



We respectfully acknowledge that we live, work, learn, and play on the unceded and traditional territories of the Coast Salish peoples – sḵw̓x̓ wú7mesh (Squamish), sel̓il̓wiltulh (Tsleil-Waututh), and xwm̓əθkw̓ay̓ əm (Musqueam) nations.

February 4, 2021

Newsletter: Kindness & Social-Emotional Learning Edition

Tennyson Admin Team Message

It's now February – a month where we notice some changes in our environment as it gets a bit lighter and brighter each day, some plants start to bud, birds are out, and flowers start to pop up. In schools, we're just over half-way through the instructional year, and we look back and notice many changes and much development in our students of all ages!

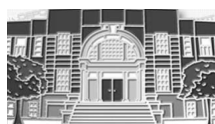
February is also an excellent month to focus on kindness, inclusion, respect and gratitude. These are areas that are important to work on every day. During February, teachers often do some Valentine's Day activities focussing on kindness, giving, and gratitude. It is also Black History month, which is an opportunity to honour the legacy of Black Canadians and their communities. The 2021 theme for Black History Month is "the Future is Now". Our staff members have been looking at resources to promote anti-racism and meaningful inclusion of all members into our communities, and we encourage families to engage in these conversations with their children as well. We can make a difference!



Reporting Absences/Lates

Please note that we have a new phone system. Parents/guardians should still call in any absences or lates, however you simply call our main phone number (604-713-5426) and press "1", which is prompted in the menu.

Principal: Douglas Roch
Vice Principal: Kateryna McNicol
Admin Assistant: Veronica D'Angelo



Director of Instruction: Richard Zerbe
Liaison Trustee: Barbara Parrott
PAC Co-Chairs: Tai Scott/Katherine Smith



Dressing for the Weather

At Tennyson, students are outside for all 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. We also ask students if possible to have a pair of indoor shoes, particular for common spaces. Wiping one's shoes on the mat by the doors is also helpful in taking care of our school. These things help keep the floors and carpets in good shape.

Reminder - Lost & Found items added!

Our physical Lost & Found is located in an alcove of the main floor hallway (north side). Please check out the [Lost and Found site](#) - new items are being added. Please email lostandfound@lordtennyson.ca if you recognize something. The new Lost & Found area is up and running (thank you to Barbara!), and weather permitting, it will be rolled outside so you can check it out in person!



Grounds Construction Update

Construction (and de-construction) on the east side of our grounds continues, as crews work to remove interior parts of our old building prior to its exterior demolition. This will no doubt be both exciting and also sad to watch. That said, we are all looking forward to the completion of the rest of the project. Some families have asked about being able to have a brick from the old building as a souvenir. Some of the brick is slated to be placed on the front of the concrete fences around the front of the building. That said, if feasible, DGS will save some brick for us as souvenirs. Some items around the new building (and in the new building) are also in process or being worked on.



Traffic Safety Around the School – Updates and Asks

The traffic situation around the school has been busy, with many families dropping off or picking up children. This is challenging with the current signage that allows cars to park in front of the school. At our last PAC meeting, we gave a general update on the city's plan for the streets around the school. We are anticipating that the City will be installing signage very soon. Our ask is that families observe all signage, do not stop or park in any intersection or crosswalk (very dangerous!), and travel around the school clock-wise to improve flow and decrease congestion. The adult day centre across the street has asked parents to refrain from using their parking lots, as it is used to pick up and drop off adults with mobility and health needs.

Here is the general signage plan (this refers only to the sides of the streets next to the school):

Maple St: from W 10th to W 11th, Maple will become a Pick-up/Drop-off zone
W 11th Ave: from Cypress to Maple, W 11th will become a Pick-up/Drop-off zone
Cypress St: from W 11th Ave to W 10th Ave, Cypress will remain a 2-hour parking zone
W 10th: from Maple to part-way down 10th, W10th will become a no-stopping zone (part of the bike route plan) and also a bus zone.



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



While outside supervision at Tennyson runs from 8:40am to 8:50am for primary/8:50am-9am for intermediate, and from 2:50 to 3:05pm for primary/3:00 to 3:15pm for intermediate, we continue to ask students to arrive as close to the bell as possible and to head home after dismissal, unless they are in TOSS, YMCA, or Kits House, all of whom rent space at our school and have been allocated outdoor space for their children. This is part of our Covid Safety Plan. Please ensure that students are not unattended on the grounds. We ask that only students in the three onsite childcare programs use the playground right after school, and only under the supervision of those programs.

We ask that students do not remain in the halls after dismissal, as 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 on time or have arrangements made for someone else to do so. We ask parents to wait outside the fence area when picking up their children, to avoid crowding; this also gives space to the childcares. Thank you – we appreciate your understanding.

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 (we are currently in Year 3):

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

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:

 <h1>Personal & Social</h1>		
 <p>I understand who I am.</p>	 <p>I am personally responsible.</p>	 <p>I am socially responsible.</p>
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.



Making Learning (and Kindness) Visible – Pillowcases Sewn with Love

Thank you to former Grade 3 students of Division 11, 2019-2020, Madame Leong's class, who sewed pillowcases that were recently donated to women in need at Sancta Maria House, a first-stage recovery house. The pillowcase fabrics were donated by a fashion designer, birdbykj. To practice sewing techniques, the students also practiced sewing creative projects with pieces of organic fabrics generously donated by parent Hajnalka Mandula at Mandula Design. Way to go Division 11!

Communicating Student Learning – Assessment and Reporting



Over the last few years, BC's educational curriculum underwent an important change. The updated curriculum will provide students with the necessary skills for their future. Children need to learn adaptive skills, especially to be prepared for the rapid change of technology in years to come.

Communicating Student Learning

Because of the redesigned curriculum, a new approach to assessment and reporting is needed. It is called Communicating Student Learning or CSL. The Vancouver School District therefore changed its assessment and reporting practices. Changes in how parents receive information on their child's learning include strengths-based reporting (using a proficiency scale). This change is now in place for all elementary grades.

This approach gives information that advances learning rather than focusing on measuring learning. The approach helps students and parents answer three questions about the learning:

- Where is the student now?
- Where are they going?
- How do they get there?

Elementary schools now have two terms, including two written reports (end of January, and end of June), and a minimum of three other communications with teachers regarding student learning.

Here is a link to the VSB Communicating Student Learning webpage, which has lots of information:

https://www.vsb.bc.ca/Student_Learning/Assessment_Reporting/elementary/Pages/Default.aspx





LORD TENNYSON ELEMENTARY PAC *Home of the TIGERS*

Tennyson PAC News

The next Parent Advisory Council meeting will be on February 22nd at 7pm on Zoom. 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

Feb 12: District-wide Professional Day (non-instructional day)

Feb 15: Family Day stat holiday

Feb 22: PAC Meeting @ 7pm on Zoom

March 15-26: Spring Break/District Closure

March 29: Welcome back!



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.