



We are proud to acknowledge that we live, work, and learn on the traditional and unceded territories of the Musqueam, Squamish and Tsleil-Waututh Coast Salish peoples.



December 6, 2019

Newsletter: Social-Emotional Learning Edition

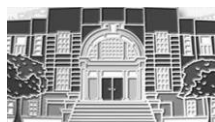
Tennyson Admin Team Message

We hope that you are enjoying December. We know that the winter holidays are upon us when the choirs are performing, winter art is undertaken and displayed, and when it is time for the popular Winterfest event! Please join us in honouring all of the faiths, cultures, and individuals who celebrate a variety of traditions and special celebrations during the winter. We are privileged to be a part of a diverse and inclusive community. With just a few weeks of learning prior to the break, please continue to have learning conversations with your child. This newsletter has a social-emotional learning focus. This is a significant part of the curriculum and of our school goals. It is the perfect time of year for a focus on kindness, gratitude, generosity, empathy, and inclusiveness. Happy December!



Dressing for the Weather

At Tennyson, students are outside for recesses. It is important that students dress for the weather. This includes having jackets, water-proof gear and boots when it rains, and sun protection for sunny days. Some teachers will ask students to have two pairs of shoes at school.



New School Building Construction Update

Construction continues full force, with crews working into the evening and sometimes on the weekend. The first windows were installed on the southwest side of the school, and you will see more through the month of December. The majority of concrete pouring is scheduled to be completed by the end of December, including the gym floor. You will also see deliveries of brick and roofing supplies. Much of the piping is in, as well as some electrical, and the HVAC system ductwork.



Sneezes and Bugs at School – when to keep your child home



It seems to be that time of year when colds, the flu, and other bugs and such things circulate amongst the general population, including our students. Vancouver Coastal Health guidelines ask parents to keep children home from school if they have a fever, are too sick to take part in school activities, are vomiting or have bowel upset (students should be symptom free for 24 hours after vomiting or diarrhea before returning to school). Please continue to encourage children to wash their hands frequently, avoid touching their

eyes/nose/mouth, and cough into their elbow area and not into their hand or the air around them. These measures will help avoid the spread of colds and germs. A VCH poster with more details is attached to this newsletter.

Making Learning Visible: Kindness

M. Roch recently asked some students in grades 1 and 5 the question “What does kindness (la gentillesse) look like?” in the context of how one could interact with someone else. This is a focus area at Tennyson, and these students came up with some excellent examples! Here are some of their ideas:

“Kindness looks like being nice to other people” ~ Emilio, Grade 1

“Kindness means if someone is not nice to you, be nice to them anyway. They might change and be nice to you!” ~ Maple, Grade 1

“Kindness looks like sharing something special with other people” ~ Felix, Grade 1

“Kindness means including others in your games, respecting others, helping someone out when they’re in need, and standing up for someone who hasn’t been included” ~ Carter, Jhelum & Emil, Grade 5

Making Learning Visible: Divisions 15 and 16 Decorate and Sing at VSB Offices!

The students of Divisions 15 and 16 recently went to the VSB District Office to decorate a winter tree and to sing a variety of songs for an audience! A number of district staff attended, including the district superintendent. Students handmade the decorations in their classes, and then put them on the tree. After the performance, students had a special treat in the district cafeteria. A big thank you to Mme Lichimo, Mme Juneau, Mme Lynnette, Mme Jane, and to all of the parents that accompanied the classes. It is great to see students putting their artistic learning into action!



Parent/Guardian Assistance with Pick-Up & Drop-Off

Outside supervision at Tennyson runs from 8:40am to 8:55am, and from 3pm to 3:15pm. Please ensure that students are not unattended outside of these times. We ask that students do not remain in the halls after 3pm, this is when cleaning starts, and also teachers are often doing planning/assessment etc. and we do not have indoor supervision. Parents must either pick up their children at 3 or have arrangements made for someone else to do so. We encourage parents to wait outside when picking up their children. It is good to have a meeting point. If you do need to come into the building, please do so through the front door of the school. It helps us to monitor traffic in and out of the building. In our new building, each main floor learning commons will have its own door to the outside, which will make receiving your children at the end of the day even easier!

Did You know that Tennyson has a School Growth Plan? And why is this important for families to know?



All BC schools have a School Growth Plan which contains goals for the school, for the year. In the VSB, our growth plans are based upon a 3 year cycle, with each broad goal designed to span three years, with adjustments determined by staff throughout the year. This is important for families because you, as your child's primary life educator, can have an even greater positive impact on your child's learning when you work with your child on the goals. The goals are formed as an inquiry question. Here is our Tennyson school goal:

In what ways and through what methods can we work collaboratively as a school community (staff, parents, outside agencies) to improve students' well-being by fostering independence, resiliency and self-regulation through the target concepts of kindness, empathy, and gratitude?

This goal is closely aligned with the BC Curriculum Core Competencies related to the development of Personal and Social Responsibility in children. Please reinforce the concepts of kindness, empathy, and gratitude with your children. An idea is to ask each day about an example of a kindness, a gracious act, or an empathetic action that your child engaged in that day.


















School RALE Matrix for Positive Behaviour and School Code of Conduct

To assist with helping students to understand what good choices at school look like, several years ago our students, staff, and families developed a positive behaviour support matrix, called RALE (an acronym, referring to a tiger's Roar (verbe: râler). The matrix contains a series of expectations for students that reflect our over-arching values.

All VSB schools have a code of conduct that sets global expectations for student and adult conduct, particularly in the area of demonstrating respect for others (eg school staff, peers), appropriate use of technology, safe environments, etc. and outlines restorative processes and developmentally appropriate consequences for actions such as aggression towards others. Reviewing this with your child would be helpful!



Here is a link to the Tennyson Code of Conduct: <https://www.vsb.bc.ca/schools/lord-tennyson/Guidance-and-Support/Code-of-Conduct/Pages/default.aspx>

Here is our RALE Matrix (please review with your children!):

	Playgrounds and Field 	Hallways and Entries 	Lunch Room 	Bathrooms 	Assemblies 
<p>R Respect</p>	<p>Respect the environment:  Keep it Clean</p> <p>Gentle hand and safe bodies</p> <p>Respect and Cooperate with all adults</p>	<p>Silent bodies Quiet Voices Walk on the right side</p> 	<p>Respect the environment: Sort trash and leave your table clean</p> <p>Gentle hands and safe bodies</p> <p>Respect and Cooperate with all adults</p>	<p>Respect the privacy of others</p> <p>Respect the environment:  Keep it clean</p>	 Listen to speaker Talk at appropriate times Use performance etiquette
<p>A Attitude Positive</p>	<p>Be friendly to others Help others in need Play fairly, take turns, and include others</p>	<p>Smile Say "Hello!"</p> 	<p>Treat everyone with kindness</p> <p>Model good table manners</p>	<p>Wait your turn in line Conserve water</p>	<p>Applaud politely</p>  Be involved!
<p>L Leader</p>	<p>Model safe choices Use personal property appropriately</p>	<p>Know where you're going & your purpose Hold the door for those behind you</p>	<p>Eat your own lunch Follow dismissal procedures</p>	<p>Model expected behaviour Report problems (vandalism, etc)</p>	<p>Enter and exit the assembly space in an orderly fashion Sit at your designated spot</p>
<p>E Effort Maximum</p>	<p>Play outside Line up promptly outside at the warning bell</p> 	<p>Keep our hallways clean Share the space</p>	<p>Walk in and out of the lunch room Talk quietly (level 1) Pick a spot to sit at your table and stay there</p>	<p>Do your business and leave Wash your hands Flush the toilet</p> 	<p>Keep body to self Follow teacher directions Look to a staff member for direction</p> 

Did you know that Personal and Social Responsibility is a Part of the Curriculum?

Personal and Social Responsibility are part of the BC Curriculum, and are vital skills that children learn for overall life development and success. The curriculum includes personal and social responsibility competencies at all grade levels. This graphic (courtesy of School District 68) offers “I can” statements that can be adapted from K to 7:

 Personal & Social		
 I understand who I am.	 I am personally responsible.	 I am socially responsible.
I can describe my family.	I can share who I am.	I can participate in a group.
I can describe my community.	I can share my ideas.	I can solve some problems.
I can belong to different groups.	I can set and achieve goals.	I can ask for help.
I can describe what is important to me.	I can share my feelings.	I can be kind to others.
I can develop new skills.	I can make decisions that keep me and others safe.	I can help and include others.

What can Families do to Promote Kindness and Empathy?

UBC professor and researcher Dr. Kim Schonert-Reichl, is an expert in the area of explicitly teaching children and youth developmental strategies for increasing kindness and empathy. Dr. Schonert-Reichl works extensively with the VSB and various school district Canada-wide, and has both presented to our school as a parent speaker, and to our staff as professional development. Included in this newsletter is a kindness booklet from Dr. Schonert-Reichl.





Looking for Donations

We are always looking for donations of new or gently used balls, sand toys, and Tonka-type trucks or other toys appropriate for the sandboxes. Thank you to those parents who have donated items to the school!

Looking for outdoor Hockey or Soccer Nets

We are looking for one more street hockey or outdoor soccer nets, standard size with mesh. If you have two that you have been wanting to donate somewhere, please let the school know. Thank you!

Thank you for the one already donated!



Tennyson PAC News

The next Parent Advisory Council meeting will be on January 20th at 7pm in the library. All Tennyson parents/guardians are welcome!

Here is the Tennyson PAC website: www.lordtennyson.ca



IMPORTANT DATES

Please check the school and PAC websites for the ongoing addition of items and events

- Dec 6: Winterfest, 3pm-7:30ish
- Dec 9: Senior Hip Hop Performance in gym @ 12:10pm
- Dec 10: Senior Choir Performance in gym @ 12:10pm



Dec 11: Early Dismissal at 2pm
Dec 17: Senior Choir Performance Excursion Downtown
Dec 20: Last day of school prior to Winter Break
Jan 6: Back to School!
Jan 20: PAC Meeting @ 7pm in the library
Jan 27: Professional Development non-instructional day



WHEN SHOULD I KEEP MY SICK CHILD HOME FROM SCHOOL?

Things to consider if your child feels unwell:

1. The protection of your child. Without proper rest a child may have a hard time fighting an illness or be open to other illnesses.
2. The ability of your child to actively take part and learn at school.
3. The school staff cannot care for a sick child and give them the support that they may need.
4. The protection of other children.

Please keep your child home if he/she:

- Has a fever.
- Is too sick to take part in all normal school activities.
- Has a suspected or known communicable disease (i.e. strep throat, chicken pox, measles or any other undiagnosed rash).
- Keep your child home until they cannot infect others or as told by a health care provider.
- Is vomiting or has diarrhea. It is recommended that students be symptom free at least 24 hours before returning to school.



Please let the school know your child's symptoms, as per the schools call back procedures.

If the school finds it necessary to send your child home because of illness, please make sure you have arranged an emergency contact if you are not available. Inform your school of these arrangements.

Where can I find more Information?

- Public Health school Nurse at 604-983-6700
- Health Link BC – online www.healthlinkbc.ca or dial 811
- North Shore School Health Manual: www.vch.ca/schoolhealth
- Sneezes and Diseases <http://www.vch.ca/media/SneezesDiseases.pdf>



what you need to know about VAPING

How Vaping Works

Vaping is a smokeless form of nicotine delivery that vaporizes nicotine-containing (or non-nicotine containing) liquids into an inhaled aerosol. Vaping devices include 4 core components: a mouthpiece, a cartridge (holds the e-liquid), an atomizer (for heating the e-liquid) and the battery (to power the atomizer). Many of the vaping devices are easy to conceal from view, and produce colourless vapour.



Vaping and the Law

In BC, you must be 19 years or older to buy vaping products. It is illegal to use, sell, or give any vapour products to someone under the age of 19. Vaping BC Tobacco and Vaping Products Act bans vaping in all places where smoking is not allowed.

The Effects of Nicotine in the Brain

Nicotine Addiction

Nicotine is highly addictive. Vaping causes the brain to release dopamine, and if someone wants to repeat the process, it can lead to nicotine dependence and addiction.

Mental Symptoms

Vaping affects young brain development, including emotional irregularity, mood swings, and increased anxiety.

Physical Symptoms

It includes: increased heart rate, breathing rate and blood pressure, suppressed appetite, nausea or vomiting.

Time of Use

Youth are more sensitive to the symptoms of nicotine from early use because their brains are still developing. The earlier that vaping begins, the higher risk of lifelong use.

Withdrawal Effects

Nicotine withdrawal increases anxiety and perceived stress, irritability, depressed mood, restlessness, difficulty concentrating, increased hunger and cravings, insomnia.

Long Term Effects

Vaping can cause a lowered sensation of happiness due to the suppression of dopamine release over time, and potentially affect your lungs and heart.

Short Term Effects

In small doses: vaping can cause nausea, vomiting, diarrhea.

In larger doses: vaping can cause an abnormal lowered heart rate, seizures, possible pulmonary diseases, or fatality.

Did you know?

Studies show health benefits if youth postpone the experimentation with vaping for as long as possible.

what you need to know about VAPING

If nicotine addiction can be harmful then why are youth vaping?

It's easy to feel social pressure to vape. Social media and online promotions may show vaping as being the norm. Youth may experiment to gain autonomy, belong to a peer group, or because they feel bored and rebellious. It is a way youth try to cope with stress, anxiety or depression.



Vaping Myths

Myth: Everyone Vapes.

20% of youth in British Columbia report using vaping e-liquids with or without nicotine. 1 in 5 youth may try, not everyone.

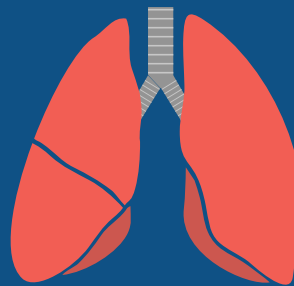


Myth: Vaping is safer than smoking tobacco.

While e-liquids do not contain the 7000 toxic chemicals found in tobacco, the ingredients within e-liquid, when heated, are toxic for our bodies.

Myth: It's nicotine-free?

While some vaping products claim to have no nicotine, some of these products do contain trace amounts without labelling.



Myth: Vaping doesn't affect others.

Second-hand vapour stays deep into the lungs of those around you, which may cause inflammation and other health problems.

FOR MORE INFORMATION



VSB's Supporting And Connecting Youth (SACY) program provides substance use/health promotion to engage Vancouver students, parents, teachers, administrators and the greater community. It is a joint partnership with the Vancouver Coastal Health.

vsb.bc.ca/sacy

Kindness Booklet

“Fostering Children’s Compassion and Empathy”

by Kimberly Schonert-Reichl

Ten Things Parents and Caregivers Can Do to Promote Emotional Understanding and Kindness in Young Children

- 1. Ask your child how he or she is feeling.** When you ask about your child’s feelings, you are communicating that you care and value his or her emotions.
- 2. Talk about your child’s feelings and the feelings of others that are communicated through facial and body expression.** When your child is sad or happy, you might say “I can tell how you are feeling because your face and body are telling me.” When a child’s friend or sibling is showing a feeling (such as sad), point out to your child that child’s feelings that are expressed through facial and body expressions, and discuss the experiences and situations that lead to the various types of emotions.
- 3. Use a wide variety of emotion words in your interactions with young children.** When you are talking to your young child, use a number of different emotion words to talk about situations or events. Point out the emotions of others and use opportunities to expand your child’s emotional vocabulary, including words such as guilt, satisfied, pride, anxiety, fear, and excitement.
- 4. Label emotions and describe the situations that lead to those emotions through children’s literature.** In early childhood, children are just beginning to develop their emotional literacy skills, which include an emotional vocabulary. Use any opportunity to point out the emotions of others and give those emotions names. Children’s books provide a wonderful opportunity for this.
- 5. Engage young children in activities that help you and others.** Like all of us, children want to help and contribute. Provide many opportunities for your child to help you (in household chores or other activities). Developing this early in development will help children see this as a normal part of life.
- 6. Demonstrate caring and kindness through your own actions.** As we often know, children often can learn more from our actions than our words. Acknowledge your mistakes with your children (e.g., say “I am sorry”). Show forgiveness to others and your child.
- 7. Talk about kindness and the good feelings that arise when doing kind things for others.** When your child is helping, tell him or her how good it feels. Communicate your own pride and happiness to your child for his or her helpful behavior.
- 8. Promote gratitude.** Encourage your child to give thanks. Model gratitude and point out to your child all that he or she has to be thankful for in his or her life.
- 9. Use a positive and restorative approach to discipline and model empathy when your child has done something wrong.** When your child has done something wrong, use this

as an opportunity for discussion, using a child-centered approach in which you take your child's perspective – that is, put yourself in his or her shoes and view the world from that point of view. Engage your child in problem solving – and discuss how he or she could do something different in the future that would end in a more positive way, you might say “What could we do if this happens again, what would be a way to solve this problem?” Also, help your child develop a restorative approach – that is, to find ways to repair harm when harm has been done. For example, if he or she has harmed another child intentionally or by accident, ask him or her what they could do to help the other child feel better.

- 10. Help your child develop a “caring” identity.** When your child is engaged activities that are caring and kind, you should recognize that behavior as part his or her identity – “you are such a kind and caring child because you did [the behavior that demonstrated kindness and caring.]”

***Five Things Parents and Caregivers Can Do to Promote Empathy
and Kindness in Middle Childhood and Adolescence***

- 1. Develop your child or youth's pro-social value orientation – that is, “caring” identity – by engaging your child or youth in activities that benefit others.** Recent research tells us that when you engage children and youth collectively in activities that benefit other human beings, you develop something that Ervin Staub calls a “pro-social value orientation” that is, an orientation that centers on helping and caring for others. Recent research also tells us that people who help others also report greater happiness and well-being in their lives.
- 2. Foster the development of moral purpose through promoting your child's or adolescent's engagement in activities that benefit the local and world community.** William Damon, professor and development psychologist at Stanford University, tells us that adolescence is particularly a critical time for youth to develop a sense of meaning and purpose in their lives. They need opportunities to engage in activities that help them develop a sense of who they are in the world and how they can contribute to making the world better for all. Engage him or her in conversations about what matters and how he or she can make a difference. Facilitate the engagement of your child or youth in these local activities.
- 3. Model empathy, caring, and forgiveness.** As we often realize, our children and youth often learn more from what we do than what we say. Adolescents in particular are astute observers of how our actions are in or out of sync with our words. Show caring and understanding in your interactions with your child and the others with whom you interact. Talk about the good feelings that come from helping others, and engage your child in opportunities to reflect about their own feelings and experiences about helping others. Acknowledge your mistakes with your children (e.g., say “I am sorry”). Show forgiveness to others and your child.
- 4. Don't pay your child for household chores.** Research by Joan Grusec and her colleagues shows that older children who are expected to do household work that benefits members of the family, and who are expected to do it on a routine or self-regulated basis, are more likely to show spontaneous concern for the welfare of others. Work that focuses attention on what is one's “own,” or is based on frequent requests for assistance, is clearly not positively related to the development of concern for others.
- 5. Encourage your child or adolescent to have a “gratitude” journal.** Groundbreaking research in the area of positive psychology is showing us that people who take time in their daily lives to reflect on those things in their life for which they are grateful, gain many positive benefits – including greater happiness, optimism, and overall emotional and physical well-being. These individuals are also more likely to provide emotional support and help to others – suggesting that gratitude motivates individuals to do good.