



THE HAPPY HOLLOW HOLLER

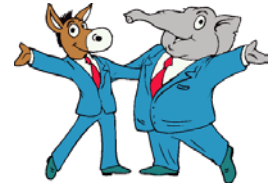
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HAPPY HOLLOW SCHOOL & PTO NEWSLETTER
March 10, 2017

"I see good ideas on the Republican side as well as the Democratic side. You have to return to civility and statesmanship to governance. If you don't do that, it doesn't matter what portfolio of issue you're pushing, nothing is going to get done"
~ Richard Carmona ~ 17th Surgeon General of the USA ~ 2002-2006

PRINCIPAL'S CORNER

March, 2017
Dear Friends,



There is no force that personifies the perseverance that is the seedling of all human society than that of our ability to think ~ think analytically ~ think emotionally and think strategically. It is in our nature to solve problems, to study situations and to look for solutions. We build tools to assist us and we create laws to govern us. Our interdependence is our essence and because of this, we have not only learned how to survive, we have learned how to thrive. We look to history to correct our ways and to build upon the knowledge of those who came before us and we grow. And that means ~ we are never the same. We are in the constant continuum of becoming a new tomorrow. Defining that tomorrow is our collective responsibility and one that knocks at the doors of the school house each and every day.

Toward that end, as an administrative team, we adopted one of our new goals ~ "Training Global Citizens". The full version of this district commitment entails training students "to be productive global citizens of their country, nation and world able to demonstrate requisite skills, which include civility and cultural proficiency."

Steve Drummond ~ Senior Education Editor for NPR, recently posted a blog entitled, "Politics in the Classroom: How Much is Too Much?" In his post he interviews Diana E. Hess and Paula McAvoy, co-authors of "The Political Classroom: Evidence and Ethics in Democratic Education." The authors offer guidelines to the pertinent questions surrounding how to bring current events into a classroom with guidelines and guidance. They based their practice on a study they conducted from 2005-2009 involving 21 teachers in 35 schools and 1,001 students. Diana E. Hess is the dean of the School of Education at the University of Wisconsin-Madison and Paula McAvoy is the program director at UW-Madison's Center for Ethics and Education.

Together, they wrestled with the questions that surround and define the diversity of opinions that comprise every group of people, most specifically for our purposes, those who make up our classrooms in an elementary school setting. McAvoy says, "The 'political classroom' is a classroom in which young people are learning to deliberate about political questions. It really is the process of deliberation that is the major skill being taught. And then, through deliberation, students are learning about the issues. They're learning how to form arguments, how to weigh evidence. So there's social studies content that is being learned in the process that is, at its heart, democratic."

What does this process look like? Faculty and I continue to define this, but at its core, it is civility. The ties to our social and emotional curriculum and learning are key to discussions regarding all current events, most especially, those that bring up passionate discourse. What we are learning, is that the best route to take is to keep on talking, to tie conversations to historical contexts that are age and grade appropriate and to help our young people learn to respectfully disagree ~ whether there are many with one viewpoint or only a few. Hess and McAvoy learned that even those who consider themselves to have a shared view ~ really are vastly different. No two people ever see things the same and so part of this process is to teach students to think for themselves and to develop their own thoughts and ideas around happenings.

McAvoy frames it like this, “Young people need to see these moments within their historical context – need to understand some of the history. It’s difficult to have those materials at the ready when things sort of erupt as they have in the last year or so... [To] put these moments within the context is much better than having young people just reacting to ‘What do you think about what you’re seeing on television today?’ Young people really need to study these issues in depth.”

Therefore, no issue should be off the table for discussion, but rather should be discussed as what Hess and McAvoy call “settled issues” and “open issues”. An example they give is regarding climate change. They suggest letting it be settled in that it is a topic with enough history. However, the discussion is open when students discuss the ways we can deal with climate changes that happen over time. What can we do to prepare and to ensure that we are not impacting changes that are negative for our environment?

In short, we need to engage students in discussions that take them to thinking levels of discussion, where they can be analytical and their emotional well-being is cared for as a central part of learning democratic discourse in a safe and civil environment. This is easier said than done. We as the adults need to make certain that we are reinforcing the idea that we disagree respectfully and we include all voices in our process. If we are working to be good global citizens, we have to migrate to what is good. We have to make certain that we are always choosing what is kind. If that is our “due north” we cannot go wrong. We cannot be mean, exclusive and angry if we are working to be kind and respectful.

This means it is even more crucial now than ever before to initiate conversations ~ to find out what our young people are thinking and to teach them to express ideas with civility. One way to do this is found in using Bloom’s Taxonomy as a guide.

“Benjamin Bloom (1956) developed a classification of levels of intellectual behavior in learning. This taxonomy contained three overlapping domains: the cognitive, psychomotor, and affective. Within the cognitive domain, he identified six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. These domains and levels are still useful today as you develop the critical thinking skills of your students.”

The higher order thinking skills are when we move children to places of application, analysis, synthesis and evaluation ~ those achieved by applying knowledge in a manner that requires a strong comprehension so that along with the knowledge, there is a foundation for moving into the realm of higher order thinking.

Some of the questions we need to ask when discussing sensitive and charged topics might include the following that come directly from Bloom’s higher thinking skills (bloomstaxonomy.org)

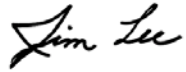
- Do you agree with ...?
- What is your opinion of...?
- How did you solve...?
- Could you do it again and would you?
- How would you prove you are correct?
- Why is that important...?
- How would you fix that...?
- Why did ...?
- What would you recommend...?
- How would you rate...?
- How would you evaluate...?
- How would you compare...?
- How could you determine...?
- What choice would you have made...?
- Do you agree with those choices?
- What would you select...?
- What comes next and why?
- How would you prioritize...?
- What judgment would you make about...?
- Why was it better that...? What did we/you do differently?
- Can you defend your opinion?
- What does the data tell us?
- Can you find information in the text? (Any text a number of sources?)
- Based on what you know/have learned, how would you explain...?



I am proud that our district defines the process for civil discourse with a goal that directs us to include “civility and cultural proficiency”. Human beings are at their finest when they look with these lenses. Some ideas bring people to a resolve that places each in a polar opposite, one that may not easily find its civil discourse. We must guide our young responsibly. It is no different than any other guidance we offer. To that end, we may tell students that there is a time and place for these discussions ~ not on a playground ~ and maybe not without an adult to facilitate the conversation. Setting rules for respect is how we create the common good for our young people and that is a crucial part of this process.

Know that we will continue to teach to our core values ~ K.I.N.D. ~ /K/ is for kind, we make kindness matter. /I/ stands for invest, we invest in learning. /N/ ~ stands for need, we need to include everyone. /D/ ~ stands for do, we do our best. If we follow this as a simple framework for guiding the difficult conversations that are certain to be a part of an ever-changing world, we can create a safe space for training global citizens that will always bring us to a tomorrow that is working toward being all about the common good for all people.

All best always,



Jim Lee
Principal

This and That from the Principal's Office:



Tardy! It is that time of year again when we have many whose tardy times are growing to a point of concern. Please work to have your child here for the start of school. The doors open at 8:30 and students are expected to be at their desks ready to work at 8:45. Those who have a chance to visit a bit, settle into their day and relax find many more strong starts to the school day. Remember, a good start can make all the difference in how one finishes. The same can be said for the school day. On behalf of your children, thank you for making this a priority.

Dress for the "Whatever!" ~ We are coming into that time of year when it is just warm enough to keep our back playground on the wet side ~ which means mud/sometimes icy as well... Please keep the snow pants, boots and gloves/mittens coming for a while longer. It makes play less restrictive and much more fun. One can slide into a muddy snow pile in snow pants and get up with a smile.



Keep the "found" in the "Lost and Found" active. We have been doing so much better this year. Many lost items are being claimed and I am so happy that people are taking the time to look. We have had fewer items in the Lost and Found this year.

Happy Hollow is in the process of implementing a new computerized attendance system. All absences and tardies must be reported to hh_attendance@wayland.k12.ma.us (or 508-358-8641 **option 1**). Many parents are in the habit of notifying their child's teacher but not the front office in the event of an absence or tardy. We ask that when you email the teacher that you please include hh_attendance@wayland.k12.ma.us on that notification so that the front office can accurately keep attendance records. We will start this practice now so that when the new computer system is in full swing, the transition will be seamless.

March and April at Happy Hollow:

Thursday March 16	Family Fun Math Night	6:15pm – 7:30pm, HH Gym and Cafeteria
Wednesday March, 22	HH Talent Show Auditions	2:00pm – 3:00pm, HH Gym
Thursday March, 23	HH Talent Show Auditions	3:00pm – 4:30pm, HH Gym
Saturday March, 25	World's Fair Celebration	1:00pm – 4:00pm, Loker School
Sunday March 26	Wayland Schools Foundation Spelling Bee	12:00pm – 4:30pm, WHS
Friday March 31	5th Grade Photo Submission Deadline for Slideshow/Yearbook	HH Fifth Grade Parent PTO Mailbox
Monday April 3	HH Talent Show Rehearsal	3:00pm – 4:30pm, HH Gym
Thursday April 6	HH Talent Show Rehearsal	3:00pm – 4:30pm, HH Gym
Friday April 7	HH Talent Show	6:30pm – 8:00pm, HH Gym
Friday April 14	Good Friday No School	
Week of April 17-21	Spring Vacation No School	
Monday, April 24	Classes resume	
Thursday, April 27	Mindfulness Night ~ A Spring Reset!	6:30pm – 8:00pm, HH Cafeteria and Gym

MCAS Dates:

Thursday, April 6th, Friday, April 7th, Monday April 10th: 3rd grade ELA
 Wednesday, April 26th, Thursday, April 27th, Friday, April 28th: 5th grade ELA
 Monday, May 1st, Tuesday, May 2nd, Wednesday, May 3rd: 4th grade ELA
 Tuesday, May 9th, Wednesday, May 10th: 5th grade Math
 Monday, May 15th, Tuesday, May 16th: 4th grade Math
 Wednesday, May 17th, Thursday, May 18th: 5th grade Science
 Wednesday, May 24th Thursday, May 25th: 3rd grade Math

*Because of these date changes, there will not be an assembly on April 10th, May 1st or May 15th.

As always, we ask that you please make certain that your child has a good night's sleep and a hearty breakfast before coming to school.

HAPPY HOLLOW SCHOOL HAS NEW PHONE NUMBERS!

All of the Happy Hollow School phone numbers have changed! We have implemented a brand-new school-wide phone system and the old phone numbers no longer work. Please update your contact lists and directories. Please notify all caregivers, emergency contacts etc. of these changes. A complete phone listing has been posted on The Happy Hollow website.

Happy Hollow Main Number: [508-358-8641](tel:508-358-8641)

Safe To School/Absence or Tardy Line 508-358-8641 **OPTION 1** (or hh_attendance @wayland.k12.ma.us)

Fax Number: [508-358-8642](tel:508-358-8642)

BASE: [508-358-8645](tel:508-358-8645)

Cafeteria: [508-358-8647](tel:508-358-8647)

Guidance - Ms. Santomena [508-358-8649](tel:508-358-8649)

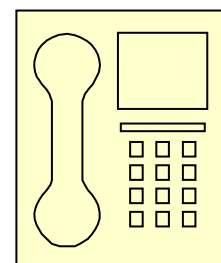
Guidance - Dr. Kline [508-358-8650](tel:508-358-8650)

Nurse: [508-358-8648](tel:508-358-8648)

Resource Room: [508-358-8644](tel:508-358-8644)

Speech and Language: [508-358-8651](tel:508-358-8651)

METCO Coordinator: [508-358-8652](tel:508-358-8652)



CURRICULUM CORNER

FROM THE COMPUTER LAB

3rd-5th Graders:

Last summer, the new Massachusetts Digital Literacy and Computer Science standards were passed. As noted in the standards, students are working to achieving the following goals by June. Third graders - 15 wpm; Fourth graders - 20 wpm; and Fifth graders 25 wpm.



At this time in the school year, all students would benefit from keyboarding practice at home two times a week for 15-20 minutes. Students can access the All the Right Type website from the "For Students" link on the [Happy Hollow website](#).

Specific details about grade level lessons can be found on my website. The links for each grade level are below!

[1st Grade Lessons](#): Information about our Kid Pix penguin project is posted on the [1st Grade website](#).

[2nd Grade Lessons](#): Information about our advertising unit and student project are listed on the [2nd Grade website](#).

[3rd Grade Lessons](#): Details about our Google Apps unit is posted on the [3rd Grade website](#).

A huge Thank You to the WPSF and the HH PTO for funding the purchase of Dash and Dot Robots. We are loving them!!

[4th Grade Lessons](#): We started a new programming unit using Dash robots. Details along with some pictures and a video are posted on the [4th Grade website](#).

[5th Grade Lessons](#): We wrapped up our Digital Superhero project and will be moving on to programming with Dash. More details are posted on the [5th Grade website](#).



PTO News & Events



Breakfast for Boston

Last Friday, we had a great morning with our Metco students and their mentors. These Happy Hollow students get up early to catch the bus and most likely eat a quick breakfast. The Happy Hollow PTO thought it would be fun to serve them a special and relaxed breakfast one morning when they arrived at school.

Happy Hollow dad, **Damian Zedower**, has been either the executive chef or the sous chef with famed restaurants such as Asana in Boston's Madarin Oriental Hotel, Tribeca Grille in NYC and various Four Seasons resorts around the country. Damian has a second grader in Ms. Morrison's class and enthusiastically volunteered to shop for ingredients, be at the school at 7 AM, and to cook the morning's feast. And it was amazing.

The children were excited when they arrived! They put their coats and bags aside and took a seat in the cafeteria. Principal Lee welcomed them with a warm introduction and talked about how these students travel early and far to their school and we wanted to have a special morning where they could relax and enjoy a wonderful breakfast before starting their day. We have shared some photos in the link below.

THANK YOU to the following volunteers.

Morning set up and servers: Samantha Richter, Cathy Caulfield, Zuania Wood, Melissa Hartford, Gayle Gledhill, Tarrah Zedower

Donated food and supplies: Amanda Miles, Dewana Wilson, Danielle Agyeman, Cathy Davies, Kristen Babineau, Vicky Sin, Melissa Lange, Abigail Buffum, Melissa Hartford, Cathy Caulfield, Samantha Richter

<https://goo.gl/photos/AFFi2B465GT7oHPM9>

Cultural Enrichment Performance

The Wayland PTO Cultural Enrichment Committee presented the students with a performance by Egyptian American, Karim Nagi, on the first day back to school from the February vacation. Nagi introduced students to Arab and Muslim culture in a high-energy performance featuring exciting traditional dances and soulful folk music played on a variety of instruments. Karim used authentic costumes, maps, Arabic language and humor, to enlighten the students about a captivating world beyond the headlines. Students clapped to unique rhythms, danced and celebrated as they learned about ancient cultural traditions. A former faculty member of the New England Conservatory of Music, Karim now performs nationwide to great acclaim with the SHARQ Arabic Music Ensemble. He is a master percussionist and dancer who likes to have fun with his audience!

visit us online at <http://waylandpto.org/happy-hollow-ptol>