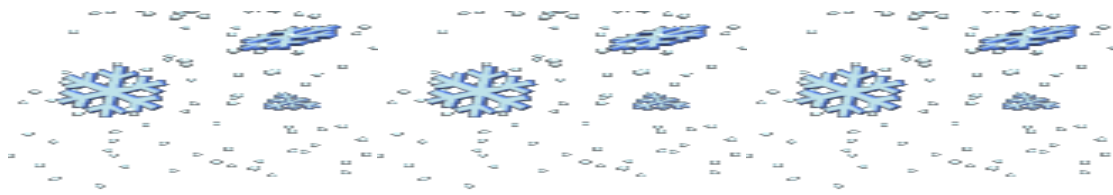


SANDOWN NORTH ELEMENTARY SCHOOL



FEBRUARY 2017 NEWSLETTER



FROM THE DESK OF JO-ANN GEORGIAN, PRINCIPAL

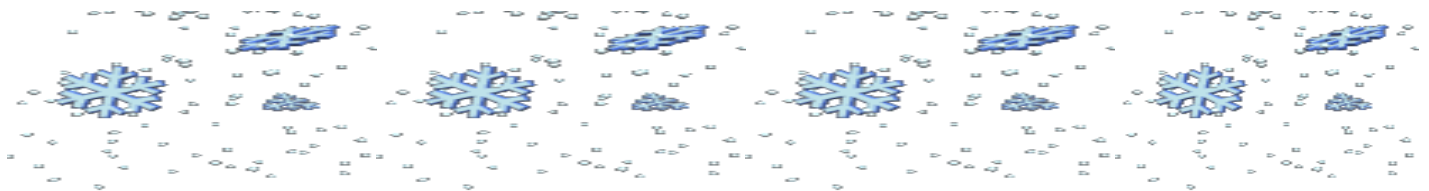
Recently, I have heard many comments from parents that they are so impressed with the staff in this building. This compliment is not limited to the classroom teachers, but is expressed about all who work at North. Students are supported in such a way that they feel safe to take risks in their learning and always know where they can go for support, whether it is academic, emotional, or behavioral support that they need. Teachers think outside the box on a daily basis to do what is right for our students. Our families are engaged in working closely with us; our volunteers smile in the halls and in the classroom, and our PTA offers activities for fun and that pull us all together as a community. When I share with others outside of this learning community, I hear: "You're so lucky!" I am; we all are!

Our students are currently taking part in the tripod survey. Mrs. Stafford and I have been working with others to help administer it. The purpose of the survey is to hear the students' voices about life in their classroom as well as life in the building. The surveys are anonymous, just linked to the school, grade, and classroom. Our teachers, including our Unified Arts Specialists, will receive their information and will use what they have learned to grow and make changes if they think they are needed. It is not an evaluative tool for our teachers but rather a piece of information that they can use to reflect and grow.

Our students learn from the adults in the building but they also learn from each other. In their Guided Reading groups, they share interpretations, predictions, and their connections to text with each other. When they tell what they are thinking while supporting their statements with details from the readings, their learning is enhanced and deepened. Talking about reading is powerful. Students may not always agree with a conclusion another reader has drawn, but their questions lead to even deeper thinking. Adults look forward to talking with others about books they are reading, thus the popularity of Book Groups. The conversation helps adults to expand their way of thinking. This occurs for our students as well. Our children have the opportunity to work and think in

small groups and also have opportunities to conference with their teacher regularly. Teachers ask high level questions that force students to think deeply about text. They may ask their student to read the part of the passage that supports the answer the child has given. When the student is reading aloud, the teacher notes the fluency with which the child reads. Round Robin Reading, which many of us experienced, is no longer a practice in our classrooms. When students were taking turns reading aloud, one by one, they often stopped paying attention to the message of the text after their turn. In addition, Round Robin Reading caused some students to feel anxious and their anxiety led to trouble reading the words fluently. Now, when they are asked to read aloud in front of others, it is a part of the book or passage that they have already practiced reading silently. When a student is reading with a teacher, s/he may be asked to read aloud so that the teacher can gain information that will guide his/her instruction for the child.

All students have strengths and challenges as learners and all students have interests. Staff members work to support and to challenge each of our learners.



NEWS FROM THE ASSISTANT PRINCIPAL

I continue to work closely with our bus drivers to help ensure that our students have a safe, comfortable bus ride both to and from school. Although this work is ongoing, I am pleased with the fact that the number of bus problems are significantly declining. Drivers are letting Mrs. Georgian and me know about those students who are always following the bus expectations and helping to make the ride better for everyone. Mrs. Georgian is making sure that those buses and students are being recognized at our Monday Morning Meetings. I appreciate our drivers recognizing the positive ways students are behaving on the bus and sharing this with us. I am encouraged by the positive outcomes we are seeing and more importantly, it is making for a better ride for students both to and from school. Please let me know if you have any questions or concerns regarding the bus. When the school, staff, parents and bus drivers work together, it truly makes a difference and benefits our students.

Nancy Stafford
Assistant Principal
887-8505 x 7500

nancy.stafford@timberlane.net

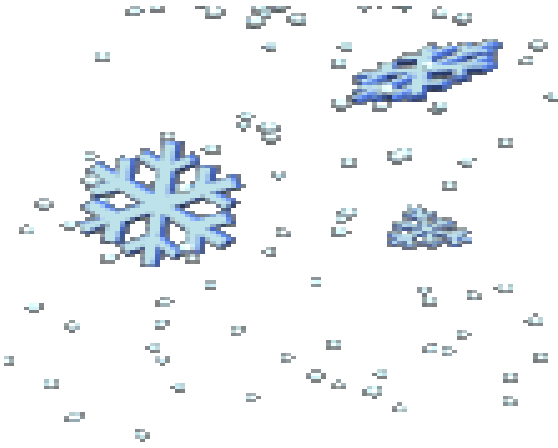
TECHNOLOGY NEWS

February 2017 Technology Fundamental Skill

Sign-In: One of the first skills that students learn in technology class is computer and account login protocols. Each student is given a unique username and password to access their network storage and online learning accounts. These credentials allow students to store and retrieve documents and work toward progressive skill mastery through tutorials and practice. To keep their accounts secure, students are taught to keep their passwords private. Only parents and teachers should have access to school related account credentials. Also, students are expected to logoff when they are leaving their computer station. If students find that another student has forgotten to log off, they are expected to log off for the student who forgot.

Remembering usernames and passwords can be a challenge. It would be super helpful if you could ask your child to demonstrate how they log-in to Learning.com or MobyMax. Students in grades 3 – 5 should also be able to show you how they log in to their Timberlane managed Google Account (GApps). GApps access is useful for general school work, and essential for online Blizzard Bag participation. If they are having trouble, supported practice would serve them well.

Justine Bentley-Melle, Technology



SCHOOL COUNSELOR

Hello Sandown North!

I hope you all had a wonderful break! I have updated the list of Second Step lesson topics that I have been working on with students in the classrooms this winter. Each grade level lesson is tailored to the social/emotional needs of that specific age group. If you have any questions about the Second Step program, please don't hesitate to contact me for more information.

I also wanted to share that the TIGER performance group from Plymouth State University came to Sandown North this month and performed, "Let Your Star Shine" for our 3rd, 4th, and 5th graders.

First Grade:

Rotating Schedule (Difeo, Douglas, McDonough-once a week, Mondays), (Low- once a month)

Unit 1 Skills for Learning- Students will gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and to be assertive when asking for help with schoolwork.

Lesson 1: Listening to Learn, Lesson 2: Focusing Attention, Lesson 3: Following Directions, Lesson 4: Self-Talk for Learning, Lesson 5: Being Assertive

Second Grade:

Once a month

Unit 2 Empathy- Students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.

Lesson 5: Identifying Feelings, Lesson 9: Showing Compassion

Third Grade:

Once a month

Unit 2 Empathy- Students learn to identify and understand their own and other's feelings. Students also learn how to take another's perspective and how to show compassion.

Lesson 9: Showing Compassion, Lesson 10: Making Friends

Fourth Grade:

Once a month

Unit 3 Emotion Management- Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.

Lesson 12: Calming Down Anger, Lesson 13: Managing Anxiety

Fifth Grade:

Once a month

Unit 3 Emotion Management-Students learn specific skills for calming down when experiencing strong feelings, such as anxiety or anger.

Lesson 11: Managing Anxiety, Lesson 12: Managing Frustration

This performance really focused on diversity and building self-esteem. Part of their message was to celebrate everyone's differences and to treat others with respect which tied in nicely with our STAR behaviors and was a great way to start 2017!



☺ Ms. Hickey

School Counselor

Ext. 7543