



Hampton Elementary School

February 2022

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 - Lindsay Hall

psscchair@gmail.com

Home & School President -

Cynthia Perry

hess.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

MISSION:

Help and believe in,

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

Safe, supportive inclusive environment.

Monday, Feb. 21st
Schools Closed for
New Brunswick
Family Day

March Break
March 7-11

Principal's Message

The first half of the school year was a challenge with everything that occurred including the CUPE strike, COVID Operational days and the three week lockdown with online learning. Our teachers have continued to pivot and try to meet all the varying needs of students in their class. We are now faced with the second half of the school year and we hope to provide continued consistency with learning in person even though we know there are likely bumps in the road ahead.

With all of the interruptions this year, each day needs to be treated as an opportunity for our students to do their best completing the work assigned by our teachers. In talking with our students, it seems that although they enjoyed their holidays, most are happy to be back and in a familiar routine with their peers, even if they have to wear masks inside. Students will make great gains in learning this month so if you haven't had an opportunity to reach out and check in on how your child is progressing, you can always call or email their teacher.

We continue to encourage classes to take learning outside when the weather is cooperative (students stay inside when the temperature, with wind chill, is below -20C)! This includes music and phys. Ed classes. Additional time for outdoor play benefits every aspect of childhood development—physical development, of course, but also social, emotional and intellectual development as well. The 2019-2020 *New Brunswick Elementary Student Wellness survey* reported **only 23.2% of NB students are meeting the guidelines on 60 minutes of daily physical activity (25% at HES), yet 56.7% reported having more than 2 hours per day of screen time (52% at HES)**. Children who watch TV for more than 2 hours every day are more likely to have an unhealthy diet, less likely to eat fruit and less likely to be physically active. We are thankful for sunny days which allow for our children to be outside and optimizing learning while they are in school.

Our Grade 5 English students are continuing their learning of French language instruction through exposure of Intensive French. We have two classes (5Bendixen & 5Smith) transitioning to the English Block and one class to the French learning block (5Prosser). This program introduces beginner conversational French to help inform whether students are interested in the Grade 6 Late French Immersion Program option. We are still waiting direction from the Department of Education on this process.

Wednesday, February 23rd is Pink T-Shirt Day! "Lift Each other UP" is the theme this year. Bullying can be a major problem in our schools, workplaces, homes, and over the Internet. Each year, on Pink T-Shirt Day, I encourage all of you to wear something pink to symbolize that we as a society will act with kindness, stand up to others and not tolerate bullying anywhere. Just like our school moto: Kind Hands, Kind Feet, Kind Words—Be KIND!

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

- Mrs. Blanchard



WORDS OF WITSDOM

What is the difference between normal and harmful conflict?

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

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

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

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

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

www.witsprogram.ca/families/using-wits-with-your-children/

Mark Your Calendar!

February

February 7-11 Safe Internet Week

Feb 13-18 NB Heritage Week

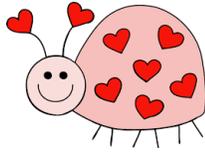
February 8—Safer Internet Day

Feb 14th Valentine's Day

February 14-18 Staff Appreciation Week

February 21—Family Day: No School

February 23—Pink Shirt Day



Safer Internet Day:

ASD-S will observe "Safer Internet Day" Tuesday Feb 9th. The campaign's slogan, "**Together for a better internet**", is a call to action for all stakeholders to join together and play their part in creating a better internet for everyone, and especially for younger users.
<http://www.saferinternetday.org>

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

Looking Ahead: March

March Break is March 7-11th, 2022

Skating



All of our classes will resume skating with classes attending every second week. Please help your child build their independence by practicing tying their skates at home. There are some great tips and tricks videos online and kids ARE capable of doing so if they have ample practice.

Volunteer Opportunities

Volunteer opportunities are limited again this year. In order to volunteer you must have a completed Policy 701 questionnaire, Criminal Record check and Vulnerable Sector Check as well as proof of COVID vaccination. You may always reach out to the classroom teacher to see if they have any special jobs for you to participate in! Sometimes there are things you could even help with from the comfort of your home.

February

Love is in the air.

So is the flu.

Wash your hands.

What are some common myths about bullying? (Source: Government of Alberta)

Myth #1 - "Children have got to learn to stand up for themselves."

Reality - Children who get up the courage to complain about being bullied are saying they've tried and can't cope with the situation on their own. Treat their complaints as a call for help. In addition to offering support, it can be helpful to provide children with problem solving and assertiveness training to assist them in dealing with difficult situations.

Myth #2 - "Children should hit back - only harder."

Reality - This could cause serious harm. People who bully are often bigger and more powerful than their victims. This also gives children the idea that violence is a legitimate way to solve problems. Children learn how to bully by watching adults use their power for aggression. Adults have the opportunity to set a good example by teaching children how to solve problems by using their power in appropriate ways.

Myth #3 - "It builds character."

Reality - Children who are bullied repeatedly, have low self-esteem and do not trust others. Bullying damages a person's self-concept.

Myth #4 - "Sticks and stones can break your bones but words can never hurt you."

Reality - Scars left by name-calling can last a lifetime.

Myth #5 - "That's not bullying. They're just teasing."

Reality - Vicious taunting hurts and should be stopped.

Myth #6 - "There have always been bullies and there always will be."

Reality - By working together as parents, teachers and students we have the power to change things and create a better future for our children. As a leading expert, Shelley Hymel, says, "It takes a whole nation to change a culture". Let's work together to change attitudes about bullying. After all, bullying is not a discipline issue - it is a teaching moment.

Myth #7 - "Kids will be kids."

Reality - Bullying is a learned behaviour. Children may be imitating aggressive behaviour they have seen on television, in movies or at home. Research shows that 93% of video games reward violent behaviour. Additional findings show that 25% of boys aged 12 to 17 regularly visit gore and hate internet sites, but that media literacy classes decreased the boys' viewing of violence, as well as their acts of violence in the playground. It is important for adults to discuss violence in the media with youth, so they can learn how to keep it in context. There is a need to focus on changing attitudes toward violence.



No matter how many mistakes you make or how slow you progress, you're still way ahead of everyone who isn't trying. - Tony Robbins

Will my child be sent home from school if they have symptoms...



As in previous years, if a student alerts their teacher to feeling unwell, the teacher will notify you to pick them up. The student will be supervised in an area where physical distancing can be maintained, and will wear a mask while they wait to be picked up. If you get a call regarding the health of your child during the school day, you will be required to pick them up as soon as possible, consistent with school practice. **It is important all families have a plan in place in case they need to pick-up their child from school early.** It's important that you speak to your children about self-monitoring and what symptoms to be aware of so they can notify you or their teacher if they feel unwell.



Looking for Access to online books?

Did you know the Department of Education hosts their own digital library selection of books for students to read including MANY audio books and current popular graphic novels? Students identified with Learning Disabilities often shy away from reading and find audiobooks and graphic novels much more accessible to them.

Visit <https://soraapp.com/library/newbrunswick.ca> OR download the SORA app.

Students log in with the same username and password as TEAMS.



ONLINE SAFETY RULES

-  Don't give your personal details like school name, your photo to anyone on internet.
-  Never meet someone you met online in real life. It can be dangerous.
-  Tell your parents if you see upsetting language, nasty pictures or if you are being cyberbullied.
-  Be nice to people like the way you would be on playground
-  Be very careful with what you post on the internet, because it will remain on internet forever and might be misused.

Just because you haven't found your talent doesn't mean you don't have one.

– Kermit The Frog

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

Tips for Supporting the Developing Reader

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

School Reading Levels:

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

At-Home Reading Levels:

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

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

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

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

Numbers, Numbers, Everywhere

February: Flexibility with numbers

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

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

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

In the same way, it can be thought about as $60 + 20 +$ the 10 (that was made by the understanding of $4+7$) and 1 more = 91. Similarly, $13 - 7$ can be thought of as $13 - 3 - 4$ more (to subtract the complete 7) is 6. This flexibility can also be applied to $33 - 17$. Think $33 - 10 - 3 - 4$ more = 16.

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

What other numbers or facts is this connected to?

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

What do you know that might help you get there?

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

What is another way that you can know that?

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

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

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

will say $\frac{1}{2} + \frac{1}{4}$; others will say: $\frac{8}{16} + \frac{1}{4}$.

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

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

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

PSSC—Parent School Support Committee

Next Meeting:

Mon. Feb. 28, 6:30p.m
Virtual

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. Each PSSC is a 6-12 member committee with the majority of the members being parents who are elected at a school election in September. One teacher is also elected by the school staff to sit on the committee, as well as a Home and School representative, a student, and any community members the committee wishes to appoint.

Our January meeting was postponed until February coinciding with the return of students to in person learning. On Feb. 28th, we will discuss the spending of the PSSC budget as well as data from the Provincial Teacher Staff Perception survey results for HES. Our monthly review will also include information on attendance, behaviour data and safety protocols.

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, February 10th at 6:30pm virtually. All parents are welcome to attend. For any questions about how to get involved, email us at hes.homeandschool@gmail.com.

We will be using the week of February 14th-18th to show our Appreciation to the Staff of Hampton Elementary School with a daily suggested theme. Moving from in person learning to online learning and back to in person learning with minimal notice has been difficult for families and equally challenging for the staff. We are looking for donations from families so please stay tuned to the Facebook Group to see what types of things we are looking for.

The Home and School continues to support classroom activities by issuing funds to teachers to purchase requested items to complete special projects.

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

Next Meeting:

Thurs. Feb. 10, 6:30PM
Virtual

Inclement Weather Procedures

Schools may be closed early on days when the weather conditions are anticipated to deteriorate significantly during the day. Every effort will be made to notify parents through our school Synrevoice system for students in Kindergarten to Grade 5. We use media (radio stations), voicemail and email. Families are reminded of the importance of ensuring alternate arrangements are in place for their child(ren) in cases when they or another adult will not be available to be home.

<http://web1.nbed.nb.ca/sites/ASD-S/Pages/Inclement-Weather-Policy.aspx>



Policy 711—Healthy Eating

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

Healthy Eating is key to success at school:

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

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

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

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

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

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

More great ideas can be found here:

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

February Wellness Theme

February is the shortest and coldest month of the year, but also the most important one for our heart health. That's because February is Heart Month, a time to reflect on the importance of our cardiovascular health and to learn about how we can manage our risk factors for heart disease.

7 Habits of Heart-Healthy Kids

To teach your children positive habits that will protect them from many forms of heart disease, try adopting some of the following habits.

1. Turn off the TV.
2. Develop a dinnertime routine.
3. Get some exercise as a family.
4. Assign active chores.
5. Serve heart-healthy foods.
6. Avoid fried, fatty foods.
7. Teach kids to read labels.

Following these easy tips will help your children keep a healthy-heart not only now, but also as adults.

You can read more details for each of the suggestions above by visiting the following website:

<https://www.greenhillspeds.com/news/7-habits-of-heart-healthy-kids/>

Education Support Services (Resource) at HES

Did you know there are many great programs in NB for children/youth with physical and cognitive disabilities? Check out the info and links below:

Parasport NB- All New Brunswickers have opportunities to participate in positive and rewarding Parasport experiences. Parasport NB also includes an adapted equipment loan program.

<http://www.parasportnb.ca/>

Ability NB- Our priority is to reach out and work with New Brunswickers of all ages who have a mobility disability, as well as their families and caregivers.

<https://www.abilitynb.ca/>

New Brunswick Association for Community Living- The New Brunswick Association for Community Living (NBACL/ANBIC) is a provincial, non-profit organization that works with and on behalf of children and adults with an intellectual disability and their families.

<https://nbacl.nb.ca/>

Camp Rotary- Each summer, children and adults from around New Brunswick come to Camp Rotary, located on the shores of Grand Lake, to spend many memorable days. During their stay, campers have the opportunity to participate in many activities they've never experienced before. The campground comes alive in June with smiles and laughter and songs that can be heard across the lake from dawn till dusk. Camp Rotary is an accessible, accredited summer camp owned by the Rotary Club of Fredericton and operated by Easter Seals New Brunswick

<http://www.camprotary.ca/index.php/en-2016/home>

Able Sail Shediac NB- No matter what disability you may have, we believe that you can enjoy sailing and therefore are eligible for our program. No previous experience is necessary. If you use a wheelchair we have an electric lift that enables us to place you safely and directly into one of our boats specifically designed with counterbalanced seats. If you use a ventilator, please bring along a friend to help you.

<https://www.sailnewbrunswick.ca/able-sail.html>

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

Dear families,

February is the perfect month to share kindness and love for one another. On February 23rd, we will recognize Pink Shirt Day. We welcome students to wear pink on this day to show that HES values acceptance and does not tolerate bullying. Our students will also attend a virtual assembly and participate in lessons on this topic.

For instance, we will explore what bullying behaviours are and how to deal with these. The following videos are helpful in framing lessons and conversations with children about bullying.

What is bullying?

<https://www.youtube.com/watch?v=pDG1-BCZvTE&t=1s>

What to do about bullying?

<https://www.youtube.com/watch?v=5l6mDwanphM&t=2s>

As always, if you feel your child would benefit from Guidance support, please contact me at kate.johnson@nbed.nb.ca or 506-832-6021.

Sincerely,
Kate Johnson
HES Guidance



February



Physical Education Newsletter

Winter is officially here!! If the weather allows this month, we will be doing some snowshoeing, snow games in the field, and spending more time in the trails. We will be tracking all our outside hours as a school for our "1000 Hours Outside" challenge to see how much time we spend outside from now until the end of the year. Students can keep tracking their outside hours at home with their family too!

This month we will be finishing the balance outcomes and start with dancing and movement! We will discuss the elements of dance, and practice moving to a rhythm and beat. We will also do some cardio drumming and follow along to some dance videos in the gym. Students will also work on cooperating with others and staying positive when they lose.

*****We will continue to have PE Classes outside if weather permits (we go outside up to -15), so please remember to dress appropriately with lots of layers.*****

Curriculum Outcomes

Grade 2:

- SCO 1.1 - I can move to a variety of sound cues. I can move to a beat.
 - I can follow dance steps and movement patterns.
- SCO 3.1 - I can cooperate with others. I can stay positive when I lose.

Grade 3:

- SCO 1.1 - I can follow dance steps.
- SCO 1.3 - I can connect two locomotor skills to a beat or rhythm (i.e. Music)
- SCO 3.1 - I can cooperate with others to achieve a common goal or task. I can encourage others.

Grade 4:

- SCO 1.1 - I can make up my own dance.
 - I can put together rhythmical sequences in a variety of social and cultural dance.
- SCO 3.1 - I can respond appropriately to winning and losing.
 - I can accept responsibility for my performance without blaming others.
 - I can choose strategies to work effectively with others.

Grade 5:

- SCO 1.1 - I can demonstrate fluid transitions between my dance steps.
- SCO 3.1 - I can act appropriately whether I win or lose.
 - I can plan strategies with others to accomplish a common goal.



Mrs. Bent

A Message from the Library:

Our school is looking for your USED books! A snowy day is the perfect time to go through your book collection and see if there are any books you are ready to donate!

Our library is always looking for gently used books!

In addition, this month the school is collecting books for our Annual HES School Wide Book Swap. We will be collecting books all month long and we will allow every student at HES to "shop" for a new to them book the last two days of February.

Thank you in advance for supporting this initiative of putting new to them books in the hands of children who may not have this opportunity and for encouraging literacy with all our students!





Music Newsletter February 2022

Submitted by Lisa LeBlanc lisa.leblanc@nbed.nb.ca

Focus of the month will be Strand 2 of the Music curriculum

Understanding and connecting contexts of time, place & community.



GCO 3: Students will be expected to demonstrate critical awareness of the value for the role of the arts in creating and reflecting culture.

GCO 4: Students will be expected to respect the contribution to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.

GCO 5: Students will be expected to examine the relationship among the arts, societies, and environments.

What will students be doing?

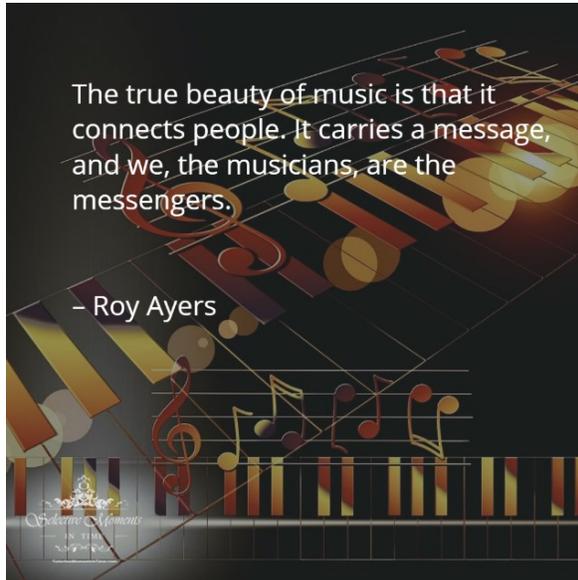
Students will be learning about cultures of Atlantic Canadians, Indigenous Canadians as well as cultures around the world such as the Continent of Asia and its many Countries, through music. Students will be watching videos, having discussions, and working together to better understand music and how it is constantly changing yet means the same thing to so many people. As Billy Joel said, "No matter what culture we're from, everybody loves music".

The **grade 2's and 3's** will also be having a percussion instrument unit with the focus mostly being drumming with body percussion and other instruments such as tambourines and two-tones blocks added in as well. They will also be exposed to Atlantic Canadian culture videos where the discussions will be about the instruments that are used as well as the musical genre the artist or band fits into best.

The **grade 4's and 5's** will also be having a ukulele unit. Musical theory is an important part of this unit as they will need to learn what the open strings are, the names of the parts of the ukulele and naming of notes and parts of the treble staff.

The grade 4's will be exposed to some Indigenous music culture videos from various places across the Country and we will discuss these videos as a whole class. The grade 5's will be exposed to musical culture videos from various Asian Countries. Whole class discussions will be had about these videos where they will compare not only from the culture of that Country to Canadian music culture but also comparing the Countries to each other (Japan culture compared with India for instance)

For the **grade 4's and 5's** ukulele unit they will be learning to read and write notes from a treble staff. This will prepare them for later in the year when they will be asked to compose their own musical works.



Roy Ayers is an American funk, soul and jazz composer, vibraphone player, and music producer. His musical works have been sampled over 700 times by such artist as Dr. Dre, Common and Mary J. Blige.

Billy Joel is an American singer-songwriter and composer. Some of his biggest hits are, "We didn't start the fire"; "Uptown Girl" and "Piano Man".

I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music.

-Billy Joel



Feel free to email me with any questions or concerns: lisa.leblanc@nbed.nb.ca

Submitted by
Lisa LeBlanc