



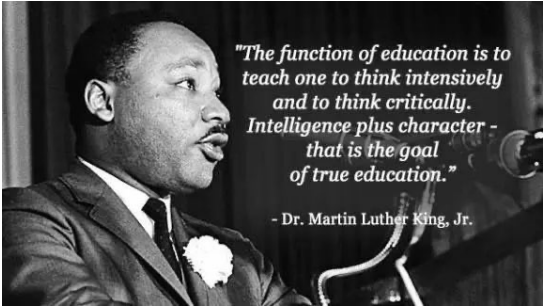
Director of Instruction : Mr. Christopher Wong
Principal: Ms. Harjinder Sandhu
Vice Principal: Ms. Amber Logie



PAC Chairperson: Ms. Melissa Hayward-Cheung and Ms. Monica Singh
School Liaison Trustee: Ms. Preeti Faridkot

BLACK HISTORY MONTH

February is Black History Month, a time to reflect on the stories, experiences, and accomplishments



of Canada’s black community. Just like last year we will be looking at the contributions of several prominent black contemporary and historical figures that have contributed to getting equal rights and freedoms, so that all people could be treated equally. We continue to discuss how people of different skin colours have been treated differently over the course of our history. We are learning that in early, black history in America, many blacks were brought over to North America, from Africa and made slaves, losing the ability to

make decisions for themselves. We are learning that as time went on ‘white people’ and ‘people of colour’ were treated differently. We continue to learn that some people had to stand up to help change laws to stop segregation. We are happy we are living now, where we can live together joyfully, learning in our diverse community. We recognize that people need to stand up for what is right and just for all. We know that a lot of the people who did this made personal sacrifices, some going to jail or facing death. We know that now people see these individuals as brave and as heroes.

Over the last two years we widely shared in our school the stories of three strong black women: Viola Desmond, Harriet Tubman, and Mary Ann Shadd Cary. We also learned about professional hockey player Willie O’Ree. These stories, and the story of the Underground Railroad, are currently being shared within the school on our Henderson Hawks page. Our plan is to introduce more stories of prominent black people who were the ‘first’ to break the colour barrier in different fields and contributed to gaining rights and pursuing equality.

Honourable Lincoln MacCauley Alexander (First Black Canadian to be elected to the House of Commons and serve as a Cabinet minister, Minister of Labour, and the first in a viceregal position in Canada, Ontario’s 24th Lieutenant Governor)



Lincoln was born in Toronto and spent some of his youth living in New York. He returned to Canada in 1939 after Canada entered World War II and joined the Canadian Royal Air Force. After the war Lincoln went on to university and eventually become a lawyer. He spent his life advocating for social justice and serving the community with the various prestigious positions he held. For his many contributions to Canadian society, Lincoln was honoured in 2015. The House of Commons and Senate passed Bill C-563 proclaiming January 21st as Lincoln Alexander Day!

Jean Augustine (First Black Woman to be elected to the House of Commons)



Jean Augustine immigrated to Canada in 1960 from Grenada to pursue her education and went on to have a career in the Toronto public school district, first as a teacher and later becoming a principal. Jean also volunteered her time advocating for both women and immigrants. This led to Jean being the first Black women to be elected to the House of Commons 1993. During her time in parliament, Jean was

responsible for getting February designated as Black History Month!

Anne Clare Cools (First Black Canadian to be named to the Senate)



Anne Clare Cools immigrated to Canada in 1957 from Barbados. She loved learning and was also a social activist. Anne founded one of Canada's first shelters for female victims of violence. She later served on the Parole Board of Canada. In 1984, Anne became the first Black Canadian to be named to the Senate and devoted 34 years to that position.

Isaac Phills (First Black Canadian to receive the Order of Canada)



Isaac Phills came to Canada from St. Vincent in 1916. Although we wanted to work in agriculture/farming, he ended up working in a steel plant until he joined the army during the First World War. He served in the No. 2 Construction Battalion, also known as the Black Battalion. It was Canada's only all-Black segregated military unit. When he was

discharged from service, he went back to work at the steel plant, and he volunteered in the community. In 1967 Isaac Phills became the first Black Canadian to be honoured with the Order of Canada for his service to the country, his community, and his family.

John ‘Army’ Howard (First Black Olympian to represent Canada)



Army first represented Canada in the Stockholm 1912. During this time, he was treated differently than his white teammates and was forbidden from staying in the same hotel. Unfortunately, he did not earn a medal, but later in 1919 during the Inter-Allied Games, while serving with the Canadian Expeditionary Force in World War I, Army made it to the podium. Army won 100m bronze.

Harry Jerome (First Black Olympian to win a medal for Canada)



Harry is the grandson of Army Howard. He was born in Prince Alberta, Saskatchewan, but grew up in North Vancouver. He proved to be a gifted athlete growing up. At the age of 18, Harry began breaking records. He broke the Canadian record for the 220-yard sprint and a year later, in 1959, he was credited with matching the world record in the 100 metre of 10 seconds flat. Harry would go on to win one Olympic bronze medal and set 7 world records. After he hung up his cleats, with his Master of Science degree in physical education, Harry worked as a teacher in Richmond and later with the Vancouver School Board! Harry played a crucial role in promoting sport and fitness to youth. Harry was given the Order of Canada, inducted into the Canadian Sports Hall of Fame, and was named B.C.'s

Athlete of the Century in 1970. Today, a statue of Harry Jerome can be found in Stanley Park. And every June a track meet bearing his name, the Harry Jerome International Track Classic, draws worldclass athletes to Vancouver to compete at Swangard Stadium.



WORLD HIJAB DAY

A hijab is the name of a type of head covering worn by Muslim women and girls. In Arabic it means, "cover or barrier."

World Hijab Day is the idea of Nazma Khan who faced many instances of discrimination when she arrived in New York as an immigrant at the age of 11. She was made fun of for the way she looked. As she got older, she wanted other women to understand what it felt like to be her and so she invited women to wear a hijab on February 1, 2013. This was the begin of world Hijab Day. It is estimated that 150 countries now participate or recognize this day. This day is about a woman's and girl's right to choose how she wants to look and be.



Many girls and women in the Henderson community wear a hijab. Here is what two of our students had to say about their hijab:

"Today and every day I wear a hijab because it makes me feel safe and confident in my own way. I wear it because it is an article of my Muslim faith. It is a part of my identity. If I were to be out in the world without it, I would feel incomplete."

"My mom wears a hijab! I wear a hijab when I want to pray because I am Muslim."

"I started wearing a hijab because my friends were wearing hijabs. Once I put it on, it made me feel good. When I am wearing it, I feel protected and now it feels like it is a part of me."

There are many other celebrations and many other cultural practices to learn about. We share what we know from our experiences and what we have previously learned. If you celebrate events or cultural practices we might not be as familiar with or you would like to share a little more about your culture with the rest of us, please just contact Ms. Sandhu, hsandhu@vsb.bc.ca.

Artist in Residence Studio Program



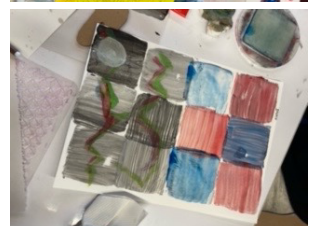
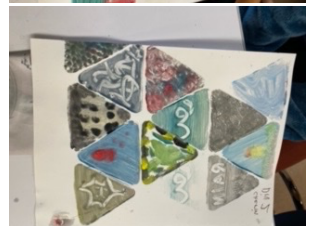
We are fortunate this year at Henderson to have 16 classes selected to participate in the AIRS program. This program helps bring in a local, professional artist to the school community to work collaboratively with teachers and provide meaningful, hands-on, visual-arts engagement for students to unleash their creativity.



We are working with local artist Tami Murray. She has completed her sessions with Divisions 10, 11, 12, 13, 14, 6 and is currently working with Divisions 1, 2 and 3.



In this current session, Divisions 1-3 have explored ways of expressing emotions through colours, textures, and shapes with an eye towards sharing a personal story visually through printmaking mediums. We have created monoprints using gel plates, paints and texture tools, plexiglass plates and markers and explored relief with embossed aluminum.



Cooking in ADST

With the start of the new year, came the start of some new projects! We all have experienced the rich tradition of cooking food with our families, and these are some of our most precious memories. We all have connections to family and food. Ms. Mackowetsky has brought this experience to our school and Divisions 1, 2, 3, and 4 have been working on a special project! Their creations have all of us who work in the main hallway hungry at all times of the day, as delicious aromas fill the air!

These Grade 6/7 Classes have been challenged to prepare a 15-minute cooking demonstration of a meal, with a budget of \$15, as an individual or in teams. Peers will then vote for the best tasting meals to a final "Cook Off" in March. We have invited three surprise guests to come bare witness, provide professional advice and judge the final dishes to declare the winner. Last year we were treated to the most delicious meals! We can hardly wait to see what our students will prepare!



Student Learning Survey 2023

The Provincial Student Learning Survey is unique in its scope, size, and usefulness to schools. It gathers information from parents/guardians/caregivers, teachers and students on topics related to school environment, safety, and achievement. The information is used for planning in individual schools and provides a district and provincial perspective. This month the Student Learning Survey will be administered to students in grades 4 and 7, their parents/guardians/caregivers, and all school staff. We encourage parents/guardians/caregivers to participate in this survey, as the results are important in identifying and celebrating current strengths, as well as determining where the school needs to focus improvement. The surveys contain standard questions for the province. The survey can be completed electronically and can be accessed on the Internet at http://www.bced.gov.bc.ca/sat_survey. Any computer with an Internet connection can be used, and access to the e-survey is simple and secure. The survey can be accessed through the link with or without an anonymous login code by selecting the school district and school name where your child attends school. Provincial, District and School Reports for previous years can be viewed at the same site under the Results section.

The e-survey site will be open until April 29th.

If you have any questions, please contact the school at 604-713-4837.

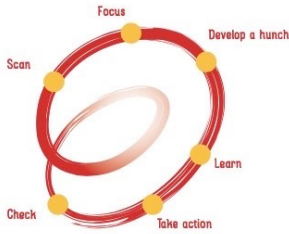
PINK DAY – FEBRUARY 22ND

On Wednesday, February 22nd Henderson will join other schools across Canada by participating in Pink Shirt Day to help raise awareness that bullying will not be tolerated anywhere.

Pink Shirt Day started when David Shepherd and Travis Price, students at Central Kings Rural High School in Nova Scotia, saw a student being bullied because he wore a pink shirt to school. They decided to support the student, so they went and purchased pink shirts and handed them out to everyone the next day at school. Now, Pink Shirt Day is a national event celebrated every year. This year's campaign encourages everyone to work together and treat others with dignity and respect. The COVID-19 pandemic has affected us all and shown the importance of helping one another and advocating for those who need it, "Lift Each Other Up" and to continue to sprinkle the world with kindness. We all have the capacity to be kind and compassionate. No matter what our differences, recognizing each other's gifts and worth goes a long way to build positive relationships. So, on Wednesday, February 22nd, we at Henderson will do our best to wear pink and "Lift Each Other Up" with care, compliments, and kindness. We will continue to work at our school to support teachings and programs that encourage healthy self-esteem and practice the skills of empathy, compassion, and kindness.



School Plan 2021 to 2024



We have been working on a Social Emotional Learning goal this school planning cycle. Our inquiry question is: What educational practices, strategies, programs, and school-wide, common language might we implement to increase students' skill development in Social Emotional Learning (SEL) to better self-regulate and thus be more equipped to engage in learning? How can we make First Peoples teaching and learning more authentic?

Social Emotional Learning

This year our school inquiry question is: **What educational practices, strategies, programs, and school wide common language might we implement to increase students' skill development in Social Emotional Learning (SEL) to better self-regulate and thus be more equipped to engage in learning? How can we make First Peoples teaching and learning more authentic?**

As a school we are using the common language found in the Zones of Regulation Program. This program teaches a variety of social-emotional skills to children, starting with early emotional skills and advancing on the self-regulation and navigating social situations.

Here are some skills taught covered in The Zones of Regulation:

- **Identifying your emotions** by categorizing feelings into four zones (more on this below)
- **Self-regulation:** Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- **Identifying triggers:** Learning what makes you "tick" and why
- **Coping strategies:** Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- **Size of the problem:** Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- **Expected behavior vs unexpected behavior:** This also covers perspective taking and how *your* behavior affects the thoughts and feelings of the people around you

The Zones of Regulation uses **four colours to help children self-identify how they're feelings** and categorize it based on colour. The curriculum also helps children better understand their emotions, sensory needs, and thinking patterns. They learn different strategies to help them cope and manage their emotions based on which colour zone they're in.

Additionally, the Zones of Regulation helps kids recognize their own triggers, learn to read facial expressions, **develop problem-solving skills**, and become more attuned to how their actions affect other people (*Kuypers, L.M, 2011*).

The **green zone** means you're **feeling calm and alert**, or "**just right**". Being in the green zone means you are calm, **focused, happy, relaxed, or ready to learn**. This is predominantly the state you want your child to be in, although the yellow zone is okay sometimes, too. You'll also learn that there are times when the other zones are expected. Usually, **teachers want their students in the Green Zone in the classroom, so they're ready to learn**.

The **yellow zone** describes when you have a **heightened sense of alertness**. This isn't always a bad thing; you still have **some control** of your actions when you're in the yellow zone. Being in the yellow means you may feel frustrated, anxious, or nervous but it could also mean you're feeling excited, silly, or hyper-**which is okay in the right situations**.

The **red zone** describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer able to control their emotions or reactions. **This is the zone kids are in during meltdowns**. Being in the red zone means you're out of control. You could be feeling many things, such as, **anger, rage, terror, or complete devastation**.

The **blue zone**, on the other hand, is used when a person is feeling **low states of alertness or arousal**. When you're in the blue zone you may be feeling down – **sad, sick, tired, or bored**. You're still in control, as you are in the yellow zone, but with **low energy emotions**.

THE
ZONES
of regulation

sad bored tired sick	calm happy focused ready to learn
excited silly frustrated nervous hyper	out of control anger rage terror

he's **EXTRAORDINARY**
Resources for Raising an Extraordinary Person

Netiquette & Digital Citizenship

In today's world we all find ourselves immersed in technology. Much of our day, no matter what our age, is filled with screen time. The impact on our lives is to make things easier, to be more connected and more informed about the world. However, there are challenges that come with all of this access to technology. It is important that we continue to have discussions on the safe and responsible use of technology. We need to be equipped with knowledge and the tools to be cyber aware. We need to have ongoing conversations with our children to know what they are doing online, that they are staying safe, that they are not using technology in lieu of building the friendship and social skills they need to interact with their friends and community. Students need our guidance to make wise choices online, respecting themselves and others, showing empathy and staying safe.

We have an Acceptable Use of Technology form that students and parents sign at the beginning of the year. At school we monitor technology use and have “blocks” set up to control what students have access to. Below are some reminders of what you can do at home with your child to protect them if you have them playing and learning online.

- Set up usernames, profiles and gamer tags that do not include any personal or private information.
- Use several different, not easily guessable passwords.



- Parents should always know their child's passwords.
- Do not have any personal information identifiable in profile pictures (example a picture in front of your home or school).
- Set up all user profiles as private and leave account information blank or as parents come up with alternatives you can use.
- Make sure your child knows in person all of the people they accept as virtual friends. Virtual friends should be real friends they have from their school, neighbourhood, sports teams/clubs and family/family friends, NOT strangers.
- Everything students post should be positive and kind.
- If someone else posts something inappropriate or mean, students should not engage in commenting or "liking" the post. Instead, you can make a positive comment of support, block or remove the post or ignore the creator of the mean behaviour.
- In order to help students, decide what is appropriate or inappropriate behaviour, one strategy is having them think how their own caregivers, parents or grandparents would react.
- If a mean comment is directed at them, we need students to not react immediately, but reach out for help from an adult to see if they should make a positive comment back, block or remove the post, or ignore the creator of the mean behaviour
- Make sure you as a parent know about all your child's social media profiles

Many classes have had discussions in the library and in the FuturePlay Lab about safe technology use. We will have follow up lessons after the break with all intermediate classes.

Hawks Hoops



The Henderson Hawks basketball season is officially underway. This year we have a Grade 6 Junior Boys Team, a Grade 7 Senior Boys Team, and a Grade 6 & 7 Senior Girls Team. Teams are meeting bright and early for morning practices and spending many of their lunch hours playing basketball. The student athletes are displaying great determination and commitment on the court. A big shout out to the staff members who volunteer their personal time to coach our athletes, without them Henderson sports would not be possible. Games will be played after school versus other neighboring schools for the months of January and February. Go Hawks Go!



Henderson Clubs

It is so wonderful that we are able to offer so many activities students to be creative and active. Along with service activities and sports, we have many Clubs during the lunch break! We have:

Mondays: Acting Club (Grade 6/7) with Ms. Smith

Tuesdays: Crochet Club (Grade 6/7) with Ms. Mack & Ms. Lehmann & Ms. Pomeroy
School's Out Activities (Grade 4-7)
Mindfulness Club (Grade 3-5) Ms. Bobbie Dhillon



Wednesdays: Garden Club with Ms. Leahy

Thursdays: Crochet Club (Grade 4/5) with Ms. Mack & Ms. Lehmann & Ms. Pomeroy
Culture Buddies (Grade 4-7) Anthony from SVNH



Fridays: School's Out Activities (Grade 4-7)

Parent Advisory Council (PAC)

Parents and Caregivers play an important role in the school and we encourage them to participate as much as they can. Henderson School is well supported by our PAC. The PAC provides wonderful support in many areas of the school— planning and organizing special events, fundraising for field trips and school needs, and communicating with parents, caregivers, and the school. They are always open to new members and welcome both new families and returning families to become involved. All PAC information can be found on the PAC website: www.hendersonpac.com

The PAC coordinates a Hot Lunch program for families wishing to purchase a hot lunch. This program is a fundraiser and orders are placed online. If you wish to have your child participate but need assistance ordering, please contact Ms. Sandhu (principal).

Upcoming PAC Meetings:

The PAC welcomes all parents and caregivers to monthly meetings throughout the school year. No RSVP needed to attend. Meetings are Mondays in the Nest (school library). Doors at open at 6:30 and childminding is provided. Start time: 6:45pm

- February 27, 2023
- March - no meeting
- April 17, 2023
- May 15, 2023
- June 19, 2023 (AGM and elections)

SNOW CLOSURE

Winter is upon us and in the event of unsafe weather conditions (e.g., snow), a CLEAR ANNOUNCEMENT stating that schools are closed will be provided by 6:00 a.m. to local radio stations.

CKNW (980 AM)

CKWX (NEWS 1130 AM)

CBC RADIO (690 AM, 105.7 FM)

BCTV/Global (cable channel 11)

FAIRCHILD Radio (CJVB AM 1470/CKHG FM 96.1)

CITY TV (cable channel 13)

In Addition, Information on snow closures will be available online at www.vsb.bc.ca



Mark Your Calendars



- February 1st - Global Play Day and World Hijab Day
- February 2nd - Groundhog Day
- **February 14th** - Valentine's Day
- **February 17th** - Pro-D Day – **No School for students**
- **February 20th** - Family Day – **No School** – Enjoy the day with your family!
- **February – March** - Rugby Coaching In Schools Program
- **February 22nd** - Pink Shirt Day – building awareness around bullying
- **February 22nd** - **Early Dismissal 2:00pm** – Communicating Learning Conferences
- **February 23rd** - **Early Dismissal 2:00pm** – Communicating Learning Conferences
- **February 27th** - PAC Meeting @ 6:45pm
- **March 1st** - Saleema Noon Educators Body Science Workshop for Caregivers
- **March 3rd** - Field Trip to World Rugby Sevens
- **March 3rd** - Saleema Noon Educators Body Science Workshop for Students
- **March 10th** - Saleema Noon Educators Body Science Workshop for Students
- **March 13th to 24th** - Spring Break – **No School**