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**Lockard Elementary School**

 

News Letter

 COVID-19, school closures, distance learning, business closures, alternate schedules, and activity shut-downs constitute reasons for changes in adults’ and students’ social-emotional health. I have engaged with faculty, staff, students, and parents during many of the changes and have witnessed the effects of various social-emotional issues. Although life has changed and people’s reactions differ, we are not helpless.

In previous newsletter articles, I shared tips on helping students learn at home and COVID safety tips. Here I want to share information related to social-emotional health. The chart below includes age groups, reactions, and how to help. The reactions column lists typical behaviors of children who are experiencing trauma or stress. The How To Help column lists actions that will help children experiencing trauma, anxiety, and changed behaviors. The chart came from The National Traumatic Child Stress Network at <https://www.nctsn.org/what-is-child-trauma/trauma-types/disasters/pandemic-resources>.

Principal’s Message

Music Room

Students have been reading the Freddie the Frog series. They gave learned the lines and spaces of the Treble Clef as well as the practicing reading and playing rhythm.

C.Ray, Music Teacher



**Daphne Heflin-Principal**

**Terrell Hayes – Assistant Principal**



 Linda Rule – Parent Liaison Parent Center Hours - Monday-Friday 8:00AM-3:00PM

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| **Age Group Reactions How To Help** |
| PRESCHOOL | Fear of being alone, bad dreams Speech difficultiesLoss of bladder/bowel control, constipation, bed-wettingChange in appetiteIncreased temper tantrums, whin- ing, or clinging behaviors | Patience and toleranceProvide reassurance (verbal and physical)Encourage expression through play, reenactment, story-telling Allow short-term changes in sleep arrangementsPlan calming, comforting activities before bedtime Maintain regular family routinesAvoid media exposure |
| SCHOOL-AGE(ages 6-12) | Irritability, whining, aggressive behaviorClinging, nightmares Sleep/appetite disturbancePhysical symptoms (headaches, stomachachesWithdrawal from peers, loss of interestCompetition for parents’ attentionForgetfulness about chores and new information learned at school | Patience, tolerance, and reassurancePlay sessions and staying in touch with friends through telephone and Internet Regular exercise and stretchingEngage in educational activities (workbooks, educational games) Participate in structured household choresSet gentle but firm limitsDiscuss the current situation in your community and encourage questions. Include what is being done in the family and communityEncourage expression through play and conversationHelp family create ideas for enhancing health promotion behaviors and main- taining family routinesLimit media exposure, talk about what they have seen/heard including at schoolAddress any stigma or discrimination occurring and clarify misinformation |
| ADOLESCENT(ages 13-18) | Physical symptoms (headaches, rashes, etc.)Sleep/appetite disturbanceAgitation or decrease in energy, apathyIgnoring health promotion behav- iorsIsolating from peers and loved onesConcerns about stigma and injusticesAvoiding/cutting school | Patience, tolerance, and reassurance Encourage continuation of routinesEncourage discussion of pandemic experience with peers, family (but do not force)Stay in touch with friends through telephone, Internet, video gamesParticipate in family routines, including chores, supporting younger siblings, and planning strategies to enhance health promotion behaviorsLimit media exposure, talk about what they have seen/heard including at schoolDiscuss and address stigma, prejudice and potential injustices occurring during the pandemic |

If your child is experiencing social-emotional issues, and you need extra support for your child, please reach out to our office staff. We will direct you to the school counselor, who will provide tips, insights, and resources for you and your child.

Library Life

Happy February!

What a great month! We have Groundhog’s Day, Valentines Day, Presidents Day, and Black History Month. Check out our February rooms in **Lockard Little Library (LLL)!**

This month we will be reading **Junie B. Jones** and **The Magic Treehouse** as well as studying text features and dictionaries.

Be sure to go to your library course to check out all of these great resources:

\*LLL which has new February rooms with winter themes.

\*You may use EPIC every day as well. Click on the word EPIC and use the class code ayh5887.

\*You may use JLG every day. Username and password is Lockard.

\*One other source you may use is **Mackin VIA**. This is available in Clever.

 As always, happy, happy reading to all of you,

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Mrs. Burkett

February Parent of the Month

Tambria Turner-Groves

February Student of the Month

Londyn Sibley

 **Be a problem solver! Be an Upstander**

One way to be a problem solver is to help someone who is being mistreated or bullied by others. One lesson that I like to use is called, “Be an Upstander” and it gives four ways to help someone who is being mistreated.

1**. Be a Buddy** – just walk up and stand by the person being mistreated. This will show that he has someone on his side.

2. **Interrupt** – just walk up and ask the person being mistreated if he want to go shoot basketball or go to the other end of the lunch table.

3**. Speak Out** – Tell the person who is doing the mistreating that it is not right and to stop. Others will probably notice and come stand with you.

4**. Tell Someone** – tell an adult close by what is happening and let him/her handle the problem.

These are quick and easy steps to help solve a problem and to be an Upstander.

Mason’s Counselor Corner

February Teacher of the Month

Angela Taylor

February Calendar 2021

* Math Biwekly – 2/4/21
* ELA Biwekly – 2/11/21
* Report Cards Issued – 2/12/21
* Presidnt’s Day (Students Only) – 2/15/21
* Virtual Well-being Workshop – 2/17/21
* Math Biweekly – 2/18/21
* ELA Biwekly – 2/25/21
* Parent Reports Issued – 2/25/21-3/5/21