## Important Dates

### September 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 6</td>
<td>No school, Labor Day</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>FACE to Face Parent Gathering 6:00pm, free pizza afterwards</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Blue/White Day</td>
</tr>
<tr>
<td>Sept. 17</td>
<td>Crazy Hair Day</td>
</tr>
<tr>
<td>Sept. 19</td>
<td>Carnival on the Corner 2:30 – 5pm FREE!</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Twin Day</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>Awards Assembly 2:35</td>
</tr>
<tr>
<td></td>
<td>(Parents will receive an invitation as appropriate.)</td>
</tr>
<tr>
<td>Sept. 24</td>
<td>No school, Staff Professional Development</td>
</tr>
</tbody>
</table>

### October 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct. 1</td>
<td>Sarah Milner T-shirt Day</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Disney Day</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>No School, teacher work day</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Individual student photos</td>
</tr>
<tr>
<td>Oct. 12, 13, 14</td>
<td>Parent/Teacher Conferences</td>
</tr>
<tr>
<td>Oct. 14, 15</td>
<td>No School</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Literacy Night 6:30</td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Sports Day</td>
</tr>
<tr>
<td>Oct. 27</td>
<td>Awards Assembly 2:35</td>
</tr>
<tr>
<td></td>
<td>(Parents will receive an invitation as appropriate.)</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Book Character Day</td>
</tr>
</tbody>
</table>

[http://www.thompsonschools.org/milner](http://www.thompsonschools.org/milner)
FACE to FACE
(Family and Community Engagement) Gathering
Day: Thursday
Date: September 9
Time: 6:00 PM - 7:00 PM Meeting
7:00 PM Pizza Dinner

Awards Assembly
Day: Thursday
Date: Sept. 23, 2021
Time: 2:30 PM
Awards: 2nd Grade - Spelling, 3rd - 5th Vocabulary, Trustworthiness

Parents will receive an invitation if their child is receiving an award.

Individual Picture Day
October 12th
Sarah Milner Spirit Days

September 10- Blue/White Day
September 17- Crazy Hair Day
September 23- Twin Day
October 1 - Sarah Milner T-Shirt Day
October 7 - Disney Day
October 22 - Sports Day
October 29 - Book Character Day

Do you love ice pops and extra recess time? Would you like to help your class earn those?

Too many absences, excused or unexcused, can keep students from succeeding in school and life. Each day that your child misses school, he/she is missing a math, reading or other crucial lesson that is going to be built on the next day. Making up for that missed lesson makes it hard for kids to catch up. We really miss your student when they are not here! We are here to support your child and you in any way we can.

We are excited to tell you that we will be having a school wide contest to see what grade level can have the best attendance. Our contest will run from September 22\textsuperscript{nd} to October 6\textsuperscript{th}. The winning classes will get to enjoy extra recess time and a frozen treat! Good luck!
NEW! Drive-Thru Community Testing Sites in Larimer County

Mako Medical, which is contracted through the state health department, will host two drive-thru COVID-19 testing sites in Larimer County. They will offer RT-PCR testing. Testing is available for those who are ages 2 and older, with or without symptoms, on a drive-up basis only.

Appointments are not needed as the sites will have large capacity to offer testing.

Health insurance is not required.

**Loveland:**
Foundations Church, 1380 N. Denver Avenue, Loveland
Parking lot area on the east/back side of the building

**Fort Collins:**
Timberline Church, 2908 South Timberline Road
Parking lot area on the southeast side

**Hours of Operation**
Monday-Friday from 8am-6pm at each site

**Test Results**
Tests are processed through a private, Mako-associated lab. Results are available within 3 days of being tested and can be found using the Luminate Health application. All information must match correctly to the registration information for timely results.

**Please note:**
- Testing is drive-thru only.
- No testing services are being offered inside the buildings.
- If you have questions, please call Larimer County's COVID-19 line at 970-498-5500 or text us at 970-999-1770.
- Please do not call Foundations or Timberline churches for testing information.
- Do not wait to be tested or wait for test results to self-isolate or quarantine if you have COVID symptoms or have been exposed to someone who has the virus.
### BEHAVIOR MATRIX

*Sarah Milner Elementary School students will demonstrate these expectations.*

*Sarah Milner 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>Respect</td>
<td>Mute your microphone when entering. Unmute to answer questions or when asked to add something. Avoid commenting on others' home, background, or appearance. Keep comments appropriate and/or relevant to the topic(s). Be kind to people helping you in person.</td>
<td>Use appropriate language with classmates and teachers. Welcome multiple perspectives. Demonstrate patience and flexibility when working with others. Be kind to people helping you in person.</td>
</tr>
<tr>
<td>Achieve</td>
<td>Try to limit distractions during learning time. Listen and pay attention. Be ready to contribute to learning topic(s). Ask in the chat box if you need technology help.</td>
<td>Check emails and Google Classroom regularly. Reply to emails from teachers, and complete Google assignments by the due date. Email teacher with questions about technology, learning, or Google features.</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. Type appropriate information into group chats. Log out if you are feeling uncomfortable.</td>
<td>If you need help or have concerns, send a private email to your teacher. Stay on topic when responding to prompts or completing activities or assignments. Do your best to complete the activities that are provided. Speak up and reach out. Your teachers want to support you, and we are all in this together!</td>
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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...
Behavior Matrix, 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?”