

# January Happenings



- January 1 *HAPPY NEW YEAR 2018 ~No School~*
- January 2 Welcome back to Pierce School 2018
- January 4-Feb 4 Ski Program at Crotched - pick up time 6:00 ~ Details can be found on the Pierce School website.
- January 8 PTO Meeting 6:00 in the Library
- January 9-24 NWEA Testing
- January 10 Town Meeting in the Multipurpose room 7:00
- January 11 Community Supper 5:30
- January 12 Assembly 2:40 Reporters Grades 1 and 3
- January 15 Martin Luther King, Jr. Day ~ No School
- January 16-18 NHDI at Pierce School
- January 19 Art Day
- January 19 PTO Family Fun Night ~BINGO~ details to follow
- January 22-23 NHDI at Pierce School
- January 23 NHDI Performance
- January 26 Assembly 2:40 Reporters Kindergarten and Grades 2 and 4

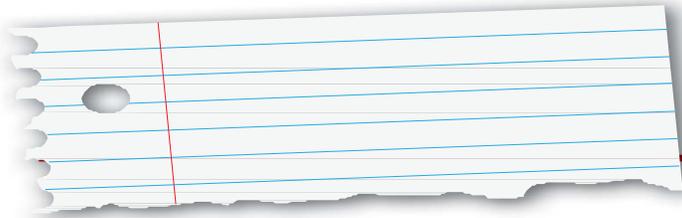
Specials: 1/2-5~PE; 1/8-12~ Music Residency; 1/16-19~ Art; 1/22-26~PE; 1/29-2/2~Library/Media

Many thanks to the PTO and the Barbara C. Harris Camp from the students and staff at Pierce School for the celebration of the season. ~Winter Wonderland Day 2017~ Lots learning, good eats and fun for all.

Winter Testing ~ \* Lots of Rest\* Timely Arrival at School \* Snacks \* Positive Thoughts \*

## New Year ~ New Goals

January marks the New Year and new beginnings, a time to re-evaluate goals and for setting new ones. Perhaps the following article will help with guiding your children toward being successful when making new goals for themselves.



**T**he middle of the school year is a great time for families to check in with students on goals. Setting academic and personal goals helps motivate, energize, and focus students, and it is a valuable skill that will benefit learners throughout their lives. Parents can help students set and achieve these goals.

Goal-setting can be tedious, even intimidating, for some students. Parents can support students in this process by following these steps: pick it, map it, do it, own it, and celebrate it.

**Pick it.** Encourage your child to consider his or her dreams and passions and pick goals that are important and meaningful. Guide your child to think about, “What motivates me? What would inspire me to give my best effort? What would make me feel good while I’m doing it? What achievement would make me feel proud?”

**Map it.** After your child picks a goal, help map the path from where he or she is now to where the child wants to be. Offer the following analogy: If we want to drive across the country from New York to California, we don’t just get in our car and start driving—we get a map, pick a route, and follow it until we get to California.

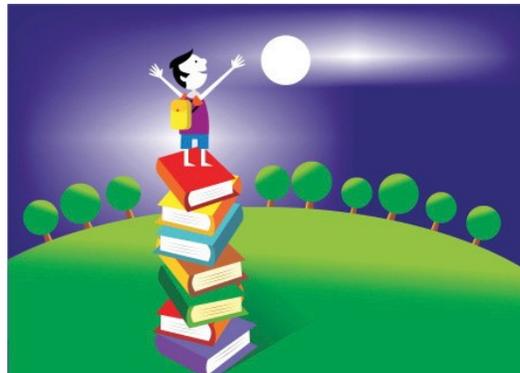
With your child, analyze different approaches and define clear steps to reach their goal. For instance, if the goal is to get a higher test grade in a tough subject, each quiz or project is a step on the path to the higher goal: earning an A.

**Do it.** Once you and your child have mapped a path to their goal, encourage him or her to take action, focus on the first step and give it his or her best effort. Remind your child that no goal is ever reached without focused action.

**Own it.** As your child makes progress toward their goal, help him or her to take responsibility for making it happen. Teach the mantra, “If it’s to be, it’s up to me!”

Reflect with your child. Ask, “How are you doing? What’s

working? What’s not working? What can you or your family change to get to this goal?” From there, analyze the map, and make changes to the plan if necessary.



Help your child keep a positive attitude and own mistakes as well as successes. Remind your child that if something comes along that holds him or her back temporarily, to look at the experience as feedback. Failures, or bumps in the road, can provide us with information we need to succeed. Reinforce the message that we can learn from our mistakes and move on with new, valuable knowledge.

**Celebrate it.** Acknowledgment and celebration are huge parts of achieving goals. Acknowledge every effort and celebrate your child’s mini-successes along the way to achieving a goal. This builds his or her confidence and motivation. Your child will feel good and understand that perseverance will result in another mini-success and finally goal achievement.

Try going through the goal-setting process as a family. Pick a family goal (perhaps a charitable activity) and work together to achieve it. After the family experience, have each family member pick a personal goal. Support and acknowledge one another as you move through the above steps.

Success is assured when students believe in themselves and in their ability to achieve. Parents are key to helping them believe and succeed.

*This Report to Parents was written by Bobbi DePorter of Quantum Learning Network. Report to Parents, written to serve elementary and middle-level principals, may be reproduced by National Association of Elementary School Principals members without permission. It can be posted to school websites, blogs, or sent via email. Back issues are available to members at [naesp.org](http://naesp.org).*

# Recent Classroom Counseling Lessons Focus on Feelings and Emotional Self-Regulation

by Robin Gregg, School Counselor, AES and Pierce School/BES

At Pierce School all staff members provide students with instruction in the social/emotional skills needed by successful learners, friends, and community members. Employers in our region and beyond are seeking to hire people with these skills, such as the ability to deal with strong feelings through self-regulation, the ability to communicate effectively, and the ability to solve problems. One way we teach these skills in all of our district's elementary schools is through regular **classroom counseling lessons** by the school counselors.

The focus of recent classroom counseling lessons at BES is on noticing, understanding, and dealing with feelings.

**Kindergarten** students become "**feelings detective**," looking for such clues to other people's feelings as facial expressions and body language. What feeling do raised eyebrows suggest? Downcast eyes? Clenched fists? A smiling mouth?

In **first grade**, students are learning that people have different feelings and responses about the same thing. For example, I may think that a snake is a charming, interesting pet, but my classmate may feel otherwise. Students are learning about **empathy**, the ability to discern what other people are feeling.

**Second grade** students have practiced **assertiveness**, asking for what you need or want in a respectful, strong, clear way, and they also are learning about **empathy** and **perspective taking**

In **third grade**, students are learning about "**the zones of regulation**" (blue, green, yellow and red)---different states of alertness and different states of readiness to learn, listen, and think. They are learning various strategies for **emotional self-regulation**, ways to calm or energize themselves, such as **positive self-talk**, mindful movement, breathing practices, and the use of a personal "mind-control"/remote control.

**Fourth grade** students also are learning about the **zones of regulation, self-awareness, and emotional self-regulation**. They are beginning to develop a "**toolbox**" of strategies for emotional self-regulation, including positive self-talk, breath work, mindful movement, and other mindfulness practices.

Future classroom counseling lessons in all of the classrooms will build on these skills and will incorporate additional skills and topics, such as impulse control, problem-solving, career and job awareness/readiness, and dealing with change.