

Good Morning, John Muir Families,

I hope this email finds you healthy and safe. Over the past week, I have been so impressed by our community coming together to support one another. I have received many emails from families offering to help deliver food, donate food, and praise our teachers for the incredible work developing remote learning experiences. Thank you for all the positivity.

In an effort to support our community, we have staff members calling all 412 JME families to make sure they have their basic needs met during the school closure. The incoming call will show up blocked as our staff members are using their personal phones and we have asked them to block their number for privacy.

Routines and Predictability

As we continue our school closure, it is important to establish a routine at home. Students thrive with consistency and predictability. I understand that families have varied schedules and arrangements for childcare and that students have varied levels of support during the day. With that, I encourage all families to create a consistent routine that works for them. An example of this might be writing on sticky notes the tasks that need to be accomplished for the day and allowing your child to pick which task they want to complete first and so on. It could also include scheduling blocks of time for reading, writing, and math and encouraging your child to select their own guided learning during those times. Perhaps, the day is filled with cuddles and games, and that is okay too. Which ever path you choose; I do encourage all families to make their child's day as predictable and consistent as possible to support their students academic and social well-being.

Remote Learning Updates

One way we are supporting families at home is with consistent remote learning experience posted to teacher's PowerSchool. Teachers will be updating their PowerSchool Learning page weekly with new ideas, activities, and projects that reinforce previous skills, creativity, and cognitive engagement. You can check out the new learning experiences every Thursday morning. At the end of this email, you will find links to JME's PowerSchool sites.

Emotional health

Children may feel stressed or anxious about current events. It is important not to overload them with information and to think carefully about their exposure to news media. This article from the New York

Times (<https://parenting.nytimes.com/childrens-health/coronavirus-kids-talk>) may be a helpful starting point in thinking about how to talk to children about COVID-19. Our counselor Ms. K has worked to help students learn many ways to cope with anxiety, including bolstering their emotional intelligence through zones of regulation as well as deep breathing and mindfulness strategies – *ask them to tell you their favorite method to calm down.*

Food and Technology

The LWSB is offering food to students who need it during the school closure. Go to

<https://www.lwsb.org/students-families/grab-go-student-meals> to find out more information.

The LWSB is also offering computers to students who do not have computer access at home. It takes about 24 hours to process requests, with the last pick-up day being March 27th. Please get your request in ASAP if your student needs a computer at home.

<https://forms.office.com/Pages/ResponsePage.aspx?id=P2fUH5bfIUaGOKHYjEyF1wkFiydzkpROtKnDWi7MxXdUMVI5U1U3T0IJRIk2UlozSkRIM0tBMUVOUy4u>

Schoolwork

It's important for students to continue their learning as much as possible during this time. Students have access to our online tools from home; including PowerSchool, LEXIA and Dreambox. These are great resources to keep your students academically engaged while out of school. In addition, here are some ideas for maintaining learning:

- Complete at least **30 minutes of independent reading** per day.
- Respond to this reading, either with an adult at home or in written form, possible response ideas in ascending grade level order (k to 5):
 - Explain a text-to-text connection you made
 - Describe the character(s) and setting
 - Explain if the setting changed
 - Write what you visualized, or pictured in your mind, while you read
 - Name the main character and explain an inference you made.
 - Give the clue(s) you used to make the inference

- Name a comprehension strategy (visualizing, inferencing, asking questions, wondering) you used and how it helped you understand the text
- Name the main character and explain the problem they are facing and a clue in the story that helped you figure out the problem.
- **Keep a Writing Journal** (this can be therapeutic for adults as well). Writing every day is important for daily learning routines. This journal could include many different topics, e.g. what students are doing at home, mini-essays on self-selected topics, letters to friends, relatives, people in senior centers, etc.
- **Art** is also a great way to engage your child(s) brain and creativity!
 - **Recyclable projects**-Kids have so much fun with everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging. Throw in a hot glue gun and you have hours of entertainment.
 - **Drawing/writing prompts**-There is a great book called *642 Things to Draw* that is filled with drawing prompts like draw “a cereal box” or “goldfish bowl”. Have your student create one still life or self-portrait every day by looking in a mirror and practicing observation techniques. Students can illustrate a daily journal or take a walk through the park and make scientific observations while they sketch.

PowerSchool Access:

To access PowerSchool, visit <https://www.lwsd.org/students-families/for-students-and-families> and click on PowerSchool Learning.

We have included videos on how to access PowerSchool:

<https://www.wevideo.com/view/1612853849> (English)

<https://www.wevideo.com/view/1615290161> (Spanish)

Student Logins and Passwords:

Student log-in usernames are usually an ‘s’ followed by a dash and the student’s first initial and last name, all in lower case.

Student: Willie Makitt Log-in username: s-wmakitt

In some cases, usernames contain the first two or three letters of the student’s first name.

If you need help resetting your student's password, please go to <https://www.lwsd.org/help/password-registration-and-recovery>

Parent technology questions can be directed to parentquestions@lwsd.org

Access to Grade-Level PowerSchool Pages:

To access grade level PowerSchool pages directly, please use the links below:

Preschool: https://lwsd-my.sharepoint.com/:o/g/person/enanneman_lwsd_org/EkgqXurQwRtMhGxmlIDd3dwBKtpHoGqxL8ji_2Cio_sRMQ

Kindergarten: <https://lms.lwsd.org/closh/kindergartengradelevel>

First Grade: <https://lms.lwsd.org/ashiels/jme-1stgrade19-20>

Second Grade: https://lms.lwsd.org/kshort/jme-2ndgrade19_20

Third Grade: <https://lms.lwsd.org/garnold/jmethirdgrade2020>

Fourth Grade: <https://lms.lwsd.org/kasobrien/jme4thgrade>

Fifth Grade: https://lms.lwsd.org/nkanehen/jme5thgrade2019-2020/cms_page/view

ELL: https://lms.lwsd.org/dihenderson/jme-ell19_20

Safety Net/Intervention: https://lms.lwsd.org/eeggert/jme-safetynetintervention/cms_page/view

Special Education: <https://lms.lwsd.org/do/share/eclass/12069342?k=b95609b93f82ff68cfcbe85933d6e61e63db593e>

Library: https://lms.lwsd.org/zcyphers/jme-library19_20

Music: <https://lms.lwsd.org/bbranchfield/musicatjohnmuir>

PE: https://lms.lwsd.org/kelliott/peatjohnmuir/cms_page/view

Principal Page: https://lms.lwsd.org/bballard/principalpage/cms_page/view

I know that is a difficult and stressful time for all of us, and I encourage you take the time to take care of yourselves, your families and your neighbors.

Respectfully,

A handwritten signature in black ink, appearing to read "A. Boughton". The signature is written in a cursive, flowing style.

Ashley Boughton

Principal