

# WEEKLY UPDATE



## Calendar update:

The Archdiocese will conform to the State's guidance and continue the closure of our school through the end of the year, June 11, 2020.

Volume III, Issue 39

May 15, 2020

## Important News and Notes:

- **Fall Reopening** - At this time, we are planning to reopen as scheduled on August 31, 2020. However, current circumstances may impact our planned opening. If Archbishop Lori, in consultation with the Governor, deems that a delayed opening is the best and safest option for our students and staff, then instruction for students in Pre-K4 - 8th grade may begin virtually.
- **Summer Care** - We are currently awaiting guidance from the Archdiocese regarding our Summer Care program. Once decisions have been made concerning re-opening protocols, we will communicate our plans to all families.
- **Materials Return** - We are currently awaiting guidance from the Archdiocese regarding the exchange of school materials. Once decisions have been made concerning these issues, we will communicate our plans to all families.

## Grade Level Reminders:

### 8th Grade:

- **8th Grade Graduation** - 8th grade students will graduate on June 5, 2020. We are currently awaiting guidance from the Archdiocese regarding acceptable types of graduation exercises. Once decisions have been made concerning 8th grade graduation, we will communicate our plans to all families.
- **High School Acceptance Information** - This survey, sent April 23, 2020, is intended to gather information such as scholarships, special awards and advanced academic programs for recognition during the graduation ceremony, as well as in the greater school community. You may access the form at <https://forms.gle/BcrJo4PVNk1JUaJX7>
- **Parent Photo Request for 8th Grade Video** - This request, sent on behalf of 8th grade parents Stephanie Zerhusen and Abby O'Neil, on April 24, 2020, asked for photos to complete the 8th grade video. Please send your photos to [2020M-SCSgradpics@gmail.com](mailto:2020M-SCSgradpics@gmail.com)

## Counselor Corner—Mrs. Watkins:

### *“Self-Regulation: Not Just for Adults”*

“Self-Regulation” is defined simply as “control [of oneself] by oneself” (Bell, 2016). It can be divided into two categories: Behavioral and Emotional. Behavioral Self-Regulation is the “ability to act in your long-term best interest, consistent with your deepest values” (Stonsny, 2011) whereas Emotional Self-Regulation is the “control of - or, at least, influence over - your emotions.” In both cases of Self-Regulation, someone is in control of the way they behave or think.

We are not born knowing how to self-regulate. Societal norms including appropriate behavior and values, standards provided in the home environment, willpower, and a general sense of right and wrong all combine to establish self-regulation in human beings. Self-Regulation is an active process where we monitor our own behavior, judge our behavior in relation to our own standards, and then react to our behaviors (what did we think/feel about our actions).

Self-Regulation plays a part in our children’s learning as well. It impacts their ability to plan, monitor and reflect in relation to tasks or goals. When students are self-motivated and regulate their own learning, they gain deeper insights into what works for them, how they learn and increase their self-efficacy.

### *So how can we help our children gain Self-Regulation and put them on a path of greater insight and emotional health?*

1. **Reduce temptations.** Give your child a fighting chance to make the right choice without battling against the temptations they face daily. Provide a quiet learning environment without their phones, I-pads, Kindles, video games, etc. Provide an organized space for them to learn and complete work. Think about trying to eat healthy when your pantry is filled with junk food, versus looking into a fridge filled with healthy options.
2. **Provide clear expectations.** As mentioned in previous Counselor Corners, provide your clear expectation when it comes to behavior and learning - and remain consistent. Is it exhausting? Yes. But it will pay off! Gentle reminders of what should be done, celebrating successes for tasks completed, and listening to your child when they want to talk about challenges will all pay off. Allow your child to have a voice in the discussion about what they need to do and how it is to be done.
3. **Model Self-Regulation.** For most adults, Self-Regulation occurs naturally and easily. This about a task that is simple to do as an adult (i.e. tying your shoelaces). Now think about that task as a child simply being told to “just tie your shoes!” without instructions (and no velcro!). Challenging, right? Impossible? The same goes for our children trying to learn about Self-Regulation. Instead, think about being able to watch a tutorial on a complex task (i.e. repairing a car engine) instead of being told that you’re failing at the task. You are the tutorial on Self-Regulation. Narrate what your thought process is when completing a task. Example: You want to bake a cake. Reading the instructions aloud while completing the task would be one step. Demonstrating how to mix the batter would be one step more detailed than the last; describing how stirring the batter feels would be the greatest detail.
4. **Promote “Safe Spaces” or “Calm-Down Corners.”** Providing a space where your child can collect themselves, at any age, is a great tool in the Self-Regulation game. Promote the space as a positive area, not for punishment. Encourage your child to use the space when calm and when frustrated - including calming tools such as stress balls, simple mazes to solve, putty, coloring pages, sequin pillows, etc. Model how to use each tool in the space when the child is calm, then gently reinforce the use of

## Counselor Corner: (continued)

the tools when the child first starts using the space. A timer may or may not be useful for your child. Providing breaks during intensive learning to visit the calm-down corner may help your child refocus and regain motivation.

5. **Mindfulness.** There are a variety of options for mindfulness, all discussed in past updates. Download one of the mindfulness apps such as Headspace, Aura, Breethe, Mind Yeti, etc., and practice with your child. Again, modeling the acceptance of mindfulness practices allows your child to let down their guard and reduce the taboo nature of self-care.
6. **Provide a safe and responsive relationship.** Allow time in your hectic day to speak with your child about how they are feeling. Instead of “How was your day?” try asking, “What was the biggest challenge of today?” or “What is one difficult thing you dealt with today,” or, “What was one thing today that made you happy?” Allow your child to discuss their mistakes without retribution or punishment; instead, provide a platform to problem solve together. Giving five minutes each day, around the same time of day to “unload” worries or frustrations gives the child a chance to speak about what is on their mind, and further increase your connection.
7. **Scaffolding.** While it is an education term commonly used to mean “breaking learning into chunks then providing the structure to make it easier for students to accomplish each chunk of learning,” the same principle can be applied to Self-Regulation. Self-Regulation will not occur all at once, but by breaking it into manageable steps you can work with your child to increase their mental health. The first steps would include the six strategies listed above. Talk about each step and how it impacts your child - is it helping? How should it be modified to fit your individual child?

I hope some of these strategies find their way into your home. Every child is different and will develop their Self-Regulation at different paces. My 9-year old daughter caught on to Self-Regulation easily and quickly with each additional step added. My 5-year old daughter has struggled in different areas with Self-Regulation. Does that mean I did a better job with one child over the other? Of course not! It means that I had to shift my approach depending on the child, taking each difference into account. My younger daughter has mastered several skills quicker than my older did at her age, and vice versa. Remove your frustration, parent-guilt, and doubt, and be an active participant in the process.

One of the most pivotal moments in parenting for me was a moment that occurred a few years ago at home. I had completely messed up a project I was working on and was becoming increasingly frustrated. I stopped myself, turned on some calm music, and closed my eyes to take a few deep breaths. My oldest daughter, who was in first grade at the time, walked over from the living room, and asked me what I was doing. I explained that I was frustrated because I just couldn't get the project right and that I was trying to calm myself down. Her eyes grew large, mouth dropped open, and she said, “Grown ups get frustrated, TOO?” In her eyes, adults had it all together and were in charge, which most children believe! We had a discussion about how adults feel all the feelings children do, and that we learn how to handle those feelings as we get older. That talk provided the basis for our future conversations about emotions and how to handle them. Long story short, talk about the difficulties you face and how you overcome them!

For more information on re-centering, here is a great article for parents:

[https://nurtureandthriveblog.com/mindful-activities-for-kids-to-recenter/?utm\\_source=ActiveCampaign&utm\\_medium=email&utm\\_content=New+Post%3A+Mindful+and+Sensory+Activities+To+Help+Children+Break+Free+of+Worry+or+Upset&utm\\_campaign=Mindful+and+Sensory+Activities+To+Help+Children+Break+Free+of+Worry+or+Upset](https://nurtureandthriveblog.com/mindful-activities-for-kids-to-recenter/?utm_source=ActiveCampaign&utm_medium=email&utm_content=New+Post%3A+Mindful+and+Sensory+Activities+To+Help+Children+Break+Free+of+Worry+or+Upset&utm_campaign=Mindful+and+Sensory+Activities+To+Help+Children+Break+Free+of+Worry+or+Upset)

## Advancement Announcements:

**Attention Parents and Students! Be sure to listen to Mrs. Cox's morning message** for daily photo challenges she may announce. And please continue to share your photos of distance learning, virtual educational experiences, photos of family fun and stories of our students with Mrs. Hilmer via social media or email at [c.hilmer@mssladeschool.com](mailto:c.hilmer@mssladeschool.com). We miss you all so very much!

**BOOST Application deadline extended!** The Maryland State Department of Education has opened the BOOST applications for families who wish to send their children to private school. All families who have received BOOST funding in the past **MUST** reapply each year to continue to receive that award. The application deadline is now June 1, 2020, until midnight (12:00 a.m.). For more information, visit: <http://marylandpublicschools.org/Pages/boost/application.aspx>

*To share this information with other families, please see the flyer at the end of the update.*

**Referral Credit** - There are still seats available for the 2020-2021 school year. Remember Monsignor Slade families are able to receive a \$500 referral credit after that new student has been enrolled for a full year, if that applicant indicates their family name or their student's name on the application. Think of friends and neighbors who might be seeking a new educational experience and share the great news about Monsignor Slade!

**Celebrating the Class of 2020!** Any families who have special celebrations planned for their Monsignor Slade graduates in the coming months, please consider sharing photos and brief explanations. Mrs. Hilmer would like to continue recognizing our graduating class! Send via social media message or to [c.hilmer@mssladeschool.com](mailto:c.hilmer@mssladeschool.com).

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## HASA Happenings:

**The Home and School Association at Monsignor Slade Catholic School needs your help!** We have two positions available for election to the Home and School Association's Executive Board for next school year. All parents are members of our Home and School Association, but we need volunteers to step forward and run for office to help our organization achieve its goals for our school community. With fewer fundraisers scheduled for next year, the Association hopes to focus more on the immediate needs of our school community. Please consider running for office to serve on the Executive Board in one of the following available positions: Vice-President and Secretary. You will find a job description listed below for each of the positions available to serve on the HASA Executive Board for the 2020-2021 school year.

The **Vice-President**, in the absence of the President, shall perform all of the duties of the President and such duties as are assigned to this officer. The Vice-President is responsible for the recruiting and appointing of chairpersons for fund-raising events.

The **Secretary** shall keep the minutes of all Association meetings and meetings of the Executive Committee and shall keep a list of all members of the Association. In addition, the secretary shall maintain a file of all incoming and out-going communications and records. When requested, the Secretary shall prepare any official correspondence of the Association.

If interested in either of the above positions, please contact both Kerry McDaniel, Home and School Association President, at [kklmcd5@yahoo.com](mailto:kklmcd5@yahoo.com) and Mrs. Cox at [a.cox@mssladeschool.com](mailto:a.cox@mssladeschool.com), with your qualifications and reasons of interest.

## Sports Section:

The Athletic Council still has a few open positions that need to be filled for next year's Sports Programs. Please check them out! See flyer attached!

### *The Memorare*

*Remember,  
O most gracious Virgin Mary,  
that never was it known that anyone  
who fled to your protection,  
implored your help,  
or sought your intercession,  
was left unaided.*

*Inspired by this confidence,  
we fly to you,  
O Virgin of Virgins, our Mother;  
to you do we come;  
before you we stand,  
sinful and sorrowful;  
O Mother of the Word incarnate,  
despise not our petitions,  
but, in your mercy,  
hear and answer us.  
Amen.*



### **Mission Statement**

The mission of Monsignor Slade Catholic School is to promote Catholic faith and intellectual development in our students. We do this by teaching about and modeling the precepts of the Catholic faith, as well as challenging our students with a rigorous course of study. We do this so that they will use their faith, knowledge, and skills to shape their futures positively and work for the benefit of the whole society.

# Counselor Corner Resources

When we see a behavior that is problematic or confusing, the first question we should ask isn't "how do we get rid of it?" but rather "what is this telling us about the child?"



IT'S OK IF WHAT WORKED FOR YOU THEN DOESN'T WORK FOR YOU NOW

*Take what worked for your family before, and add in some new ideas.*

## Creating & Using a "Calm Down Corner"

Coping techniques for kids



### WHAT TO INCLUDE IN A CALM DOWN CORNER

- Glitter jar
- Bubble wrap
- Stress ball
- Fidget spinners
- Pinwheel
- "Mindful Minute" list
- Journal
- Slinky
- Art materials
- Bean bag chair
- Blankets & pillows
- A comforting stuffed animal
- Sketchbook/drawing paper
- Play dough/clay
- Bubbles
- Anything that soothes your child

One day we will look back on this time and it will remind us to never take the little things for granted.

*Take moments to celebrate the good coming from this time - family connection and understanding.*

### WHAT TO KEEP IN MIND WHEN MAKING & USING A CALM DOWN CORNER

- Involve your child in the planning process
- Teach how to use each tool explicitly
- Children will need support & guidance at first and periodically
- Consistency & repetition are essential
- Parents can help prompt children to use the calm down corner
- Follow your child's lead when creating it
- Create safe guidelines & rules in collaboration with your child
- Ask what your child wants in the calm down corner
- Give your child privacy & agency (with safety in mind)

### WHY HAVE A CALM DOWN CORNER?

- Gives kids their own designated space
- Can be used as a way to reset
- Encourages use of coping strategies
- Fosters independence, self-insight, self-confidence
- Increases emotion regulation skills
- Builds frustration tolerance

*Help Your Child Learn How to Self-Regulate with a Calm Down Corner!*

Our struggles push us to places we never thought we'd go to REVEAL the BRAVE person we never knew we could become

# TEACHING KIDS SELF-REGULATION

Self-regulation is the ability to control behavioral and emotional responses. It's having the skill to calm yourself down when you get upset, to adjust to a change, and to handle frustration without outbursts. And it's a foundational developmental skill!

Teaching self-regulation takes practice and patience. Here are some simple ways to support your kids' self-regulation skills on a daily basis.



1	FRESH AIR		Provides opportunities for outdoor play to let the energy out. Increased heart rate = more blood flow to the brain = more brain power.
2	BUBBLES		Blowing bubbles is a kid-friendly way to practice deep breathing, because to blow them you need to breathe from the belly, at a regular tempo.
3	READ TOGETHER		Reading books about emotions is a great way to discuss all the feelings kids have.
4	LISTEN TO MUSIC		Calm music can help settle kids down. Making up simple, silly songs can also help children remember self-regulation strategies.
5	REST & NUTRITION		Lack of sleep, dehydration, or a hungry tummy can take a toll on anyone's social-emotional skills! Sometimes all a kid needs is a snack or a nap.

Adapted from PBS Kids for Families



1

## DEFINE IT

Discuss the "nice voice" or "strong voice" inside of everyone. How does that voice sound? Practice asking for things with a strong voice.



2

## LISTEN AND VALIDATE

Make eye contact, do not interrupt, and accept without judging. Use the "I hear you...AND" method. For example, "I hear that's not what you wanted...AND we have no control over the weather."



3

## GIVE A CHOICE

When your kids start to complain, clarify what they want to happen as a result. Say, "It sounds like you're frustrated right now. Do you need to vent or do you want to make a plan?"



4

## REPHRASE AND REFRAME

Rephrase complaints as a "want" or a "wish." If your child hates her new toy, say: "You want a different toy" (Hidden message: you are a child who knows her likes and dislikes).



## 5 Self-soothing techniques for your child:



@raisegoodkids

Encourage them to have positive self talk:

"Repeat after me. I am strong. I am capable of handling this. Everything will be OK."

@raisegoodkids

Encourage them to practice self compassion:

"Be mindful of your thoughts. Be easy on yourself when you overthink about yourself."

@raisegoodkids

Encourage them to crank the tunes:

"Listening to your favorite music may help you feel better."

@raisegoodkids

Encourage them to get moving:

"Do you want to have yoga with me? Or go for a walk around the block?"

@raisegoodkids

Encourage them to hold tight on things:

"Do you want to hold your teddy bear? Do you need to squeeze the soothing ball to keep calm?"

@raisegoodkids

## "I-STATEMENTS" : COMMUNICATING CLEARLY

"I-Statements" are fantastic ways of communicating with your child about their emotions. Naming the emotion ("I feel angry") followed by the event ("when you yell at me") and ending with the reason ("because I don't think I can get anything right").

Modeling I-Statements from a parent's perspective is equally valuable. This allows the child to understand your actions more clearly. For example, I feel frustrated when you ignore my directions because I don't think you respect me.

Try them with your child today!  
(Calm discussions are learning discussions)

## USING I-STATEMENTS FOR COMMUNICATION

I FEEL \_\_\_\_\_  
emotion word

WHEN \_\_\_\_\_  
event that brings up this emotion

BECAUSE \_\_\_\_\_  
reason you feel this way

**Want to choose private  
school for your child but  
need financial assistance?**

**Have you already chosen  
a private school for your  
child but need assistance?**

**The State of Maryland  
can help!**



**Apply for a BOOST scholarship!**

The State of Maryland is now accepting applications for the fifth year of its BOOST scholarship program! BOOST scholarships are given to income-eligible K-12 students to be used for attendance at an eligible nonpublic school of their parent's choice.

This year, we hope to see millions of scholarship dollars given by the state of Maryland, so please apply!

To apply for a BOOST Scholarship to a nonpublic school, visit: [marylandpublicschools.org/BOOST](https://marylandpublicschools.org/BOOST)

**Questions?** Call Maryland's BOOST Scholarship Coalition at 443-510-4501.

*BOOST is a State of Maryland Program. Since 2016, more than \$24 million in BOOST scholarship awards have been provided to students to help them choose the K-12 education option best suited for them.*





¿Desea elegir una escuela  
privada para su hijo pero  
necesita ayuda financiera?

¿Ya ha elegido una  
escuela privada para su  
hijo pero necesita ayuda?

**El Estado de Maryland  
le puede ayudar!**



**¡Aplique para una beca **BOOST!****

El Estado de Maryland ahora está aceptando solicitudes para el tercer año de su programa de beca BOOST. Las becas BOOST se proporcionan a estudiantes de K-12 que califican por el ingreso de sus familias para asistir a una escuela no pública que elijan sus padres.

Visite [www.educationmaryland.org/BOOST](http://www.educationmaryland.org/BOOST) para aprender más sobre BOOST, para averiguar si su estudiante califica por una beca y para conectar la aplicación oficial a través del Estado de Maryland.

¿Preguntas? Llame a la Coalición de la Beca BOOST, una organización sin fines de lucro de Maryland al **443-510-4501**.



**MARYLAND  
BOOST**  
Ampliando Opciones y Oportunidades  
para Estudiantes Hoy

## **Athletic Council Volunteer Opportunities**

To be eligible for the below positions, the candidate must be 21 years of age or older and have children currently enrolled at Monsignor Slade Catholic School.

Eligible and interested candidates should provide the following information by May 8th to Mrs. Lauren Williams, Athletic Council President via email at [sladeacpresident@gmail.com](mailto:sladeacpresident@gmail.com).

- Full Name
- Email Address
- Phone Number
- Names and grades of children enrolled at Slade
- Provide a written brief, in one page or less, explaining why you are interested in the position and why you would be an asset to the Athletic Council at Monsignor Slade Catholic School.

Membership on the Council requires attendance at all regular and special Council meetings and participation in Council activities in general. Any member absent for three consecutive Council meetings will be automatically dropped from membership unless a quorum of voting members present at a meeting overrules this action.

### **Lacrosse Co-Commissioner**

Earns all 12 required service hours each year.

The Duties of the Co-Commissioner:

- Administer all aspects of the lacrosse program to ensure its effective and efficient management while adhering to the Slade Athletic Policy, Slade Values Code, Archdiocesan policy, and school policy.
- Provide for consistency in operation among the individual lacrosse teams where applicable.
- Participate in Athletic Council meetings.
- Cast a vote as an active member of the Council.
- Manage all aspects of the Lacrosse program budget, including the submission of annual budgets to the school administration.
- While in season, prepare and submit monthly reports regarding the lacrosse program to the Athletic Council.
- Work with the current Lacrosse Commissioner on program scheduling and fields

### **Soccer Commissioner**

Earns all 12 required service hours each year.

The Duties of the Soccer Commissioner are to:

- Administer all aspects of the soccer program to ensure its effective and efficient management while adhering to the Slade Athletic Philosophy and By-laws, Slade Values Code, Archdiocesan policy and school policy.

- Provide for consistency in operation among the individual soccer teams where applicable.
- Participate in Athletic Council meetings.
- Cast a vote as an active member of the Council.
- Manage all aspects of the Soccer program budget, including the submission of annual budgets to the school administration.
- While in season, prepare and submit monthly reports regarding the Soccer program to the Athletic Council.
- In case of absence from Council meeting, designate another officer of the Council to submit report.

### **Basketball Co-Commissioner**

Earns all 12 required service hours each year.

The Duties of the Co-Commissioner:

- Administer all aspects of the basketball program to ensure its effective and efficient management while adhering to the Slade Athletic Philosophy and By-laws, Slade Values Code, Archdiocesan policy and school policy.
- Provide for consistency in operation among the individual basketball teams where applicable.
- Participate in Athletic Council meetings.
- Cast a vote as an active member of the Council.
- Manage all aspects of the basketball program budget, including the submission of annual budgets to the school administration.
- While in season, prepare and submit monthly reports regarding the basketball program to the Athletic Council.
- In case of absence from Council meeting, designate another officer of the Council to submit report.
- Work with the current Basketball Commissioner on program scheduling and courts

Interested candidates please contact [sladeacpresident@gmail.com](mailto:sladeacpresident@gmail.com) for more information