



# Norma Heights School

## February Newsletter 2020

### Upcoming Dates:

Feb. 5	Skating 3-5	
Feb. 12	Skating K-2	
	DEC Meeting 7pm 409 closure District offi	
Feb. 14	Valentine's Day	
Feb. 13	100 <sup>th</sup> Day of School (without any extra storm days)	
Feb. 17	Family Day - no school for students	
Feb. 26	Pink Day / Crazy Hair Day -Anti bullying Awareness	
Feb. 24-28	Winter Carnival Week	
	(Feb 24 Favourite Story book character	Feb 25 Career Day
	Feb 27 PJ and Pancake Day	Feb 28 Jersey / Activity Day)
Feb, 25	Science fair 6-7pm	
	PSSC 7-7:45 pm	
	Home and School 7:45-8:30pm	
March 2-6	March Break	

### **Attention Parents/Guardians:**

**We are asking parents and guardians to please drop children off on Chalmers Drives. DO NOT drive into the schoolyard to drop them off. If you need to come into the school for any reason, please park your vehicle and come into the office.**

**We are requesting this again as the safety of our students is our main concern and we are still having children dropped off at the door.**

**The entrance must be clear for buses and emergency vehicle's at all times.**

**Also, please be sure to sign your child in or out. The sign in/out book is located just outside the office. Thank you**



**IMPORTANT NOTICE TO ALL GRADES K & 5 PARENTS / GUARDIANS**

Information Nights, regarding program selection for September 2020, will be held according to the following schedule.

The information will be provided on options for **Grades 1 and 6 students**: English Prime Program, Early French Immersion Program (Gr 1. entry) and the Late Gr. 6 French Immersion Program.

**Parents/guardians are invited to whichever meeting they wish to attend. The information presented will be the same at all meetings.**

**PROGRAMS INFORMATION MEETINGS January 2020**

<b>SAINT JOHN EDUCATION CENTER</b>				
Date	Time	Location	"Snow" Date	Presenters Director of Schools & FSL Subject Coordinators
Monday February 10, 2020	6:30 P.M.	Barnhill Memorial School	Tuesday, Feb. 11 at Barnhill Memorial School	Paul Smith, Jillian Ingalls Garey
Monday February 3, 2020	6:30 P.M.	Saint John Ed Center, 490 Woodward Ave., Donaldson Room	Wednesday Feb. 12 at Saint John Ed Center, 490 Woodward Ave., Donaldson Room	Paul Smith, Jennifer Keilty & Gina Comeau
<b>HAMPTON EDUCATION CENTER</b>				
Date	Time	Location	"Snow" Date	Presenters
Thursday February 6, 2020	6:30 P.M.	Sussex Regional High School- Theater	Thursday, Feb. 10 at Sussex Regional High School- Theater	Allan Davis, Gina Comeau & Jennifer Keilty
Wednesday February 12, 2020	6:30 P.M.	Kennebecasis Valley High School- Theater	Thursday Feb. 13 at Kennebecasis Valley High School- Theater	Allan Davis, Jillian Ingalls Garey & Kelly Adams
Tuesday February 18, 2020	6:30 P.M.	Hampton Middle School- Theater	Wednesday Feb. 19 at Hampton Middle School- Theater	Allan Davis, Kelly Adams
<b>ST. STEPHEN EDUCATION CENTER</b>				
Date	Time	Location	"Snow" Date	Presenters
Monday February 3, 2020	6:30 P.M.	St. George Elementary School- Staffroom	Thursday Feb. 13 at St. George Elementary- Staffroom	Derek O'Brien, Jillian Ingalls Garey
Wednesday, February 5, 2020	6:30 P.M.	St. Stephen Elementary School- Library	Thursday Feb. 6 at St. Stephen Elementary- Library	Derek O'Brien & Jennifer Keilty



Your child's teacher will send home information regarding this fun day.



In support of Anti-Bullying Day we are asking students to wear "pink t-shirts" on February 26<sup>th</sup>, 2020.

**Bullying** can be a problem in our schools, workplaces, homes, and over the Internet. Please talk About this with your children and support the cause

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES



For the week of Feb. 24<sup>th</sup> - Feb. 28<sup>th</sup>. We will be celebrating "Winter Carnival Week." We have something fun scheduled for every day! **We are asking students to donate \$2 for the week.** All proceeds will go directly to school activities for the students.

We will be sending a notice home in the coming weeks letting you know our **FUN** days!

## Social Emotional Learning

Our school is committed to ensuring that all students get through their school years not only with strong academic skills but also with the skills necessary to foster resiliency and prevent social, emotional, and behavioral problems that can impact success in various areas of a student's life.

We will be including Social Emotional learning activities (the CASEL model) to existing curriculum; designed to build resiliency skills by teaching students how to handle typical life stressors and difficult, but common, social situations in a positive manner.

### Case Model:

#### SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

##### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

##### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

##### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

##### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

##### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

