



Hampton Elementary School

January 2019

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 -
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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

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

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

This year as life seems to become more and more busy, it is important for us to truly appreciate all that we have. Mrs. Johnson, our guidance teacher, has begun the New Year implementing the **Growth Mindset** curriculum in the classrooms. *A person with a growth mindset embraces challenges, persists despite hardships, learns from their mistakes, believes effort is important, and is inspired by others' success.*

This week has been an important reminder about how to **dress for the weather**. The weekend temperatures were well below -20C with ice and snow and by the end of the week they are predicting temperatures of +8C and rain! According to our policy on wind chill hazards, generally, only temperatures below -20C (wind chill) would warrant staying inside. Thus it is important for students to come prepared to go outside (25 minutes) with snow pants, hats, mittens, boots and extra layers. There are some times when we will decide to go out for parts of recess in order for children to get fresh air, but for the most part, children are outside for the full twenty-five minutes.

January is **National Literacy Day** and we acknowledge this day with a school wide book swap. In order for this event to continue to be a success, we need your book donations! We will be collecting books all month. On Friday, January 25th students will be invited to the library where all the donations will be on display for each student to shop for a new to them book!

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

- Mrs. Blanchard

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.

First day back for
students:
Tues. Jan. 8, 2019

Mon., Jan. 28th—No
School for students

WORDS OF WITSDOM

How can I support WITS at home?



Walk Away
Ignore
Talk it Out
Seek Help

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

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

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

Mark Your Calendar!

Monday, January 8th—First day back for students
Monday, January 21st—PSSC meeting
Sunday, January 27th—National Literacy Day

Looking Ahead: February

February 1st—Grade 5 Intensive French concludes/students switch to English.
February 4-8—Safe Internet Week
February 11-15—Heritage Week
February 19—Family Day (No school for students)
February 27—Theatre New Brunswick Young Company presentation for all students
February 27—Pink Shirt Day

March Break is March 4-8th, 2019

TIMELY REMINDERS

A reminder for the New Year that our school day begins at 8:25 am. We would ask that you have your children to school by 8:20 am. This 5 minutes before the bell allows students the opportunity to take off their jacket, boots and settle in to the classroom before announcements.

Our classroom instruction begins immediately following the announcements at 8:30 am and teachers need to have everyone in class promptly. Thank you for your help in having your children arrive on time. This one small detail makes a great deal of difference to starting the day off right!



Hot Lunch and Milk Program

The second term of milk ends Friday, February 1st. New orders for the third round are due by Thursday, January 31st. All orders are now placed through the school cash online website. The cost of milk is 50 cents per carton of white milk.

School Cash On-Line



<https://asd-s.schoolcashionline.com/>

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

Our Hot Lunch Program is now up and running. It is being provided by Chartwell's delivers and is run independently from the school. Chartwells website (<http://www.schoolorder.ca>), sign-up your child and view the menu.

THANK YOU

THANK YOU to **Jamie's Independent Grocer** on behalf of HES! Jamie and his staff provide Hampton Elementary School students with a regular weekly supply of apples and bananas to support our Healthy Eating initiatives. Thank you also to our volunteer Wade Long who picks up the fruit each week and delivers it to the school!

We also want to thank our **Early Morning Breakfast Club** volunteers who get here bright and early to heat up the toaster and get breakfast ready for a great group of kids.

Thank you to all of our **skating parents** who returned week after week to tie endless numbers of skates to ensure our students maximized the time they are able to skate! We even had some parents join us on the ice!

The volunteers who helped at **Chess club** from October until December!

Our **library parents** for returning week after week to check in books, check out books, provide reading recommendations and keep the library shelves organized! Your hours here do not go unnoticed!

Our **knitting volunteers** who have a large group of students at all varying levels who are eager to learn. Thank you for your patience!



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

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

Family Literacy Day - January 27th

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

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

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

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

<http://abclifeliteracy.ca/family-literacy-fun>

Stay tuned for our Annual Book Swap in honour of Family Literacy Day. We will be asking students to bring in their already "read" books in exchange for a "new to them" book. We are accepting books all month with the Book Swap happening on Friday, January 26th in the library!

Numbers, Numbers, Everywhere

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

January: Math Fact Fluency

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

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

Addition/Subtraction Strategies

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

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

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

Multiplication/Division Strategies

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

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

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

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

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

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

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

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

PSSC—Parent School Support Committee

Next Meeting:

Monday, Jan. 21st

Our December meeting was postponed due to the proximity to the holidays. We will be meeting Monday, January 21st (snow date January 28th). We typically meet the third Monday of the month at 6:30PM in the school library.

Our topics of discussion will be the School Improvement Plan, PSSC budget, Student Wellness Survey Questions and Parent Power Night Topic Suggestions.

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

The Home & School Association wishes all our HES families the very best in 2019.

Thanks to the support of our families and the community, we had a series of very successful fundraisers in November and December:

- Coffee Sale Fundraiser raised \$1,965
- Holiday Extravaganza raised \$820 including \$379 dedicated to the playground project
- Movie Afternoon and Popcorn Day raised \$565 in December.
- 50/50 draw at the Christmas Concert raised \$140 for the playground project

Currently, the Home & School Association is working on:

- finishing painting the Music Room (tentatively scheduled for Friday, January 11)
- Staff Appreciation Week in February
- planning for Big Fair Day
- organizing some Movie Afternoons and Popcon Days

The next Home & School Association Meeting is Thursday, January 10 at 6:30 PM at the school library. Watch our Facebook group for updates.

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. Jan. 10, 6:30 p.m.



Skillstreaming: January and February

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

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

Policy 711—Healthy Eating

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

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

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

<http://healthyeatingatschool.ca/resources>

January Wellness Theme

It's Cold Outside

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



Did you know?

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



Education Support Services at HES

Policy 322- Inclusive Education in NB

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

What are the Goals and Principles of this Policy?

Inclusive public education:

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

sponsive to change.

- Is respectful of student and staff diversity in regards to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity.
- Is delivered in an accessible physical environment where all students and school personnel feel welcome, safe and valued.

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

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

If you have any questions or concerns please feel free to contact me at Julie.stewart@nbed.nb.ca or by phone at 832-6021.

What's Happening in the Gym?

Did you know we have three Physical Education Teachers?

The primary purpose of Physical Education is to help students develop the skills, knowledge and attitudes necessary for participating confidently in many different forms of physical activity and maintaining a physically active lifestyle into and through adulthood. Physical Education provides opportunities for all students to become physically educated and enjoy moving by focusing on the development of fundamental movement skills, movement concepts and strategies, as well as, personal and social skills.

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/ElementaryPhysicalEducationCurriculumK-5.pdf>

*Nicole Thorne, Sussane Driscoll & Lee Robinson
Hampton Elementary School*

A Note from the Music Room...

CBC Music Contest: Congratulations! Your class video is live to the world on our CBC Music Class YouTube channel: <https://www.youtube.com/watch?v=bMVbuktpDu8> Thanks to Mrs. Robinson for organizing this for our students! Great version! Please feel free to share that link with the hashtag #CBCMusicClass.



Guidance Corner

Welcome back students! The holiday season has come to a close and now we can all get back to a slower, predictable routine at home and at school. January Guidance lessons will continue to focus on how our brains respond to excitement and stress. We are working on strategies for quieting our minds to develop self regulation skills and to improve our ability to absorb information. All classes are being introduced to a breathing exercise called, "Core Practice". This simple exercise requires students to position themselves comfortably and focus their attention on a resonating sound (we've been using the ding of a triangle) followed by deep breathing for a few focused moments. Core practice will be used for the rest of the year to help students settle their bodies and focus their minds

in preparation for learning. It can be practiced at home as well!

Several small groups and clubs are happening on a regular basis through Guidance. Please contact me at kate.johnson@nbed.nb.ca, or your child's classroom teacher, if you think your child would benefit from being involved in a social club to form friendships, to learn self regulation strategies or to deal with grief or change.

Please don't hesitate to contact me at kate.johnson@nbed.nb.ca or 832-6021 if you feel your child would benefit from support from Guidance this year.

Sincerely,
Kate Johnson

506-832-6022 (DATL)

506-832-6021 (HES)



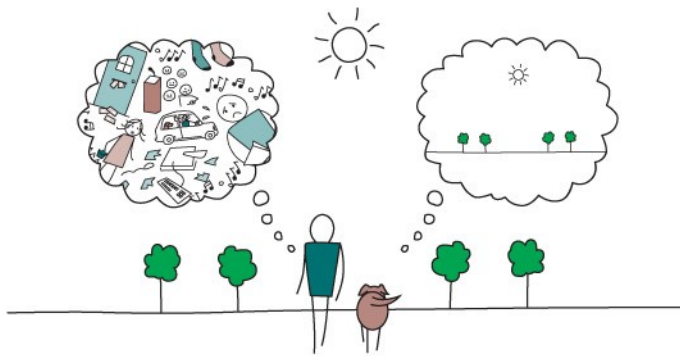
Call for Nominations!

As you may already know, February is National Inclusive Education month. The New Brunswick Association for Community Living (NBACL) would like to recognize achievements and present an award, on behalf of the Canadian Association for Community Living (CACL), to an individual or group who has made a significant contribution to inclusive education in their province or community.

In order for us to recognize this dedication and to honour individuals or groups, they need to be nominated by their peers. Parents or members of the community can also nominate an individual or group. Students can be nominated as well by other students or by members of the school community. If you would like to nominate someone please visit our website below! Deadline is February 1, 2019

https://nbacl.nb.ca/national-inclusive-education-awards-2019/?fbclid=IwAR1tDLxiZVYkMm9ojWf4gLtEOqp4iqfQB1OQ89zGTz-TAcqPbuE_dHpZazE

Growth Mindset



Mind Full, or Mindful?

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

In recent Guidance classes students have been learning what mindset means and what the difference is between a "fixed mindset" and a "growth mindset".

What is a "mindset"?

It is a mental attitude that determines how you will interpret and respond to situa-

tions.

What is a "fixed mindset"?

People with a fixed mindset believe that intelligence and talent are fixed at birth and cannot be changed. A person with a fixed mindset does not like challenges, gives up easily, sees effort as fruitless, ignores feedback, and is threatened by others' success.

What is a "growth mindset"?

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



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

~Carol S. Dweck



SPEAKING OF SPEECH AND LANGUAGE...

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

How Using Visuals can Help Support Communication and Learning

Taken from: <https://connectability.ca/2010/09/23/using-visuals/>

We as adults rely on visual helpers every day. We use calendars, day timers, street signs, grocery lists, maps, and so on. Using visual cues in our environment allows us to plan, organize, and most of all be independent. Visuals are equally important to children because they are just beginning to learn how things work in the world.

Why do visual supports make it easier for children to understand and communicate?

- Words “disappear” right after we say them, visuals hold time and space.
- Visuals direct attention to them and hold attention.
- Visuals allow more time to process the information.
- Visuals assist in remembering.
- Using the same words every time a visual is shown, teaches your child those words.

Anything we see that helps us with communication by giving us information with our eyes is a visual support. The type of visual that works best with each individual child depends on what is meaningful to the child. The most widely recommended visuals are those that are used to provide children with information.

For example, labels placed around the home or classroom help to inform your child where to find and where to put materials. Rules provide your child with clear expectations. Other types of visuals that give information in a logical, structured and sequential form consist of schedules, mini-schedules, and “first/then” boards. Activity choice boards allow your child to make selections during their play.

The previously named visuals can be presented in several formats, depending on your child’s level of understanding. Ranging from most concrete to most abstract, possible visuals are: objects, colour photographs, black and white photographs, colour line drawings, black and white line drawings and miniature objects.

Tip: remember to place visuals at your child’s eye level.

Here is a closer look at some visuals that you can use:

1. Labels in the Home and Classroom-

- provide information about where to find items
- demonstrate where items need to be put away
- allow for more independence in accessing materials
- promote your child’s understanding of visuals representing objects



2. Rules

- provide a clear, consistent description of expectations. Use positive wording to state how your child should behave (e.g., “Walk” rather than “Don’t run”).
- when posted in an accessible place, they can be referred to whenever necessary, such as when your child does not seem to understand what is expected.



SPEAKING OF SPEECH AND LANGUAGE...

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

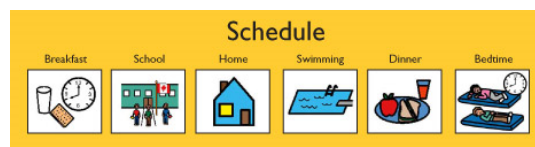
How Using Visuals can Help Support Communication and Learning

Continued.....

3. Schedules-

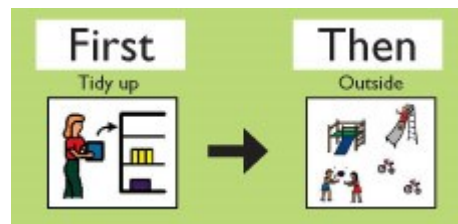
Shows when it is time to stop one activity and start another; mount it in a visible place where the schedule can be referred to easily (e.g., at their classroom desk, in your child's bedroom) and keep it accessible for your child to refer to on his own.

- help alleviate your child's anxiety
- improve your child's understanding and cooperation
- provide your child with information about:
 - what regular activities are happening that day
 - what is the sequence of events to come
 - what new activities will occur
 - what is not happening
- provide mini-schedules within the area of your home where additional information is needed (e.g., a "wash hands" mini-schedule above the sink, a "washroom" mini-schedule near the toilet)



4. First/Then Boards

- teach logical sequences of events (e.g., "First tidy up, then go outside")
- visually clarify step-by-step instructions
- assist with skill-building by motivating your child to engage in a less-preferred activity knowing that a preferred activity will follow
- the "first" picture is always an activity that you want your child to engage in such as a transition or skill-building activity
- the "then" picture reinforces the "first" activity by being an activity or object your child enjoys



5. Choice Boards

- provide information about what options are available
- may be used to broaden your child's play interests
- prompt your child to make a request or choice
- clarify spoken language

How to Use Activity Choice Boards:

- if using the choice board to expand your child's play interests place some pictures of activities that he does not usually choose
- if you are trying to encourage your child to make a choice independently, place pictures of activities or toys that he already likes and a picture of a non-preferred activity — to ensure that he is making a choice
- start by placing 2 pictures of possible activities your child may choose from on a board and gradually add more pictures
- your child may indicate his choice by vocalizing, verbalizing, or gesturing
- give your child the indicated choice (e.g., activity, object, food) immediately to reinforce having made a choice