Sarah Milner Elementary Virtual Spirit Days

Email a picture of yourself to your teacher to be on the virtual slide show!

May 1 - Pajama Day

May 8 - Virtual Field Day

May 11, 12, 13 Student Belonging Retrieval (see emailed Sign up Genius)

May 15 - Mismatch Day

May 22 - Animal Day - Pets and Stuffed Animals
Changes in School Registration

For any changes in school registration, please email Ms. Berg: kari.berg@thompsonschools.org

5th Grade Continuation

It is time for fifth graders to move on from Sarah Milner and, while this isn't quite the send off we had hoped for, we wanted them all to know that, though they may be gone, they will not be forgotten! When coming to pick up belongings, all fifth graders will find a special gift from Mrs. Olson and Mrs. Joslin - a small token of support as they enter middle school. Also, fifth graders will have a unique photo opportunity set up in the school’s front lawn to commemorate this special passage. With social distancing still in place, neither Mrs. Olson nor Mrs. Joslin will be able to be present during this time (sadly!); however, we are cheering you on every step of the way! Please know that we are SO PROUD of you!

Google Classroom: Art, Music, and PE

To join the Specials Google Classroom, please go to your student's Classroom portal, click on the + in the upper right hand corner, click "join class," and enter this code into the box that pops up:

mtmqyl7
The Art Show Must Go On!

Since we are not able to have our amazing art show in person this year, we will do it virtually using Flipgrid! This way you can still share what you are making at home with your friends and teachers at school.

Please visit our Google Specials Classroom and you will find the link to join our SMES Flipgrid.

From there, log on with your school gmail account and you will be brought to our SMES Flipgrid homepage!

To add a video of you and your artwork click the big green plus sign towards the bottom of the screen. You can add multiple videos with different artwork! Say hello and share a little about your artwork, or just add a quick photo!

If you need more help on how to upload to flipgrid, I have included a tutorial video in the Google Classroom under the Art topic.

I look forward to seeing what you are creating!

--Ms. Francom

Library and Computer

https://sites.google.com/thompsonschools.org/smes-online-specials/home

Check out the online magazines!!

Returning School Library Books

As we move into May, students will begin receiving email notices for library books that are currently checked out to them. These notices will be updated when teachers are allowed access to the school and any library books found in classrooms are returned, but in the meantime, please check homes, cars, and backpacks for those books. All students will have the opportunity to return library books when families come to pick up student belongings. Please note that Chromebooks will not be due at this time unless your student is moving out of the district. If you have any questions or concerns, please contact Lacey Sharpe, the library media assistant, at lacey.sharpe@thompsonschools.org or 970-329-2722.

Also, don’t forget the Loveland Public Library!

Though the building is still closed, Loveland Public Library is now open for curbside pick up and returns. For more information or to sign up for a library card, visit lovelandpubliclibrary.org. Also, keep an eye out for upcoming information on their website regarding the library's summer reading program!
Field Day Must Go On!

Our school will be participating in the OPEN National Field Day event on Friday, May 8th! This is a virtual event that will allow us to continue our Field Day tradition. All of the National Field Day events are designed to be done inside or outside using common household items. You won’t be asked to buy any specialized equipment or supplies.

Here’s how it will work:
- Each week leading up to Field Day, one of your Physical Education activities will be a set of event cards that you can use to begin practicing and getting together the equipment that you have at home. If the event card asks you to use something you don’t have, your challenge is to come up with a creative replacement.
- Your family will be asked to choose a minimum of 4 events to compete in for Field Day, but you may do more if you’d like.
- On May 8, our entire school will participate in events, complete an official score card, and share photos and videos on the school’s Facebook page.
- You can find fun updates now and on May 8th via social media using #NationalFieldDay.

After the event, submit the scorecard via the Physical Education Google Classroom to Miss Fiorelli.
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.

We aren’t together in the school building though and virtual learning changes how everything looks. Routines and procedures are key right now. We don’t expect for students to be at the computer for 7-8 hours, at most it may be 1-2 hours (depending on the grade level). Break work up into pieces that work for your student. Give them structure and give them expectations. At Sarah Milner, we have a matrix with all of our expectations. Each goes along with the idea of Respect, Achieve, My Personal Best. We have modified this for use at home to give parents an idea of how to help set up a positive learning environment that their student can thrive in. You can also watch for more information for parents and activities for students, on the Sarah Milner Counseling Office Website:

[https://sites.google.com/thompsonschools.org/sarah-milner-counseling/home](https://sites.google.com/thompsonschools.org/sarah-milner-counseling/home)
### BEHAVIOR MATRIX

*Sarah Milner Elementary School students will demonstrate these expectations.*
*SaraMilner Elementary School staff will teach, model, and reinforce these expectations.*

<table>
<thead>
<tr>
<th></th>
<th>REAL TIME / LIVE</th>
<th>ANYTIME / RECORDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>• Mute your microphone when entering</td>
<td>• Use appropriate language with classmates and teachers</td>
</tr>
<tr>
<td></td>
<td>• Unmute to answer questions or when asked to add something</td>
<td>• Welcome multiple perspectives</td>
</tr>
<tr>
<td></td>
<td>• Avoid commenting on others’ home, background, or appearance</td>
<td>• Demonstrate patience and flexibility when working with others</td>
</tr>
<tr>
<td></td>
<td>• Keep comments appropriate and/or relevant to the topic(s)</td>
<td>• Be kind to people helping you in person</td>
</tr>
<tr>
<td></td>
<td>• Be kind to people helping you in person</td>
<td></td>
</tr>
<tr>
<td><strong>Achieve</strong></td>
<td>• Try to limit distractions during learning time</td>
<td>• Check emails and Google Classroom regularly</td>
</tr>
<tr>
<td></td>
<td>• Listen and pay attention</td>
<td>• Reply to emails from teachers, and complete google assignments by the due date</td>
</tr>
<tr>
<td></td>
<td>• Be ready to contribute to learning topic(s)</td>
<td>• Email teacher with questions about technology, learning, or Google features</td>
</tr>
<tr>
<td></td>
<td>• Ask in the chat box if you need technology help</td>
<td></td>
</tr>
<tr>
<td><strong>My Personal Best</strong></td>
<td>• Use chat only to respond to your teacher’s question or to contribute to the learning topic</td>
<td>• If you need help or have concerns, send a private email to your teacher</td>
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<tr>
<td></td>
<td>• Type appropriate information into group chats</td>
<td>• Stay on topic when responding to prompts or completing activities or assignments</td>
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<td></td>
<td>• Log out if you are feeling uncomfortable</td>
<td>• Do your best to complete the activities that are provided.</td>
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<td></td>
<td></td>
<td>• Speak up and reach out. Your teachers want to support you, and we are all in this together!</td>
</tr>
</tbody>
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Each learner can benefit from safe and supportive learning environments. Parents/Educators can use this Checklist (this page, p.2 of this document) to reflect on how to provide predictable routines that:

- Set the Conditions for Learning
- Design positive Learning Environment and Experiences
- Deliver the Learning Experience, embedding the Expectations throughout
- Evaluate and acknowledge if/when students meet Expectations, adjust accordingly

Continued...
### From the Counselor, continued...

- Be positive, encouraging, and empathic. Value vulnerability. *We’re all learning together!*
- Prioritize active student engagement to support individual needs, and honor differences by providing equitable and inclusive practices. Consider that some students:
  - May not feel comfortable or confident in “online learning” settings or activities.
  - May process or respond in different ways.
  - May have challenges with access, home support, or technology.
- Keep in mind: *Prevention* (creating and maintaining systems that are supportive) and *Responsiveness* (have a plan for what will happen if there are challenges that surface)
- Review rules and expectations for engagement at the beginning of each lesson; have students help create the rules and expectations for their “new” classroom
- Define Behavioral Expectations for real time/live online learning (i.e., language, actions). Examples a presenter may request are:
  - Microphones/Devices are muted when not speaking (or the presenter “mutes” all)
  - Using Chat Features: Respond respectfully, use positive language, take turns, etc.
  - A web camera may be used, but is not required to participate
  - Identify roles if needed, such as: a monitor for the chat when in a large group
  - Invite speakers in order, if asking several people to respond. Name who will be first and next by announcing: “first, second, third, etc...”
- Clarify the Learning Targets and Success Criteria for each learning experience
- Plan for when *precorrects and prompts* will be provided and have materials ready
- If/when helpful, use multiple cues, such as visual displays and adaptive or assistive tools
- Partner with families and students to support learning structures and decision-making
- Always begin and end on a positive note (this may be through use of technology or story)
- Check for understanding; measure and monitor outcomes (e.g., language and actions).
  *Example:* “Our behavioral expectations are: *Respect, Achieve, My Personal Best.* So...how well are we doing... OR how well did we do...with these expectations?”