

Hopewell Avenue Public School Message – November 19th, 2021



Dear Hopewell Families,

It looks like the run of fabulous weather we enjoyed earlier this month has ended. With the arrival of colder and wet days, please ensure your children are dressed appropriately. Mittens, hats, and an extra pair of socks in the backpack are all recommended. We continue to spend lots of time outdoors and it is much more enjoyable when we are dressed for the weather.

Today, we made the decision to place our school in a “Secure School” setting. This simply means students and staff remained in their classrooms while we attended to the medical needs of a student. We were able to support the needs of the student and then continued with the normal routine of the school. We have a number of emergency procedures that we practice and discuss throughout the year and we were very proud of our students today as they followed the expectations of a secure school to keep our community safe.

Next week is Bullying Awareness and Prevention Week. At Hopewell, as with all schools in our district, we are committed to prioritizing the dignity and well-being of students in inclusive and caring classrooms and to upholding a safe, caring and respectful environment. Simple ongoing activities that reinforce bullying prevention and awareness at school include playing cooperative games at recess or during drama, phys ed and DPA, working collaboratively with others in the classroom, learning how to share ideas and opinions, celebrating differences, identifying and talking about emotions, taking part in classroom and school community building activities, learning about connections to our school, local and global communities.

In addition to our ongoing daily work, next week we will take opportunities to reinforce clear and positive messages that bullying is not acceptable in our schools and communities. Read alouds, class discussions, and messages through our daily announcements are all ways that this will occur.

Last call for Hopewell’s Virtual Book Fair! You may shop until November 23rd using the following link: [Hopewell Avenue Public School Virtual Book Fair](#) . Books make great gifts and all purchases benefit our school library and earn Rewards that can be redeemed for books and educational resources. Your support of our library through Book Fair purchases is greatly appreciated!

Below you will find upcoming dates and some information about social emotional learning developed by teacher, Elizabeth Vorobej. This is an area that we receive many questions about and we hope that you find it helpful. Thank you to Ms. Vorobej for sharing!

Your continued partnership is appreciated. Wishing you a wonderful weekend. Bonne fin de semaine.

Upcoming Dates

- December 14th, 7pm - Hopewell Avenue School Council Meeting (virtual - link to come)
- December 20th - December 31st (inclusive) - Winter Break, school is closed
- January 3rd, 2022 - First day of school in 2022!
- January 21st - PA Day, Students do not attend school
- February 18th - PA Day, Students do not attend school
- February 21st - Family Day, school is closed
- March 14th - March 18th (inclusive) - March Break, school is closed

Social-Emotional Learning


Over the past two years we have been working with a new math curriculum. Math is a subject area that students can sometimes feel anxious about. We refer to this as *math anxiety*. The new [Ontario Mathematics Curriculum \(2020\)](#) takes this into account and gives recognition to the fact that students not only need math skills, but Social-Emotional Learning (SEL) skills, as well, in order to build resilience and thrive in their math program. In fact, *Social-Emotional Learning (SEL) Skills and the Mathematical Processes* is one strand of the new Ontario Mathematics Curriculum.

Social and emotional skills can help students to:



- learn and develop skills to recognize and manage emotions;
- cope with stress;
- strengthen identity;
- solve problems;
- enhance positive relationships;
- think critically.





Learning these skills helps students to feel good about learning at school, and it can have a positive impact on their academic performance, too.

Here is a short video with an overview:

 What is social-emotional learning (SEL)?

Here are a few examples of how SEL can be incorporated into a classroom:

SEL Skill	What it can look like in the classroom:
 Identify and manage difficult emotions	<ul style="list-style-type: none">- Students do a daily check in using emotion cards to identify their emotions so that they can find strategies to use, if they need to.- They can use strategies such as the following to manage strong emotions: find a calm place; tense and relax; just breathe.
 Build relationships and communicate effectively	<ul style="list-style-type: none">- While working on math problem solving with others, students will ideally be applying active listening skills.- We all follow the guidelines in the OCDSB's Safe and Caring Learning

	Community Wheel in order to practise respect, empathy, acceptance, etc.
 Develop self-awareness and sense of identity	<ul style="list-style-type: none">- Students can self-reflect on their math learning by self-reflecting on prompts, such as the following:<ol style="list-style-type: none">1) something that I really liked about math this week;2) something I accomplished this week in math class;3) Something that I would like extra help with in math.
 Recognize sources of stress and cope with challenges	<ul style="list-style-type: none">- Students work in a predictable environment where students can seek help from their teacher and/or classmates.- When facing a challenging math problem, students are encouraged to implement strategies like: breaking the problem into smaller parts; taking a break; stretching; guided imagery; and, taking time to pause and reflect through mindfulness practices.- Physical activity can also help to manage stress. Exercise breaks (e.g., dance) can be a fun way for students to take a body break as a class.
 Maintain positive motivation and perseverance	<ul style="list-style-type: none">- It's important that there is a classroom culture where students know that mistakes are part of learning.- Positive affirmations such as the following can be posted in the classroom for teachers to refer to:<ul style="list-style-type: none">- I am capable.- I am becoming the best version of myself.- I am proud of who I am.- I choose to be optimistic.
 Think critically and creatively	<ul style="list-style-type: none">- When students make connections between different mathematical concepts (e.g., fractions, decimals, money) and make connections to real life applications of math, it helps them to deepen their mathematical thinking.- A culturally responsive pedagogy fosters critical and creative thinking by:<ul style="list-style-type: none">- holding positive and affirming views of all students of all backgrounds;

	<ul style="list-style-type: none"> - designing and building instruction on students’ prior knowledge, and; - demonstrating flexibility and adaptability to the lived experiences of students so that they see themselves and their lives reflected in daily learning opportunities. - Using graphic organizers such as t-charts, tables, Venn diagrams, diagrams, flow charts, and thought webs, can help students organize their work in order to make better sense of it and to manage their time effectively.
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Our school strives to create an atmosphere where students:

- remember to have fun while learning;
- understand that mistakes are part of learning;
- take advantage of opportunities to bring learning outdoors, whenever possible;
- do as much work at school as possible, with only occasional homework.

What can you do at home to support SEL?

- Communicate with the teacher as soon as you recognize a problem or concern with your child’s math learning.
- Practice [active listening](#) as a family.
- Break problems down into smaller parts when your child becomes frustrated with math homework.
- Use positive affirmations at home.
- Perhaps review this resource [School Mental Health Ontario](#) for parents and families if you would like to know more about SEL.
- If you see connections between your work and/or traditions and/or family activities and math that would help students make connections between math and real life, and would like to present to your child’s class through a Google Meet, please let your child’s teacher know.

In closing, here are some stress-reducing videos that you might want to use at home. This is a small selection from a variety of videos available on YouTube. At school, we check if videos are approved for the OCDSB. You will see this directly under the video.

- ▶ [Learn To Relieve Anxiety | Guided Meditation For Kids | Breathing Exercises | GoNoodle](#)
- ▶ [Learn To Bring Down Stress | Guided Meditation For Kids | Breathing Exercises | GoNoodle](#)
- ▶ [Rainbow Breath - Learn To Raise Your Energy | Meditation For Kids | Breathing Exercises | ...](#)

Wishing you and your family a restful and fun weekend!
Kind regards,
Elizabeth

The OCDSB Speaker Series offers free information sessions to the parent community and seeks to provide parents and educators with access to leading ideas in education that will allow us to work collaboratively to better support student learning and well-being.

The series is sponsored by the District's Parent Involvement Committee (PIC) and supported through Parents Reaching Out (PRO) Grant funding from the Ministry of Education.

Technology and Youth - What Parents Need to Know

Date: Thursday, November 25, 2021

Time: 7:00 p.m. to 9:00 p.m.

Registration Details: Registration is not required. [Click here](#) the day-of to attend the webinar.

On Thursday, November 25th, the OCDSB will be hosting this Speaker Series Event with staff from Rideauwood Addiction and Family Services. Join us for a discussion on helping youth maintain a balanced use of technology, and on what can be done if any problems arise. Speakers will include Sophie McNeil, School Based Counsellor, and Vanessa Turner, Family and Parent Counsellor.