Fire Safety and Lockdown Drills

We had two fire drills in the month of September (which went well), and during the next month or so, we will continue to practice our fire safety and lockdown procedures. If you happen to be visiting during these drills we would ask that you follow the same procedures as the students and staff (exit the building immediately upon hearing the alarm for a fire drill).

October 10-13th is Fire Safety Week and students will be bringing home booklets to plan an exit for their home.



Policy 711—Healthy Eating

Here are ten suggestions for adding more vegetables throughout the day:

1. Toss spinach or kale into your smoothies.
2. Dip raw veggies in hummus or 1-2 tablespoons of salad dressing.
3. Buy "Steamable" frozen veggies that can be cooked in the microwave in just a few minutes.
4. Make soups or stews and add extra vegetables.
5. Add peppers, tomatoes, mushrooms, and onions to your eggs.
6. Top your pizza with extra veggies.
7. Serve salads as the main dish for lunch or dinner.
8. Toss veggies on the grill along with your meats.
9. Cut all your veggies (carrots, celery, or lettuce) at once so they are in the fridge ready to eat.
10. Keep your vegetables at eye level in the fridge so you see them regularly (and eat them more regularly).

Here is the link for more info:

<http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/polices-politiques/e/711A.pdf>

October Wellness Theme

This month's wellness theme is encouraging families to reflect on gratitude.

Here are some conversation starters you might want to try around the dinner table this month:

- ⇒ What does being grateful mean to you?
- ⇒ Share a good deed that someone has done for you.
- ⇒ What are ways that we can show our gratitude?
- ⇒ What is a good deed that your family could work on together?
- ⇒ List 10 things you are grateful for in your community.
- ⇒ How many different ways can you say thank you?
- ⇒ October has a 'Choose to be great Week' - what are you going to celebrate?
- ⇒ Using each letter of your name, say something you are thankful for.
- ⇒ Write a thank you note (picture etc.) to someone for something they have done for you.

Physical Education Corner

What's Happening in the Gym?

It is time to kick our Physical Education classes into full gear. This month students will be learning the fundamental skills needed to play a game of soccer. Students will practice and refine their soccer skills through obstacle courses, drills, stations, scrimmages and games. We will also continue to play other low organized P.E. games to practice tagging and fleeing tactics, along with throwing, catching and hitting a target.



Cross Country

There are 3 cross country meets coming up this month. The October

11th and 18th meets will be held at the Q-Plex and our large district wide meet hosted by the Saint John Track Club is on October 4th. HES couldn't be prouder of our cross country runners. Our team has been very successful this far in the season. GO HAWKS GO!

Intramurals and Sport Leaders

Soccer intramurals will begin this month, starting with the grade 3's. Intramurals will be held on Tuesdays and Fridays during lunch recess.

Attention grade 5 students! Mrs. Henry will be looking for Sport Leaders to help coach, referee and set up for grade 3 intramurals.

Grade 3 Curriculum Outcomes:

- 1.3 Combines a variety of fundamental locomotor and manipulative skills.
- 2.1 Extend existing tactics that can

be used in a variety of games and activities.

Grade 4 Curriculum Outcomes:

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

2.1 Integrate tactics of games and activities.

Grade 5 Curriculum Outcomes:

1.3 Apply combinations of fundamental locomotor skills and manipulative skills in more complex movement contexts.

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

~submitted by Ms. Henry

Drop Off & Pick Up of Students

Thank you for diligently using the sign in and sign out procedures and wearing visitors badges when at HES. Please also note the additional safety procedures we have in place.

1. All visitors and volunteers need to check into the office and obtain a visitor badge.
2. When leaving the school, all visitors and volunteers must sign out and return their visitor badge to the office.
3. At the beginning of the day all parents are asked to drop off their children just past the office doors. We would really appreciate if you did not come into the school, but rather, help them to become independent by allowing them to go into the school and hang up their own bags.
4. Parents picking their children up during the day need to report to the office. Their children will be called down to meet them.
5. At the end of the day, parents should be reminded to not pass the buses if the lights are flashing red. This will result in a hefty fine. Park before the first playground and wait until the buses have cleared or walk to the entrance and meet your child in the lobby.

Grade 5 Leadership

There are 89 grade 5 students who are signed up for one of our many leadership responsibilities. There are Peacekeepers who help students at recess and noon hour, Student secretaries who help in the office and morning announcements, Milk helpers who count and pass out milk to each classroom, Paper Recyclers who collect paper all throughout the school and Plastic, Metal and Cardboard Recyclers who sort and package this material for our parents so it is ready to go to the blue bins!

Thank you to our Grade 5 students who are wonderful ambassadors for our school!

HES Parent Resource Library

HES hosts a great Parent Resource Library including books, pamphlets and videos ranging in topics such as Effective Discipline, Bullying and Friendship. We also have resources dealing with Pediculosis (Head lice). These resources can be found in the lobby bookshelf by the Sign In Book. Please let the office know if you are borrowing one of the items.



Raz Kids is Mobile!

Our school has once again purchased access to the Raz Kids individualized reading program. This site delivers hundreds of books for students to read wherever they have access to the internet. There is an APP that can be downloaded for easier access as well. Students have the option of listening to books for modeled fluency, reading books for practice and then recording themselves reading so teachers can monitor progress. Each book also has an accompanying quiz to test reading comprehension. Your child can log into their class using the following:

3 P. Melanson—pmelanson0

3 N. Fougere-Leblanc—nleblanc

3 Aubin-Martin—kaubinmartin0

3 Salgado & 3 Kennedy—jsalgadob

4 Long & 4 Kennedy—dlong29

4 Golding—kgolding5

4 Power—rpower3

5 Thorne & 5 Smith—nthorne0

5 Schofield—cschofield4

5 Bradshaw—mbradshaw5

Mrs. Madden's Lego Club

Mrs. Madden has one of her most popular clubs up and running. Lego club offers an opportunity for students to build social skills in a fun setting while also supporting fine motor development and thinking skills. It is an ideal setting for children who might otherwise be reluctant communicators to participate in a social club. Regular participation in structured Lego group building projects encourages children to talk, listen and learn from each other, developing joint attention, co-operation, compromise and negotiation skills and supporting a wide range of language and learning abilities. This is a fully inclusive group open to all children.



If at first you don't succeed, then skydiving definitely isn't for you. - Steven Wright

Helping Parents Ask Good Questions

Luz Santana

You wish you could spend time with every student's parents or guardians to make sure all adults in their lives are pulling in the same direction, but many of them are busy working two jobs to pay the bills. Many seem uncomfortable and disengaged in a school setting. You know school-family partnerships aren't a silver bullet that will fix your students' education and socioeconomic challenges, but without strong school-family partnerships, your students are less likely to thrive.

An "Open-Source" Option

The Right Question Institute's work with educators across America has taught us that many schools have little time and few resources, if any, to devote to family partnerships, even when they want to. We've spent more than 25 years working in diverse settings developing a family engagement strategy that's practical, quick to deploy, and adaptable: the Right Question School-Family Partnership Strategy. It is *not* a comprehensive program that requires new staff, extra funding, or retooling organizational structures. It just calls for educators to build parents' skills into their ongoing work.

Giving Parents Fish When They Should Be Fishing

This strategy stems from work in Lawrence, Massachusetts, which had, by the 1990s, suffered generations of economic decline. We were working on a dropout prevention program, and, in collaborating with parents—many of them immigrants from low- and moderate-income households—we learned that they avoided school involvement because they "didn't even know what to ask."

Our solution was to give them lists of questions to ask about a wide range of issues: homework, disciplinary policies, special education programs, you name it. But every week parents would come to us and request more questions. We had inadvertently made them *more* dependent on us.

The Question Formulation Technique (QFT)

How do you teach parents to ask better questions? Through years of trial and error, we developed a simple yet effective method that anyone can learn. The QFT can benefit everyone, from Microsoft executives to clients at homeless shelters to Harvard medical students. We have used this method in all those settings. More than 250,000 classrooms use it on every continent except Antarctica (that we know of). In a nutshell, it develops people's ability to produce questions, improve those questions, and strategize about how to ask them or use them.

How the QFT Works

You can work with parents and guardians in groups or individually to do the following:

1. Produce questions.

Start by determining a Question Focus, or QFocus, which focuses the generation of questions around a particular issue or concern. A QFocus can draw from situations a child is facing, parental concerns, or developments at school. It is often a brief statement such as, "The school recommends an individual education program for your child" or "Some teaching practices will change to improve education for all students." One important rule is it cannot be a question. You can find resources for crafting a QFocus—and for the QFT in general—at rightquestion.org.

Next, share these rules about producing questions:

- Ask as many questions as you can.
- Do not discuss, judge, or answer the questions.
- Write every question exactly as it is stated.
- Change any statements into questions.

Parents should briefly discuss challenges they might encounter when following these rules. For instance, they often struggle with not stopping to answer questions. With the QFocus and these rules as a springboard, parents produce questions. Educators should not give examples of questions, which could unintentionally influence the process.

2. Improve questions.

Once parents have produced a list of questions, facilitate a discussion about improving them. This begins by identifying closed- and open-

advantages and disadvantages of each type of question, then practice changing one or two closed-ended questions to open-ended ones and vice versa. This process allows parents to understand that the *way* a question is asked may shape its answer.

3. Prioritize questions.

During prioritization, parents think more deeply about their questions. You may, for example, instruct them to prioritize three questions that are most important to them, that they would like answered first, or that they want to explore further. You can tailor prioritization instructions to fit the circumstances.

4. Discuss next steps.

To strategize about using the prioritized questions, discuss next steps and define an action plan. The action plan may include identifying information parents want to discover and specific steps for acquiring that information.

5. Reflect.

Parents reflect on what they've learned and how they can use this new skill. This helps them consider the importance of asking questions and how they can apply this skill elsewhere in their lives.

QFT in Practice

To illustrate this method, here's a quick example based on our work in the field. Here, a teacher helps a mother generate questions during a parent-teacher conference. Before the meeting, the teacher develops this QFocus: "Your child seems to be having trouble doing his homework." Rather than just telling the mother about this problem, the teacher introduces the QFT.

The mother is a little confused at first, but agrees to participate. The teacher informally discusses the four rules for producing questions; then she presents the mother with the QFocus. With some prompting, the mother produces a list of questions about her son:

1. Is he behaving?
2. Is he causing problems?
3. Is he doing his homework?
4. What do you mean by "trouble"?
5. How do you know he's having trouble?
6. When did this start?
7. Did he do his homework before?
8. Is he getting punished for not doing his homework?
9. What's going to happen to him?
10. Why do you think he's having trouble?
11. What should I do to make sure he does his homework?
12. What happens when he doesn't do his homework?
13. Will he be held back?

The teacher and mother discuss the questions, and the mother prioritizes numbers 10, 11, and 13. In strategizing about how to use the questions, the mother and teacher work together to develop a simple plan. They tell the child his mother expects to see homework every night and will initial it whether he completes it or not. If he can't complete his homework because he doesn't understand it, the teacher will help him.

Subtle but Significant Changes

The QFT helps parents gain confidence engaging with educators, leading to a more hopeful and positive outlook. They become more effective at participating in decisions, supporting their child's education, monitoring their child's progress, and advocating for their child when necessary.

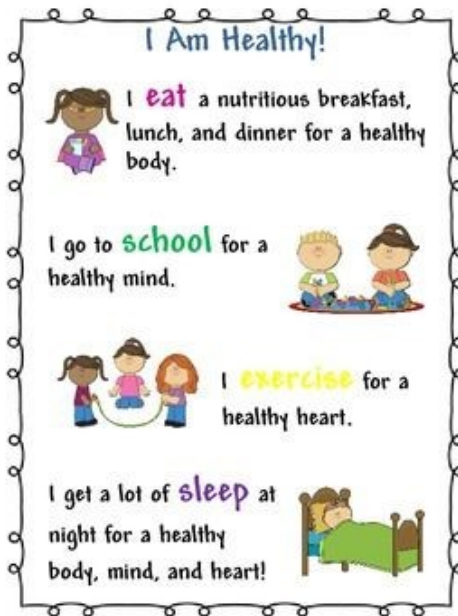
A New Way of Working with Parents

Schools implement a variety of activities to engage parents. These include things like open houses, breakfast meetings, and parent resource centers. The Right Question Strategy can enhance such activities. When educators integrate the development of parents' questions into their practice, the focus shifts from teacher-driven conversations to a process where parents help set the agenda and identify information they need.

http://www.ascd.org/ascd-express/vol13/1302-santa-na.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=Express-13-02

Guidance Corner

School's In ... Time to Learn



So how do we set our children up for success at school? Not unlike adults, children need the obvious basics to feel well and to do well: sleep, good nutrition, and physical activity. Generally speaking, elementary aged children should have 10-12 hours of uninterrupted sleep. Children's brains transform subconsciously learned material into active knowledge while they sleep. After a good night's rest, start your child's day off on a positive note with a healthy breakfast. Good nutrition consists of a balanced diet including foods from various food groups and not too many foods high in refined sugar or preservatives. Try providing fresh fruit along with grains and/or protein to give the body the essential fuel it needs. As well, make sure water is consumed throughout the day. Did you know that our brains depend on proper hydration to function optimally? Brain cells require a delicate balance between water and various elements to work well, and when you lose too much water, that balance is disrupted. Your brain cells lose efficiency. Years of research have found that when we're thirsty, we have more difficulty focusing our attention. Dehydration can impair short term memory function and the recall of long-term memory.

Now let's look at the link between physical activity and good health. The link between physical activity and physical and mental health, is scientifically proven. For health benefits, children aged 5-11 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily (for more information please visit participation.com). As you get back into "school mode" you probably recognize the value of having more structure and routine in different areas of life. Not only does a routine help provide structure for our children it helps us as adults manage all of our daily responsibilities more effectively.

A Note from the Music Room

Students have been singing, patting, clapping and snapping their way to rhythmic proficiency through this beautiful, balmy first month of school. As we move through the curriculum, they are learning to use the elements of music – tempo, dynamics, pitch, form – to create and enhance their appreciation and creation of music.



All students will be learning to play recorders this year. Watch for more information on this in the weeks ahead.

Choir has begun and we are already preparing for Remembrance Day and holiday performances.

Happy Thanksgiving!

Mrs. Hill and Mrs. Henry

Learn To Play A Band Instrument For Free

Who: any student in grade 5 in the city of Saint John and KV area

When: Information night Friday October 13 6pm.

Where: 12 Brinley Street Saint John (St. Mary's Band Hall)

Instructor: Mrs. Cynthia Munn (instrumental teacher for the past 32+ years)

This will be an information night where the program will be explained, instruments will be made available to try and parents can sign up to rent an instrument, or purchase an instrument.

Should you have any questions please feel free to contact Mrs. Munn at munncyn@nbed.nb.ca



SPEAKING OF SPEECH AND LANGUAGE...

(FROM THE ASD-S SPEECH-LANGUAGE PATHOLOGY DEPARTMENT)

Stuttering: Facts and What to Know

What is stuttering?

Stuttering is what happens when a person's speech does not flow smoothly without interruptions. Every person who stutters is unique and presents with a different pattern of behaviour. Many children between the ages of 18 months and five years stutter as part of normal development. Periods of dysfluency can last from two months to five years. Stuttering may look like:

- Repeating a sound: b-b-b-ball
- Repeating parts of words: may-may-maybe
- Repeating whole words: He He He He took my ball!
- Prolonging sounds: ssssssssssss-oup
- Blocking sounds: Stopping the air and mouth movement as if 'stuck' during talking
- Extra movements: Tapping or blinking eyes are examples of behaviours 'secondary' to stuttering- something that a person does to try to stop the stutter

Causes

The exact cause of stuttering is not known! It is thought to be a complex interaction between a person's brain and their environment. A parent can NOT cause stuttering.



Get the Facts

- Parents do NOT cause stuttering
- Stuttering is NOT indicative of intelligence
- 5% of young children typically go through a period of dysfluency that lasts 6 months or more
- Only 1% of the general population stutters
- The ratio between boys and girls is 3:1
- Stress, anxiety or being shy do NOT cause stuttering, although these issues may arise secondary to stuttering
- There are no magical, quick cures for stuttering

Quick Tips for Supporting a Child

- *Do Not React*
 - Do not look mad or worried. Be aware of your facial expressions!
 - Do NOT say *stop* or *slow down*
 - Do NOT interrupt or finish what they're saying
- *Model*
 - Talk slowly. Children tend to imitate the adult's rate of speech, vocabulary and sentence length
 - Attempt to create a relaxed environment
- *Listen and Like*
 - Listen to *WHAT* they are saying, not *HOW*