

**Dear Center School Parents/Guardians:** (Week 3 of remote learning)

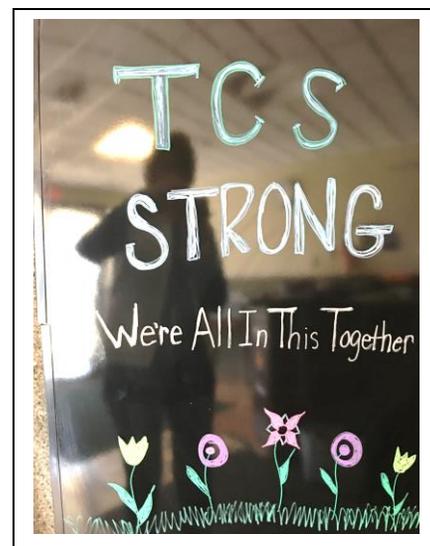
**Students, please watch week 3 video message from the Principal found on the school website, ("home instruction" page.)**

We made it to Spring Break! Everyone deserves thanks for assisting our students over the past 3 weeks. We are all exploring new territory while re-writing the protocols for delivering academic instruction and related services from a distance. This is not an easy task, nor is it a temporary one.

As it stands now, we will be returning to remote learning after Spring Break on Tuesday April 14 in our homes. Hence, we need to forge on and continue the tremendous collaboration effort we have begun.

On Thursday, April 2, counselors and administration met with families during a Parent/Guardian Therapeutic Meeting. We were able to share strategies, common challenges, suggestions, and more about remote learning. We are acting upon this feedback to improve our remote learning program. We appreciate the time of those who attended and will be holding future meetings to help support our families as we work through this together. You are not alone in this.

Enjoy the Spring Break.



## **FROM THE CLASSROOMS:**

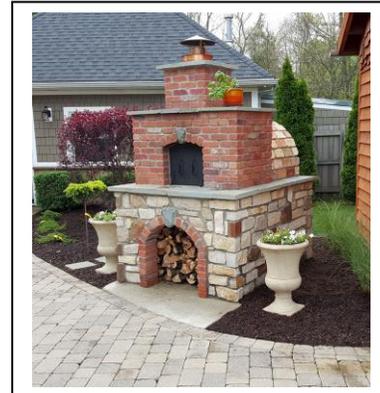
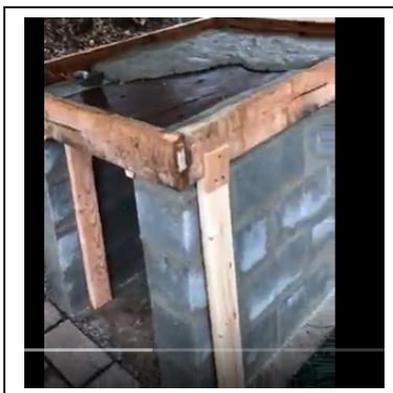
### **High School**

From Dr. Rebhuhn: *A man wanted to show that you could do almost anything even during social distancing, so he ran a marathon on his porch. One lap around the porch was 14 feet in distance. There are 5,280 feet in a mile, and a marathon is 26.2 miles long. Without using a pencil and paper, estimate the number of laps that he ran.* This is an example of a number talk. The idea is to have students figure out how to think about arithmetic and to share their approaches so they can see there is ALWAYS more than one way to solve a problem. Feel free to let us know how you approached the problem.

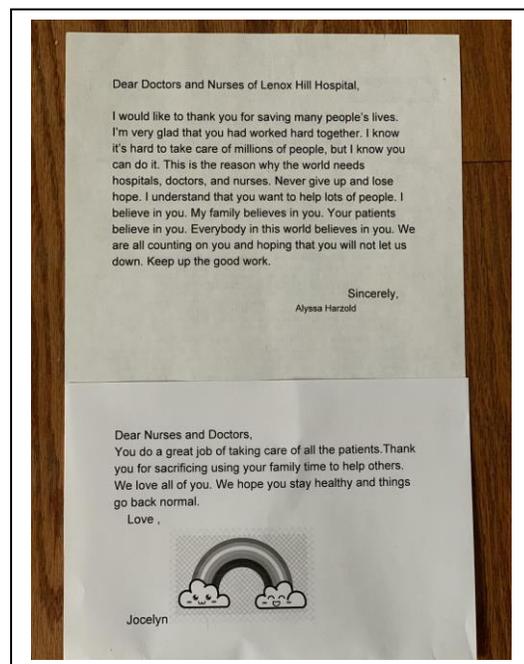
Today each of Mr. Miller's History classes participated in a virtual historic show and tell. Many of Mr. Miller's students participated in the activity by showing off historic items from their house to their classmates on camera. Items showcased included historic currency, World War 2 medals/dog tags,



antique telephones, prehistoric fossils, an NFL game football, and an electric motor. Mr. Rinaldi even got involved by showing off a few historic artifacts of his own. Mr. Miller ended each show and tell session by sharing a video of a home project that he has been working on. Students were asked to guess what Mr. Miller is constructing in his backyard based on the evidence in the video. Several students guessed the correct answer ---- a Pizza Oven!

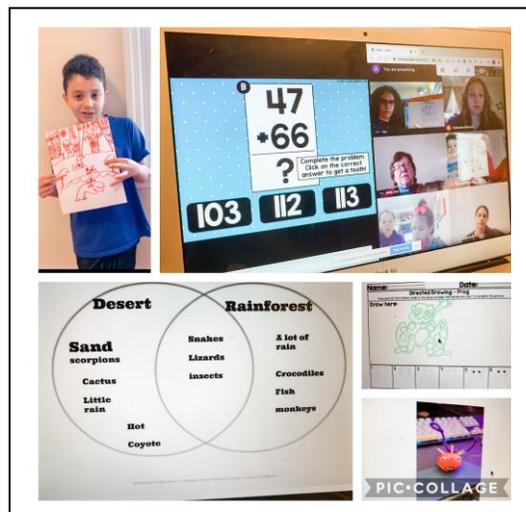


All of Ms. Livelli's classes continued with virtual meet classes. It is nice we can all see our classmates and make a social connection with them. In all our LAL classes we viewed the video clip, "Rising Up Across America-Saluting the Heroes Saving Lives". We spoke about all the people who are working hard to keep us safe. Since my son is an ER Nurse at Lenox Hill Hospital in NYC, we decided it would be nice to write thank you cards to thank all of the medical staff. The letters were beautiful and much appreciated by my son and the nursing staff. Students also finished our novel, "20,000 Leagues Under the Sea" and watched the movie together through meet to compare and contrast both the book and movie.



## Elementary School

Students in the Elementary School continued their study of habitats and biomes in Science. In Mr. Everett's class students began working on writing personal narratives. Students looked at generating writing ideas and breaking them down into small writing seeds! In math



students continued their work on finding the perimeter and area of shapes. Students in Ms. Bailey's Math class were adding and subtracting fractions and



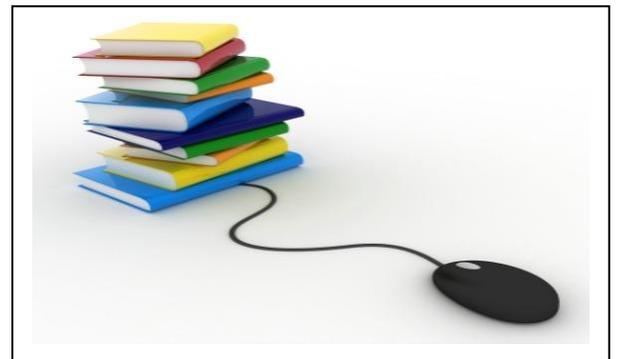
converting improper fractions to mixed numbers. In Language Arts, students in Ms. Bailey's class were working on setting and character traits and finishing Charlie and the Chocolate Factory. Students in Mrs. Sheeley's class used Quizziz in Math to help us

understand how division and multiplication are related operations. Students also studied the pond habitat using nonfiction texts and videos and completed a directed drawing of a frog and its life cycle. One of our favorite assignments in Mrs. Sheeley's class this week was sharing a family memory in Seesaw. Students talked with their family about a favorite family memory and then posted drawings, videos and stories to Seesaw sharing their memory. We also read the book "The Most Magnificent Thing" by Ashley Spires in which a girl and her pup set out to create the most magnificent thing. We were able to make text to self-connections and learn that we should always try again when something does not go just right the first second or even third time. Students then used materials they found around the house to create their very own most magnificent thing! Our students continue to work hard to grow and learn using many new digital learning platforms.

### **Reading and Literacy Support**

Reading and Literacy Support had a fun and interactive week working with all of the students. Some students illustrated their final Fairy Tales to depict the details as found in the text. Others are practicing sight words and decoding principles as they continue to grow in skills. Following written directions is fun in a colorful game format for students to complete pictures.

Older students have enjoyed the short stories through shared reading. They have been able to exhibit their literal and inferential comprehension as well as contextual vocabulary. Using Cloze stories, students are decoding from the word lists with single, multiple syllabic words, prefixes, and suffixes. These paragraphs provide the opportunity for our students to apply the O-G principles of decoding and encoding.



Wishing all of our students and families a safe and restful spring break. Looking forward to seeing all students, albeit remotely, on April 14th.

### **Speech and Language**

Many students were busy playing games to practice categorization skills, inference abilities, social skills, and transitional phrases. Some students were learning and reviewing an assortment of prefixes (i.e. sub, sym), roots, (i.e. phon, ped) and suffixes (ex. -tial, -cial) of words. While other students are learning and practicing the writing process by formulating descriptive, informative, and persuasive writing pieces. We are proud of their hard work. Enjoy your time off!

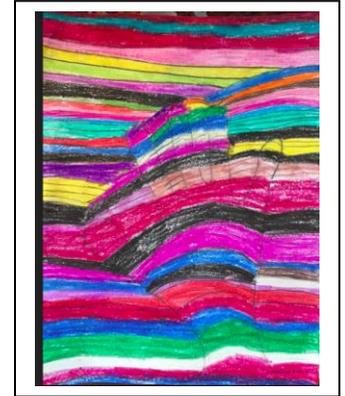
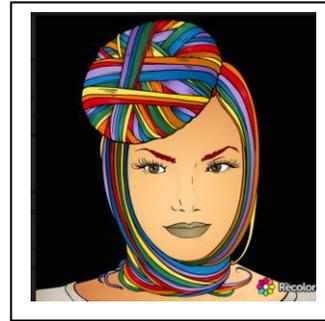
### **Phys. Ed.**

This week the High School wrapped up a unit where we practiced different yoga and meditation work-outs. Students showed a lot of progress in the short time that we had to work on our poses, many being able to do the more difficult ones they could not accomplish a week or two ago. After spring break, they will be learning different fitness trends from the past 6 decades starting with the 60's and 70's. Elementary School showed off their dance skills with a Fortnite dance themed Tabbata work out earlier in the week. Today they began their Marvel Avengers training, learning exercises from Spider-man, Thor, and Ironman!

Middle School Health spent the week watching "What Would you Do" videos from the popular ABC TV show. The students' comments were thought provoking and really made them think what they would do in various situations. They finished the marking period with a quiz and although there were some technical problems, they all did great.

**Art**

Elementary School students made step-by-step drawings of their choice. The High School and Middle School students completed work on art related research papers or individual art projects.



**Music**

Elementary students watched Classicsforkids.com on google presentation. Students viewed all the instruments of the orchestra and listened to each family which include Brass, Strings, Woodwinds, and Percussion. They were then asked questions about each family. Middle School students completed powerpoint presentations on Classical Composers. They also used youtube to play a music game called "Name the Movie Theme Song."

Some High School students watch excerpts of the show "Stomp", a Broadway Show which uses household items, basketballs, kitchen utensils, brooms, and mops to create unique rhythm patterns. Some students also played piano and drums for me. We even squeezed in another play practice online. Have a great break.

**Bistro**

Bistro classes worked on planning their ideal meals to be served in the Bistro. They planned their slide presentations with consideration for nutrition, temperature, color, texture, flavor and shape. They also listed all serving components needed as well as accompaniments for a well-stocked appealing display of food.

**Career and Financial Planning**

Ms. Slovik's Career and Financial Planning and Career Exploration classes learned about the differences between wants and needs as they relate to budgeting. In addition, students practiced check writing and keeping track of their finances through check registers.

**How to Use a Check Register**

Name	Date	Description of Transaction	Payment or Cash	Balance
ATM	6/1	ATM Withdrawal	20.00	201.00
ATM	6/2	ATM Withdrawal	20.00	181.00
ATM	6/2	ATM Withdrawal	20.00	161.00
ATM	6/2	ATM Withdrawal	20.00	141.00
ATM	6/2	ATM Withdrawal	20.00	121.00
ATM	6/2	ATM Withdrawal	20.00	101.00
ATM	6/2	ATM Withdrawal	20.00	81.00
ATM	6/2	ATM Withdrawal	20.00	61.00
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ATM	6/2	ATM Withdrawal	20.00	21.00
ATM	6/2	ATM Withdrawal	20.00	1.00
ATM	6/2	ATM Withdrawal	20.00	-19.00
ATM	6/2	ATM Withdrawal	20.00	-39.00
ATM	6/2	ATM Withdrawal	20.00	-59.00
ATM	6/2	ATM Withdrawal	20.00	-79.00
ATM	6/2	ATM Withdrawal	20.00	-99.00
ATM	6/2	ATM Withdrawal	20.00	-119.00
ATM	6/2	ATM Withdrawal	20.00	-139.00
ATM	6/2	ATM Withdrawal	20.00	-159.00
ATM	6/2	ATM Withdrawal	20.00	-179.00
ATM	6/2	ATM Withdrawal	20.00	-199.00
ATM	6/2	ATM Withdrawal	20.00	-219.00
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## **Life Skills**

Life Skills 1 and 2 students continued their virtual learning by practicing money skills. Students were tasked with counting change, identifying coins, and adding the coins to calculate the total amount. This life skill will aid them when out in the community and making purchases, ensuring they receive the correct change.

## **Financial Literacy/Planning**

Students continued to show improvement on navigating their distance learning and focusing on finding a percent of a number. This skill can be applied when the students are working or need to find a discount, sales tax, creating a budget, or calculating paycheck deductions.

## **Therapeutic Dept.**

High School counselors discussed with their groups many of the fears and anxieties, the students had about the virus and how they feel it is impacting their learning. Many students are now realizing that they miss the school environment, socializing, and the help they always receive when homework is assigned. This new norm is uncomfortable for them and challenging to navigate. We looked at ways to ease their frustration and worry regarding the pandemic by suggesting that they speak to us, tell their teachers what about the work is causing them angst, and most importantly, communicate to their parents how they are feeling. We also stressed that they are not alone, and we are here when they need us. Reminding the students that they have resources at their disposal seemed to put their minds at ease.

Mr. Coronado's Middle School groups begin a project where they are presenting their favorite hobby. This is helpful in getting to know where, how, and why certain students have the interests that they do. Many of them have important memories of how they started their hobbies.

Mr. Coronado's Elementary groups practiced progressive muscle relaxation. It is a technique that teaches students to tense and relax their various muscle groups. This is a technique that is especially helpful when anxious, and fearful feelings or thoughts are present. We are working on building our coping skills toolbelt to equip families at home with some tools for emotional regulation.

Mrs. Gorski's Groups viewed a "What Would You Do Video" about a teen who was constantly playing the game Fortnite. His parents were trying to have a conversation with him at a restaurant while he was ignoring them and other patrons got involved. Students discussed what they may have done if they were at the restaurant watching this occur. Our counseling interns sat in on the group this week and were able to give their own perspectives on the situation as well.

Mrs. Gorski held a google meet Peer Mentoring session this week allowing the students to get together and speak to their mentors during this confusing time. The meeting lasted a full hour and nobody wanted to leave. It was nice to see their interactions and how happy they were to see and speak to one another. Another brief meeting was scheduled for Friday before spring break upon their request.

## **Wellness: Covid-19 Guidance – Mrs. Marino**

### **STAY CALM, LISTEN, AND OFFER REASSURANCE**

- Be a role model. Children will react to and follow your reactions. They learn from your example.
- Be aware of how you talk about COVID-19. Your discussion about COVID-19 can increase or decrease your child's fear. If true, remind your child that your family is healthy, and you are going to do everything within your power to keep loved ones safe and well. Carefully listen or have them draw or write out their thoughts and feelings and respond with truth and reassurance.
- Explain social distancing. Children probably don't fully understand why parents/guardians aren't allowing them to be with friends. Tell your child that your family is following the guidelines of the Centers for Disease Control and Prevention (CDC), which include social distancing. Social distancing means

staying away from others until the risk of contracting COVID-19 is under control. Showing older children the "flatten the curve" charts will help them grasp the significance of social distancing. Explain that while we don't know how long it will take to "flatten the curve" to reduce the number of those infected, we do know that this is a critical time—we must follow the guidelines of health experts to do our part.

- Demonstrate deep breathing. Deep breathing is a valuable tool for calming the nervous system. Do breathing exercises with your children.
- Focus on the positive. Celebrate having more time to spend as a family. Make it as fun as possible. Do family projects. Organize belongings, create masterpieces. Sing, laugh, and go outside, if possible, to connect with nature and get needed exercise. Allow older children to connect with their friends virtually.
- Establish and maintain a daily routine. Keeping a regular schedule provides a sense of control, predictability, calm, and well-being. It also helps children and other family members respect others' need for quiet or uninterrupted time and when they can connect with friends virtually.
- Identify projects that might help others. This could include: writing letters to the neighbors or others who might be stuck at home alone or to healthcare workers; sending positive messages over social media; or reading a favorite children's book on a social media platform for younger children to hear.
- Offer lots of love and affection.

#### MONITOR TELEVISION VIEWING AND SOCIAL MEDIA

- Parents/guardians should monitor television, internet, and social media viewing—both for themselves and their children. Watching continual updates on COVID-19 may increase fear and anxiety. Developmentally inappropriate information, or information designed for adults, can also cause anxiety or confusion, particularly in young children.
- Dispel rumors and inaccurate information. Explain to your child that many stories about COVID-19 on the internet may include rumors and inaccurate information. Older children, in particular, may be accessing a great deal of information online and from friends that contains inaccuracies. Talk to your child about factual disease information.
- Provide alternatives. Engage your child in games or other exciting activities instead.

#### TAKE TIME TO TALK

- Let your children's questions guide you. Answer their questions truthfully, but don't offer unnecessary details or facts. Don't avoid giving them the information that experts indicate as crucial to your children's well-being. Often, children and youth do not talk about their concerns because they are confused or don't want to worry loved ones. Younger children absorb scary information in waves. They ask questions, listen, play, and then repeat the cycle. Children always feel empowered if they can control some aspects of their life. A sense of control reduces fear.

#### BE HONEST AND ACCURATE

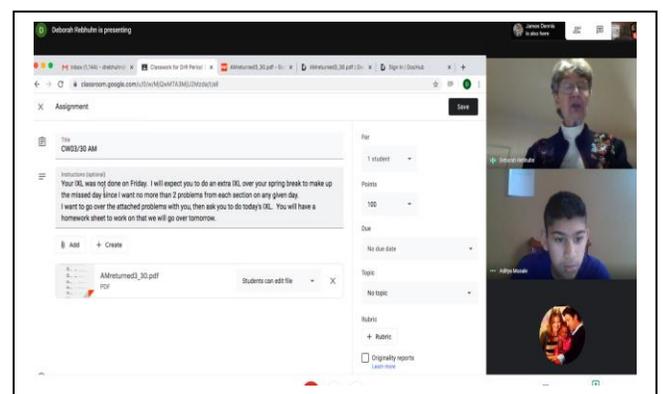
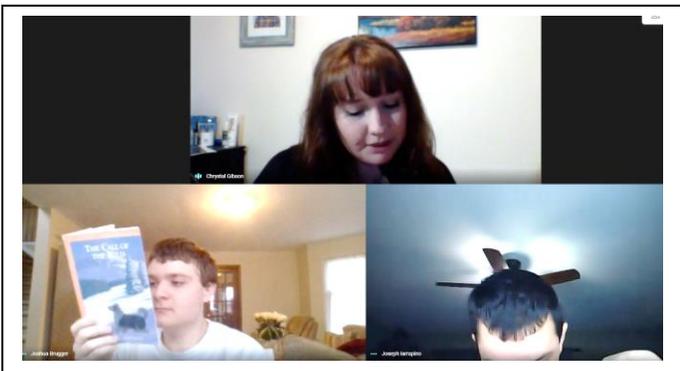
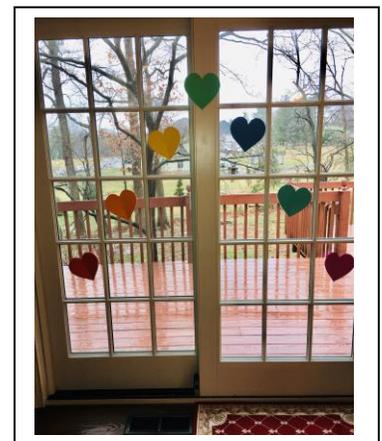
- Correct misinformation. Children often imagine situations worse than reality; therefore, offering developmentally appropriate facts can reduce fears.
- Explain simple safety steps. Tell your child this disease spreads between people who are in close contact with one another, when an infected person coughs or sneezes, or when one touches infected objects or surfaces.
- Stay up-to-date on the facts. Go to <https://www.cdc.gov/coronavirus/2019-ncov/index.html> for additional factual information.

## KEEP EXPLANATIONS AGE-APPROPRIATE

- Elementary - Provide brief, simple information that balances COVID-19 facts with appropriate reassurances that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people make every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe."
- Middle school - This age group often is more vocal in asking questions about whether they indeed are safe and what will happen if COVID-19 spreads in their area. They may need assistance separating reality from rumor and fantasy. Discuss the efforts national, state, and community leaders are doing to prevent germs from spreading.
- High school - Issues can be discussed in more depth. Refer them to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Engage them in decision-making about family plans, scheduling, and helping with chores at home.
- For all children, encourage them to verbalize their thoughts and feelings. Be a good listener!

## School News

Pics from remote learning...



**Invention and discoveries**

He was deeply involved in a classified Indian fighter jet projects which will affect the nation. Also he was deeply involved in the first Indian satellite.

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**IMPORTANT DATES:**

<b>Tues. March 17- Fri. April 3</b>	Remote Learning Instruction
<b>Fri. April 3</b>	3 <sup>rd</sup> Marking Period Ends
<b>Mon. April 6 - Mon. Apr. 13</b>	School Closed- Spring Break
<b>Tues. April 14</b>	Remote Learning continues

Sincerely,

**Dr. Ronald P. Rinaldi**  
Principal