Spirit Days!

Take a picture and send it to your teacher!

April 17- Crazy Hair Day
April 24- Books and Blankets Day
May 1- Pajama Day
May 8- Virtual PE day! Physical Challenges!
May 15- Mismatch Day
May 22- Animal Day- Pets and Stuffed Animals
Updates!

Families! Please visit the Sarah Milner specials site to see great ideas from Art, Music, PE, Library, and Computer Lab! (https://sites.google.com/thompsonschools.org/smes-online-specials/home). This is a private site that can only be accessed when logged into an @thompsonschools.org e-mail address.

Most of the district information needed during our current situation can be found at this address. Information includes food, health, technology, mental health, and more: https://www.thompsonschools.org/Page/21704

One thing this current situation has taught us is the importance of accurate information! So, please! Yes! We still need you to do your Annual Family Update on Parent Portal. There is a link on the district homepage. If you don’t have an account, please email: portal@thompsonschools.org

For specific Sarah Milner information that isn’t answered on the district or school websites, please feel free to email the secretary!

Kari.berg@thompsonschools.org
SUPPORTING STUDENT SUCCESS DURING TSD @ HOME LEARNING

The Board of Education believes that the education of each student is a responsibility shared by the school as well as parents. The Board recognizes the need for a constructive partnership between the district and parents that provides for two-way communication and fosters educational support for students and parents. In the TSD Family/School Partnership in Education Policy, the word “parent” also includes guardians and other members of a student’s family involved in the student’s education.

To this end, Thompson School District (TSD) schools and families are active partners.

During TSD @ Home Learning, we want families to:

• Feel welcome and to be connected to each other, to your school staff, and to what students are learning in class.
• Be a part of regular, meaningful communication about student learning.
• Know that schools value, respect, and support your diverse perspectives and situations; and
• Understand how valuable families are to student success.

We ask families to:

• Check TSD communications often for up-to-date information and learning plans (use the translate button at the top right of the TSD webpage to change the browser as needed).
• Encourage your student’s participation in learning activities.
• Reach out and let your school and teachers know how they can support you.
• Monitor your student’s use of TSD technology per the checkout agreement.

Ways families can support children’s success during TSD @ Home Learning:

• Helping your student manage their learning and encouraging them to:
• Understand new learning expectations,
• Find spaces that support learning,
• Participate in all classes,
• Complete activities, and
• Ask teachers and counselors questions when needed.
• Encouraging opportunities for physical activity and healthy breaks.
• Communicating or encouraging your student to communicate with their teacher if you have questions about assignments or activities.
• Celebrating your student’s participation and successes.
• Supporting your student’s social and emotional well being.
SUPPORTING STUDENT SUCCESS, continued...

We ask students in TSD to:

- Give your best effort!
- Be safe, respectful, and responsible.
- Connect with your school friends and teachers by joining ‘live’ online class sessions or watch the recordings provided.
- Try to complete all learning activities assigned by teachers.
- Stay in contact with school staff.
- Pay attention to your feelings; stay active, and take healthy breaks from screen time.
- Ask for help from trusted adults and seek additional support when you need it.

Dale Bryant
Principal - Sarah Milner Elementary School
richard.bryant@thompsonschools.org
From the Counselor

At Sarah Milner, students use In Focus for daily social emotional lessons. During bi-weekly guidance lessons with the school counselor, students have used the Zones of Regulation program to learn strategies for emotional regulation. Additionally, students have the option to be included in small groups or work with the counselor one on one to develop social emotional skills that will assist them throughout the school environment.

Previously, the newsletter contained information about belly breathing and how to use it to assist your child in regulating their emotions. Another strategy we teach students is to use “I statements”. I statements allow students to express their emotions without blaming someone and discuss what may work better for them. The pattern can look like this:

I feel ______________ (name an emotion) when you ____________ (insert the hurtful action) because ______________ (explain why it is bothersome). I want/need_________. (describe what would be helpful).

The statement does not need to match this one exactly but should include an explanation of the feeling and what caused it. Giving a replacement action is also helpful in teaching expectations. When responding to an I statement it is appropriate to repeat back what you heard and describe your understanding so any clarifications can be made. This is a safe way that we allow students to express their concerns and advocate for what they need. Here is an example of what a conversation may look like when led by I statements.

Student: I feel mad when you ask me to put my clothes away. I don’t understand why you care if it's on my floor or in my dresser. I want to just play video games.

Parent: I understand you feel upset when I ask you to do something you don’t want to. If your clothes are put away you can find them quickly and easily in the morning when you need to get ready for school.

For more information for parents and activities for students, check out the Sarah Milner Counseling Office Website:

https://sites.google.com/thompsonschools.org/sarah-milner-counseling/home