

ST. STEPHEN ELEMENTARY SCHOOL



PARENT NEWSLETTER



MAY 04, 2020



FROM THE Administration...

We now have the opportunity to get your children's belongings to you. During May 05-07, a parent from each household can visit the school to retrieve their children's belongings at the scheduled time according to the first letter of their last name. The schedule of dates and times for retrieval of belongings is posted on the main page of our SSES web-site at sSES.nb.ed.nb.ca. We will be taking all necessary precautions as set out by the government for COVID-19 safety.

We miss your children very much, and hope they are enjoying their online learning options. If you have any questions, please don't hesitate to reach out to the teachers. Take care and stay safe.

~Mrs. Colleen Winchester; Principal

~Mrs. Courtney Parsons; Vice Principal

FROM THE Guidance Counselor...

School classrooms are busy places where children learn all sorts of things, including social and emotional learning. Students learn how to express and cope with feelings, set goals and get along with others. You can help your child work on these skills at home, too. Here is a social-emotional learning activity that can help your child manage emotions and work on social skills—and have some fun with you along the way. This activity is designed to fit easily into daily routines.

Starfish and Tornadoes

The goal: To help kids notice how much energy they're feeling inside. When they know they have too much energy, they can either use their own calming skills or ask for help from a trusted adult.

How to play: Make a picture of a thermometer. Draw a starfish at the bottom and a tornado at the top. Ask if your child feels calm and peaceful like a starfish or revved up like a tornado. When your child is feeling over-energized, brainstorm together about ways to feel more like a starfish. For example, bouncing a ball to help release some of that energy.

Try playing this game at different times of the day and help your child describe the energy levels. For example, if you play first thing in the morning, you can say, "You like to snuggle and watch cartoons." Or, "I bet you could run up and down the stairs five times before I finish making breakfast!"

Keep in mind: Self-awareness can help kids build a skill called self-regulation. Self-regulation is about managing your internal energy. It helps kids manage their emotions and their body movements during tough situations. It also helps them pay attention and learn. Please watch this video for more information about this activity.

<https://www.lynnkenney.com/starfish-and-tornadoes-a-self-regulation-conversation/>

~Mrs. Jessica Bellis, Guidance Counselor



FROM THE Community Schools' Coordinator...

Our local food bank is prepared to provide extra snacks and breakfast foods for any families who are feeling the pinch due to the change of circumstances Covid-19 has brought about. Funding has gone to the foodbank for this specific purpose so please do reach out if you could use a little help. You do not have to wait until the cupboards are bare! Contact Donna at 466-4995 vcc@nb.aibn.com

If transportation is an issue, Charlotte Dial-a-Ride are doing deliveries. Call 466-4444 or e mail dispatcher-dialaride@nb.aibn.com

Our Community School Coordinator can be reached at Catriona.mclanaghan@nbed.nb.ca if you have any questions about accessing food or transportation.

~Catriona McLanaghan; Community Schools' Coordinator

FROM THE Resource Teachers...

Time is an abstract concept for many learners- especially young learners.

A visual timer (such as a stopwatch on cellphone, egg timer, or microwave timer) is a versatile tool to support and promote engagement for all learners. Timers can make participation in important events and necessary activities more tolerable and manageable for all involved. Timers can make transitions easier for everyone. For example, set the timer to indicate when a change will occur- "In ___ minutes we will ____". Little reminders of lapsed time can be important when transitioning from preferred activities.

Focus can be an issue and again, visual timers can be an ideal solution for staying on track (ex. "You have ___ minutes to complete ___").

Lastly, it can be a challenge to have a learner to engage in nonpreferred activity. A visual timer can lay out the expectation for a learner in a way he or she can understand and allows him or her to see when the task will be done.

~ Tara Scott, Lindsay Russell-Samways, Amy Mann, Lisa McAllen; EST-Resource Teaching Team

