



THE HAPPY HOLLOW HOLLER

Twitter: [@happyhollow1778](https://twitter.com/happyhollow1778)
whh.wayland.k12.ma.us

HAPPY HOLLOW SCHOOL & PTO NEWSLETTER

October 14, 2016

“Think twice before you speak, because your words and influence will plant the seed of either success or failure in the mind of another...” ~Napoleon Hill ~ American Author ~ (one of the first to write personal success literature)

PRINCIPAL’S CORNER

October, 2016

Dear Friends,



Words whistle wildly around us ~ especially when the cooler winds of the fall wrap our American culture around education. The fall brings new opportunities to learn across our nation and in all educational settings ~ the words impart the knowledge, the action, the inspiration ~ that most certainly and most powerfully shape our future. At every level from pre-school to end-degree study words rule the process~ reading them, writing with them, and most importantly, communicating with them. It is like we create a coin each time we speak or write. On one side, we can bring the greatest of good alive and well ~ and on the other ~ a single phrase can bring about many levels of tragedy. ~ Many times, we move along, unaware of the power behind our words.

As a district and at the Happy Hollow School ~ we are committed to thinking about the words we use. Staff has been involved in much training that makes us increasingly more aware of what we say and how we say it. We have worked hard to develop our language to create a powerful social and emotional curriculum. Over the years (most recently during this past summer’s break), one initiative that ties to our social and emotional curriculum has been to train our staff in the Responsive Classroom strategies.

“The Responsive Classroom approach was initially created by the Northeast Foundation for Children (NEFC). Throughout the 1990s it has emerged as a nationally recognized method of teaching. Although it is not a curriculum, it can frame any aspect and all aspects of curricular endeavor. NEFC is a nonprofit organization founded in 1981 by a group of public school educators seeking to share the knowledge, skills, and philosophies they had acquired through years of teaching. The results of their combined efforts over the years have created the Responsive Classroom approach. Responsive Classroom techniques emphasize the social, emotional, and academic growth of elementary school students in a strong and safe learning environment.

“The Responsive Classroom approach incorporates the students’ social and emotional growth into their academic learning, stemming from the notion that children learn best through social interaction and when they are explicitly taught social and emotional skills along with their academic lessons. The goal is to enable optimal student learning, and through the implementation and refining of classroom and school-wide practices, the Responsive Classroom approach has been shown to increase academic achievement in elementary school students, decrease problem behaviors, improve social skills, and raise the quality of instruction.” ~ Dr. Rimm-Kaufman (Dr. Rimm-Kaufman is currently conducting the Responsive Classroom Efficacy Study (RCES), a multi-year, \$2.9 million randomized controlled trial involving 24 elementary schools, with special emphasis on math teaching and learning.)

One of the key books from this approach is called, *The Power of our Words – Second Edition Language*. This book outlines how our words, how our tone of voice, and how the pacing of the way we speak becomes an invaluable pedagogical tool for all educators. Everything we say in a classroom effects the quality of teaching and learning. For example, we welcome children with our words, we create a welcoming environment with our word choices, we build class culture and climate with our words and we impart our expectations with our words. The words are the most important and crucial vehicle to a successful, happy and productive school year. So, why do I share this with you? I hope to offer a glimpse into what we are doing in our classrooms so that you can also bring a bit of this approach into your homes. Much of what the Responsive Classroom methodology brings about is a consciousness about the words we choose when communicating and the mindset to practice framing them in a manner that harnesses a sense of empowerment to our young learners. In a day when due to concerns around safety and well-being, we have to be cautious about giving our children the autonomy to be independent in the manner that many adults in our community had as children, e.g., roaming about a neighborhood and staying out on one's own until one neighbor called and all the children ran home ~ the words we use for building that autonomy in their world are even more crucial than ever. The words have to teach our young leadership, problem solving capacity and the empowerment that affords them an endless opportunity ~ a lifetime ~ to learn and develop talents.

Responsive classroom offers the “3 Rs”—reinforcing language, reminding language, and redirecting language” as a way to achieve the aforementioned, lofty goal. It makes it achievable in a very user-friendly way.

In an article written for a Responsive Classroom Newsletter, Seema Gersten, an award-winning educator, author, mentor, comedian and speaker, drafted a series of examples of the “3Rs” at work. The following outlines how this language is used and I have annotated it to show how it could also be invited in through the doors of your homes.

Reinforcing Language

“Children build on their strengths, not their weaknesses. This is one of the most important things to keep in mind when teaching. It's vital for teachers to see and name what students are doing well, and reinforcing language allows us to do that. It highlights students' skills, positive efforts and attitudes, and quality work so that they know what to stand on as they reach for the next higher rung in their learning.

It can take time to shift your language to focus more on what students are doing well than on what they need to improve. But once you've gotten comfortable with this powerful tool, you'll find yourself consistently acknowledging students' positives.”

Keys to Effective Reinforcing Language

Name concrete and specific behaviors. Rather than saying a global “Good job!” or “Nice work,” tell students what they specifically did well so they know what to keep doing and build upon.

- Instead of: “Your spelling shows progress.”
- Try: “You remembered to change the ‘y’ to ‘i’ when adding ‘ed.’”



Home Version:

- Instead of: “Your room is much neater lately.”
- Try: “By making your bed so well, you not only made your room look nice, you made the feel of the whole house better. Thank you.”
-

De-emphasize your personal approval. Emphasize what the student did. Otherwise, students may focus more on pleasing you than on improving their skills.

- Instead of: “I'm so pleased with the way you added key details to your main point.”
- Try: “You added key details to your main point. That helps your audience understand and be persuaded.”

Home Version:

- Instead of: “I am so pleased you are getting along better with your sister and brother.”
- Try: (You have to catch them at the exact moment.) “Your words at dinner really made your brother and sister feel good. They shared more about their days ~ and I think you made our dinner time fun.”

Avoid holding one student up as an example for others. The student held up may feel triumphant, but the others are likely to feel devalued or criticized. And the student held up may even feel embarrassed.

- Instead of: “Notice how Glenda used four sources for her research project. Let’s see all of you do that.”
- Try: To Glenda privately: “You used at least three sources as we learned to do. That makes your research credible.”

Home Version:

- Instead of: “Your sister, Alicia gets her homework done the best in the house.”
- Try: “Alicia, I like how you organize yourself to get your homework done. You find a quiet place to work. You get it done before dinner so you are not rushed and tired before bed. It is working well for you and I wonder if you would help me think of ways we can use your techniques as a model for our family?”

Find positives to reinforce in all students. Every child has strengths. Over time, every child should feel that we see and appreciate their positive actions and attitudes.

- Instead of: Using reinforcing language with only the students who do proficient work, are the first to get organized, or are otherwise the “best”
- Try: To a student who struggles but made a strong effort: “You read three pages during readers’ workshop today. What helped you concentrate?”

Home Version:

- Instead of: Refer to Alicia’s good homework techniques above. Left alone, the comments only reinforce Alicia and let her know she is the best.
- Try: “We are making it a family goal to look for great homework behaviors. As a family we will find a way to celebrate when everyone is onboard. I am going to be looking for behaviors that support this family goal. ‘I already told Alicia, I like how she organizes herself to get her homework done. She finds a quiet place to work and gets it done before dinner so you she is not rushed and tired before bed. I noticed some good things about how all of you are doing your work so I am going to list them and we can check off the ones that help us meet our family goal and celebration.’” Then find good things that are specific about all siblings.



Reminding Language

Just as we all need reminders to stay organized in our everyday lives, children need reminders in school to keep their work and behavior on track. By using reminding language before students start a possibly challenging task, or right when they start to make a mistake, teachers help them stay on task, organized, responsible, and safe.

Before using reminders, be sure to teach students what the expectations are and how to meet them, as children can only be reminded of what they already know. Also, keep in mind that reminders are most effective when both the student and teacher feel calm. That’s why it’s so important to give reminders early, before students’ behavior has gone on long enough for frustration to build.

Keys to Effective Reminding Language

Prompt children to remember for themselves what they should be doing. This shows faith in their competence and builds their autonomy.

- Instead of: “Sit alone or next to someone you won’t be tempted to talk to. Put away everything you don’t need. If your mind wanders, take a few deep breaths and tell your mind to come back to your reading.”
- Try: “Think about what you can do to help yourself concentrate.”

Home Version:

- Instead of: “Turn off that TV. It distracts you every time you try to get other things done.”
- Try: “What helps you to concentrate on what needs to be done? Let’s think about that together.”

Use neutral tone and body language. Giving a reminder as a matter-of-fact piece of guidance shows respect for the student. It also helps her focus on what she needs to do rather than on what we think of her.

- Instead of: “What did we say is the next step in making these kinds of graphs?” said with a singsong voice, arms crossed, and rolling eyes. (Even if meant to be humorous, implies the student isn’t very smart.)
- Try: “What did we say is the next step in making these kinds of graphs?” said with a matter-of-fact voice, neutral body position, and a neutral gaze. (Implies student can remember and directs his attention to doing so.)

Home Version:

- Instead of: “How many times have I asked you not to leave your shoes there?”
- Try: “Let’s talk about why you leave your shoes there. How can we work together to break that habit?” Be brief. Students tend to tune out of long strings of words.
- Instead of: “I’m hearing people starting to sound disrespectful when they disagree. Everyone, remember to say ‘I hear your point, but I have a different idea’ or ask a clarifying question the way we learned. If we interrupt and say things like ‘No, that’s not true,’ or ‘You’re wrong,’ we’ll shut down discussion.”
- Try: “What did we learn about disagreeing honestly and respectfully?”

Home Version:

- Instead of: “This happens all the time. We can’t agree on anything. You start that bickering and it solves absolutely nothing at all. Then the name calling starts and the fighting and our time is ruined.”
- Try: “Before we go today, we are going to make a plan and stick to it.” (Then set guidelines including voting, making one idea stick with a deal that the next time it goes to another and everyone will get a chance to choose.)

Watch for follow-through. After giving a reminder, take a moment to see if the child acts. If we don’t do this, children may learn that we don’t mean what we say.

- Instead of: Giving a reminder and then turning away immediately to tend to something else.
- Try: Watching, and then acknowledging the child’s action with a nod or a smile. No words are needed.

Home Version:

- Use the same approach as noted above. Watch, acknowledge the child’s action with a nod, smile and positive gestures ~ a thumbs-up.



Redirecting Language

A third grade class is working on an art project. Macy waves her scissors in the air, the point coming perilously close to a tablemate’s face. Down the hall, a class of fifth graders is doing some science experiments when a small group starts playing games with the materials, games that quickly have the children laughing and scuttling about, the science experiment completely forgotten.

When students are doing something harmful to themselves or others, are too far into a mistake to correct themselves, or are too emotional to think reasonably about what they’re supposed to be doing, teachers need to redirect them with clear words. Skillfully used, redirecting language lets teachers provide wise external control to keep children safe and productive when their self-control is failing them.

As with reminding language, it’s important to be brief and to use a neutral tone and neutral body language when giving a redirection. Here are other essentials to keep in mind.

Keys to Effective Redirecting Language

Be direct and specific. When children are far enough into a mistake to need a redirection, they need to hear exactly what you want them to do differently.

- Instead of: “Casey, you need to work harder.”
- Try: “Casey, put your watch away and continue with your assignment right now.”

Home Version:

- Instead of: “You need to get better at putting your toys away.”
- Try: “When you take out a toy, put the one you are done with away.” ~ “I am setting a timer for clean-up. Let’s see if you can beat yesterday’s time.” (A reward system can be built into this plan if needed.)

Say what *to* do, instead of what not to do. Saying what not to do may sound like a complaint or an attack on students' character, and many students may miss what we're wanting them to do. Naming the desired behavior is clear and respectful of children.

- Instead of: "Class, stop wasting everyone's time."
- Try: "Freeze. Everyone return to your seat with your folder. Then we'll start."

Home Version:

- Instead of: "No one is ready to go and it is time to leave or you'll be late for school."
- Try: "Everyone stop. It is eight o'clock. We are leaving in fifteen minutes. I need everyone to have lunches and homework in backpacks and coats on by 8:15. Be standing at the porch door and then we'll go."

State a redirection as a statement, not a question. A question gives the illusion of choice and can confuse children. It's more respectful to calmly give a statement that tells children exactly what we want them to do.

- Instead of: "Anna, could you refocus on your math?"
- Try: "Anna, refocus on your math."

Home Version:

- Instead of: "Could you put those things in your bedroom?"
- Try: "You need to put those clothes in the top drawer of your dresser in your bedroom."

Follow up with action if necessary. Watch to see if the student follows your redirection. If not, give a clearer redirection or take action that helps her return to positive behavior.

- Instead of: Redirecting Anna and then turning away immediately to tend to something else
- Try: Directing Anna to move to a seat close to you (if sitting near classmates seemed to be pulling her off task).

or

Directing Anna to "take a break" (take a positive time-out) in a place away from the action so she can regain her focus.

Home Version:

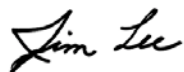
- Instead of: Instead of instructing about the clothes and moving on assuming the task is done,
- Try: Offering to take some for another drawer or area in the room ~ partnering in the process. "I will help you fold them when you get to that part."

Pick an R and Start Practicing

- Changing our language can be challenging. It helps to take it one step at a time. Choose one aspect of teacher language described above, whichever speaks to you the most, and work on that aspect. When you've made progress, take on one more change. In time, your new language will feel more natural. Sticking to it brings great rewards—for you, and more importantly, for your students.

The words we use are so very important. Let me know if this was helpful and feel free to share your own ideas with me about successful ways you have used words. I can pass them along to staff and our community and we will all get better together around choosing our words carefully so that we promote the best for our children at all times in their days.

All best,



Jim Lee
Principal



This and That from the Principal's Office:

DROP-OFF AND PICK-UP UPDATES:

1. There is no benefit to arriving early for either pick up or drop off.

The doors open at 8:30 am and the line moves along, finishing at 8:45 am. If you arrive before that it makes it seem like it takes longer for drop off when the truth is the line will not move before 8:30 am.

Likewise, at drop off we dismiss the buses at 3:00 pm and then move the pick-up line. We finish all dismissal by 3:15 pm or 3:20 pm at the very latest. Arriving early means you just sit in line. There is no benefit to being up front because once the line moves everyone is through in 10 minutes or less. It means that from 3:00 pm until 3:15 pm we dismiss 441 students from our building and get them on buses in cars on bikes or walking! We're doing well and I can't thank you enough for your assistance.

2. Please be careful not to block the sidewalks or roads around our school. Police will take notice and will write citations.
3. **Pull all the way up when you enter the line. It is a short distance to both doors and we have staff to guide the children. Know that many bus students follow the same routes to the front door and the kindergarten only door.**
4. Please use the cross walks during drop-off and pick-up times. People are crossing between the cars and busses. Although adults try to be careful, this is an extremely dangerous practice. You are modeling to students how to cross a busy street in an illegal manner. Take the extra few minutes to walk to the cross walk and show them that using cross walks is important.
5. No DOGS or pets on school grounds! This is a state law. We do allow animals at the school with special permission from the principal. In these cases, precautions are taken and arrangements made to ensure that there are no allergies to the animals and that the environment is safe. These times would include "Show and Tell" or the like, not drop-off or dismissal times. ~ To have a dog on the premises, we need to ensure that it is qualified as a therapy dog and that no students are allergic. **Bringing a dog to the drop-off and pick-up times is breaking the law.**
6. **Please cross in the crosswalks or wait for staff to stop traffic for you. Do not cross between the busses and cars with your children or by directing them to do so from the other side of the parking lot. You are having them cross two lanes of live traffic and all it takes is one time that they/you are not seen by a driver who is following procedures. It is unexpected to have people cross in such a dangerous way. It makes it unsafe for everyone involved.**



The following are our procedures:

1. There are two lanes of traffic in front of our school. The one closest to the building is the drop-off line. The other is a live lane where traffic will pull out from the drop-off line to exit or they may be driving through to park in the parking lot. (The parking spaces in front of the building are for staff only. No one may pull out of those spaces during drop off or pick up as it forces the driver to back into the live lane of traffic.)
2. Please drive slowly and be aware that cars will be moving in and out of the traffic area. There is a period of congestion, but if everyone remains aware and patient, the whole process takes 15 minutes or less from beginning to end. This is to admit and dismiss approximately 400 children. It is impressive and moves smoothly when everyone cooperates.
3. There is no left-hand turn (except for buses) when exiting our driveway M-F from 8:00 a.m. – 9:00 a.m. and from 3:00 p.m. - 3:30 p.m. On M,T,Th and F. ~ **On Wednesday, from 1:50 until 2:30 (not posted on the sign due to space).**
4. **Wednesday dismissal is from 1:50 p.m. - until 2:30 p.m.**
5. Please pull all the way up to the end of the sidewalk in front of the school when you are unloading children. The line slows down when all the spaces to the end of the sidewalk are not filled.
6. No one is allowed to pass a bus with flashing red lights. (Yellow flashing lights are warnings and you may pass a bus with yellow flashing lights.) If you are in the live lane and a bus is unloading, you must wait behind the bus.
7. The drop-off lane in front of the school in the morning is a live lane of moving traffic. You may not park or leave your car in this lane. School personnel will help your child exit your car safely. Make sure the children are seated on the right side or passenger's side of the car. They may not exit the driver's side of the car as this is the live lane and very dangerous.
8. At drop-off time, if you would like to park and say good-bye to your child at the front door, you may park in the side parking lot and use the sidewalk to safely proceed to the doors.
9. If students arrive after 8:45 a.m., they are officially late for school and they must stop in the office to report that they are present and to receive a tardy slip.
10. Watch for pedestrians in crosswalks and on the sides of the road.
11. At dismissal: No child should be exiting the side door into the side parking lot. This is not a pick-up area and is very dangerous. It also slows things down because staff exits from this lot and when we add those trying to avoid the pick-up lane; it slows things down for everyone. Please cooperate and help your child to see you following the rules just as he/she is expected to do during his/her school day. Nothing sends a stronger message to a child than the actions of the adults around him/her.
12. Wayland Police will be out in full force looking for those who do not honor the speed limits on the roads around our schools and neighborhoods... You do not want a note from them! Those notes linger long!

Thank you for your cooperation in all of these matters... they really do matter!



School Meeting Assemblies:

These exciting school gatherings take place every Monday unless there is a holiday or school cancelation. Assemblies run from 9:00 a.m. – 9:30 a.m. All are welcome!

Lost and Found:

- Please check this area on a regular basis. It means so much to us when we see the clothing and other items going home. Thank so much!
-

October and November at Happy Hollow:

Friday October 14	HH (Pep) Band!	Wayland High School football field
Wednesday, Thursday and Friday October 26, 27, & 28	Book Fair	HH Front Hall
Friday October 28	Movie Night	HH Gym
Friday November 11	No School Veteran's Day	
Monday November 14	No assembly – cultural enrichment	
Wednesday November 23	School closes at 12:00 Noon	
Thursday and Friday November 24 & 25	No School Thanksgiving Holiday	
Monday November 28	Classes resume	

CURRICULUM CORNER & HEALTH NEWS

FROM THE TECHNOLOGY LAB



All classes are reviewing the WPS Acceptable Use Policy and the acronym LARK (Legal, Appropriate, Responsible and Kind) which reminds students how to act safely and appropriately online. We use lessons from the Digital Citizenship curriculum from [Common Sense Media](#) to support their learning and understanding of LARK. Their curriculum empowers students to think critically, behave safely and participate responsibly in the digital world.

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

[1st Grade](#) - Going Places Safely

[2nd Grade](#) - Going Places Safely and Website Traffic Light Rule

[3rd Grade](#) - Digital Citizenship Assessment

[4th Grade](#): Digital Citizenship Pledge and Talking Safely Online.

[5th Grade](#): Digital Citizenship Pledge and [The Power of Words](#).

One of our favorite videos to watch is Common Sense Media's [Pause and Think Online video](#). The video is a fun way to remind all of us about modeling appropriate online behaviors. Digital citizenship conversations will continue all year long. Remember to ~ Pause and Think Online



FROM THE HEALTH ROOM:

Please keep your cell phones on and check them throughout the day to see if a call has been made by the school nurse (508-358-6051). All parents should have a backup plan in place if they cannot get to school in a timely manner. Please consider a neighbor when making an alternative plan for a timely pick up.

Community Flu Clinics at the Town Building (for ALL town residents)

Wednesday October 19th and 26th, 2PM-7PM Please bring Insurance Cards

Note: there is no flu mist available this year, only injectable vaccine

A flu guide for parents, as recommended by the MDPH: <http://goo.gl/AcJoE9>

Guidelines for when a student must remain at home:

- If your child has vomited due to illness, he/she must remain out of school for a minimum of 24 hours after vomiting has ceased
- If your child has a fever of 100.4 degrees F or higher, he/she must remain out of school for 24 hours after the fever is gone without fever reducing medication
- If your child has been treated with an antibiotic for a contagious infection, he/she will need to be on an antibiotic for at least 24 hours before returning to school.

Mandated Vision and Hearing Screening will begin on October 31st. If you wish to exempt your child from these screenings, you must send a note via back pack or email before October 31st.

- All are mandated screenings required by the Massachusetts Department of Public Health.
- Vision screening is done in grades 1-5 and hearing screening in grades 1-3. These will also be done on K+ students that do not have documentation of one on their physicals, as it is required before entry to school.
- You will be notified by a phone call from the school nurse. A letter will also be sent home if your child fails their screening.
- If your child is followed outside of school by a specialist, please send in a written note excusing your child from this screening. If not exempt, your student should wear their glasses if required for the testing.

Other Important Information:

Please **book mark** the Wayland Public Schools/Happy Hollow School website: <http://whh.wayland.k12.ma.us/>
Click on For Families, then Health Services and there you will find links for medical information, including school health forms if needed.

All **medications** (prescription/including over the counter) require a medication order from the student's medical doctor and parental permission to be administered during the school day. This is required on ALL medications at the start of each school year (exception for Advil/Tylenol/Tums). If this paperwork is not in place, medication cannot be given.

All students should pack a healthy snack daily.

All students should keep a change of clothes in their backpack.

Please be sure that your child is appropriately clothed with the colder days ahead.

Head Lice Information

Parents please take the time to educate your selves about head lice. It is important that students be checked by their parent as part of their daily health routine. Please notify the school nurse if you have an active case. If you need help, the school nurse is available as a resource.

Helpful websites: www.cdc.gov/lice/head/factsheet.html and www.headlice.org



Please do not hesitate to call or email if there are any questions and/or concerns. I am available 8am–3pm daily.

Jeanne MacDonald RN

Jeanne_MacDonald@wayland.k12/ma/us

508-358-6051