

A decorative header image featuring a purple rectangular area at the top. Below it, a teal textured background contains various school supplies: a pair of red scissors, several colored pencils (red, orange, yellow, green, blue, purple), a blue binder clip, and a yellow apple on the right side. The title 'WINDRIDGE WEEKLY' is centered in the purple area in a white serif font.

WINDRIDGE WEEKLY

April 27, 2020

Message from Principal Pickett

Thank you for your hard work during this unprecedented soft school closure. As we bring the year to a close, students need to get school items, pick up yearbooks, and drop off items, including library books and devices. We have established protocols to continue the support of social distancing to keep students and the community safe. Here is a summary of the information that went out in the principal's letter Friday of last week:

- On Monday, April 27th, parents will need to use the myDSD Guardian account to book an appointment for your student(s) to collect/return items. If you do not have a myDSD account, please call 801-402-3550 to schedule your child's appointment.
- Appointments will be available on May 20th for last names A-L and May 21st for names M-Z. The school will also be open May 22nd 9:00-11:00 for those who cannot come on their assigned day.
- Weather permitting, you will find your teacher's table outside where your child lines up in the morning.
- Please come on time to your appointment. Gloves and masks are strongly encouraged.
- Any student who does not return school/district items will have a fine recorded.
- Devices should be returned FULLY CHARGED along with power cables, mice, headphones, and hotspots. Please report any damage when you return the item(s) to school.
- Items left at school after June 1, 2020 will be donated to charity.

While this is not our usual end of year closing, we hope to look at dates later in the summer to come together as a community. We appreciate your understanding and participation in following all Health Department protocols to keep you and the staff at Windridge safe.

Warm regards,
Principal Pickett

Goodbye Mrs. Garfield!



Saying goodbye is never easy, especially to someone as kind, caring, and wonderful as Mrs. Garfield. Loved by so many in our Windridge community, Mrs. Garfield will be retiring this year teaching for more than 30 years, 25 of which she spent at Windridge. Mrs. Garfield has contributed so much to the children and families in our community. She has presented at state level conferences, designed curriculum for our district, and has been an integral part of making strides for children with ADD/ADHD. She has touched the lives and hearts of many students, parents, faculty, and staff. We will miss her leadership, kindness, and wonderful sense of fun and playfulness. Please join us in wishing her the best of luck as she heads into her next wonderful adventure!



Welcome to Our New 2nd Grade Teacher: Shanna Linford!

I am so happy to be returning to Windridge Elementary next year!

I taught music for several years at Windridge before making the decision to go back to college to complete my Elementary

Education degree. I finished my degree last fall after student teaching in a 3rd grade class at Kay's Creek Elementary. I was then hired at Holbrook Elementary in Bountiful to teach 6th grade. It has been a wonderful year full of adventure, but it will be great to come back to my "Home School" to teach 2nd grade.

My family has lived in the Hess Farms area for nearly 19 years, and each of my 5 children have attended Windridge so we are Windridge Wolves all the way! I still know every word of the school song, and truly believe the last line: "Windridge Wolves, we are the best! The Best!!" I'm excited to be here next year, and feel lucky to be a part of the fun 2nd grade team. It will be "The Best!"

COUNSELOR'S CORNER

The family activity for this week is mindfulness coloring pages. These 4 coloring pages are designed to help you become fully present by featuring messages and quotes related to well-being. Coloring helps stimulate the brain, inspire positive thinking, and increases creativity while reducing stress! Pull out the crayons, colored pencils, and markers and get creative!



Stay safe and healthy!
Mrs. Mills

Reading Resources

I wanted to give you a few favorite reading tips in hopes they help you to better engage your child in this joyous activity.

One of my favorite strategies is to have a box of books, magazines, graphic novels, comics, etc. in the back of the car. When my son gets in, I ask him to hand me his phone and pick something from the box to enjoy. As he reads or peruses the materials, I ask him to tell me about what he's seeing, what is capturing his attention, and what he is thinking. If he reads for an extended time, we simply talk about what he's reading and I express interest by asking natural conversational questions like, 'Why do you think that happened?' 'I wonder what the character was thinking?' 'What would you do if you were in the situation?' I don't want to make what I'm asking feel like a 'school quiz,' but rather a natural conversation. If you have children of different ages, you'll want to include a variety of materials, of course, including board books and early readers. If your child can't read yet, s/he can still love this experience, looking at pictures, telling stories, and sharing thinking with you or other siblings. The key is to make a variety of materials easily accessible, engage in talk about what's being read/looked at, and involve your children in changing the reading materials in the box often.

Another great tip: read aloud to your children in the evening. I read aloud to my sixth grader every night and we love sharing and talking about books. This has been one of my favorite ways to connect with my son and one of the greatest ways to keep his interest in reading high. I often read him picture books, along with novels, so don't hesitate to do this even with older children. There are often deep meanings in these books and fascinating details in the illustrations that are exciting to discover. Spend time examining the illustrations and talking about what the images might mean or how they connect to the story. Don't forget to read a lot of informational books or materials, too. You might even just get started into the text and leave it out for your kids to continue to explore once you've piqued their interest.

Janiel Wagstaff
ELA Coordinator

SEL Minute

Last week, I shared a story about positive to negative interactions, and how strong positive verbal praise can be, even when the only thing you have to praise is a backpack.

This week, I want to share a story about managing resistance. This story begins at an Elementary School in Layton. I was substituting for a Psychologist who was out for a few weeks. My first day, I walked into the office to get my keys and learn about the school. I could hear screaming coming from the nurse's office.

One of the perks of being a School Psychologist is that when someone is screaming, people turn to you and, in essence, say, "fix this." That day was no exception. As soon as they learned that I was the subbing Psych., the Principal asked me if I could help. I looked through the window, and saw an 8 year-old girl sitting on the floor, screaming at the top of her lungs.

I will be forever thankful that the thought, "manage resistance" popped into my head. I went in the office and shut the door. I asked the girl what her name was, and she took her shoe off and threw it at me. I felt my anger surge, but took a deep breath, took off my shoe, and "threw" it across the room. She stopped screaming, and stared at me as if I were crazy.

I again asked her name. She told me. I smiled at her. She was not going to let it be that easy, started screaming again, and threw her other shoe at me. I removed my other shoe, and "threw" it across the room. Then, I said, "I can see why you like to throw your shoes." She stopped screaming and smiled.

She then said, "I hate you!" Braver now, because she only had two feet, I went and sat by her on the floor. I said, "I know you do, and I don't blame you one bit." I could tell that her little mind was trying to figure out why this adult wasn't getting mad at her, and why her arsenal of misbehavior was not getting her what she wanted. So, she pulled out the big guns.

"You are a &\$%#* idiot!" Staying in managing resistance mode, I said, "How did you know?! We just met." Having deflected her last bullet, she stared at me and said, "Why are you here?" Finally, appropriate behavior! I said, "I am here to help you get to class." She said, "OK." I then led her through the steps of putting shoes back on, washing hands and face, and practicing how we would go to class.

I then walked her to the Resource Room, had her introduce me to her teacher, and left. By managing resistance, a child who was completely out of control and needing to be sent home or isolated, was in class 15 minutes after being completely out of control. She did not have another outburst that day.

Managing resistance is a great technique to build behavior momentum, and stay out of conflict with children.

Kraig Lords, School Psychologist

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