



SEAVIEWSHARKWATCH

Seaview is a community school that nurtures children encourages responsible citizenship and inspires lifelong learning in an environment of mutual respect.

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Dear Seaview Families,

I hope you and your loved ones are well and managing our new reality. I miss being with students, staff and families. Your grace and patience continue to be valued as we roll out remote continuous learning and connecting with students, and families in new ways. Teachers have shared with me their excitement of virtual class meetings, creative videos, and reports of student work. Thank you for partnering with us, keeping your student engaged in learning while managing the multitude of complexities associated with the pandemic.

If you have family needs that are not met, please call our Edmonds School District phone 425-431-1454 or email familysupport@edmonds.wednet.edu

Many members of our community have asked how to help others. I continue to recommend the Nourishing Network and Whole Families, Whole Communities through the Foundation for Edmonds School District as they have the infrastructure in place to provide timely support to families in need.

If you need technological support please call 425-431-1211.

If you need more Supplemental Learning Resources please use this link

<https://sites.google.com/edmonds.wednet.edu/esdresources/home>

As of now, we are scheduled to return on May 4th, however, the district will continue to follow recommendations from Governor Inslee and Snohomish County Health Department. Please read district emails for any changes.

One thing that is certain is that next week, April 6-10th is still Spring Break for students and teachers. The two weeks after spring break should feel similar to this week in terms of continuous learning directed by your child's teacher. Here is a [video](#) from the State Superintendent for Public Instruction, Chris Reykdal, explaining the expectations for learning at this time to parents and students.

<https://www.youtube.com/watch?v=tQf8i05V3Ls&feature=youtu.be>

What hasn't changed are needs for self-care, laughter, fresh air, and love! I'm hopeful our paths will cross in the near future!

Take care, be safe,

Heather Pickar, Seaview Elementary Principal

Leader in Me Parent Information (Source: [Leader in Me Parent's Guide](#) and [The 7 Habits of Highly Effective Families](#))

Habit 5: Seek First to Understand, Then to Be Understood means that it is better to listen first and talk second. By taking the time to listen to another person, you reach a higher level of communication. Teaching Habit 5 to young children is done by first considering their age and development. Young children find it difficult to understand another's paradigm (point of view). This habit is best approached by introducing listening as a skill that should be practiced. Learning to listen without interrupting and learning to listen with your ears, your eyes, and your heart will help children build a foundation for Habit 5. Simply put, we have two ears and one mouth so that we can spend more time listening with the intent to understand.

Younger-Child Activities

1. To better understand how listening can help or hurt a relationship, try "pretend listening" with your child for a few minutes. Your child will be frustrated. Explain what you were doing and discuss how your child felt. Now have your child ignore you when you are talking. Discuss how it makes you feel when you are ignored. Finish the discussion by thinking of ways to let the other person know when you feel you are not being truly listened to. Remind your child that this is also an example to Think Win-Win.
2. Body language can be even more important than words. Play a game with your kids where you each try to guess the other's emotion (happy, sad, angry, frustrated, bored, etc.) without using any words, just body language. Point out that you can learn a lot about others by simply watching their faces and body movements.
3. Demonstrate how saying the same phrase in a different tone of voice can give the phrase a completely different meaning. Try emphasizing different words in the phrase "I didn't say you did it" and then have your child tell you how the meaning changed.
4. Get several pairs of glasses – some prescription, some sunglasses. Let each child look at the same object through a different set of glasses. One might say it's blurry, dark, blue-tinted, or clear. All depending on what glasses he or she is wearing. Explain that the differences in what they see represent the different ways people see things in life. Let them trade glasses to get an idea of seeing something the way someone else sees it.
5. Prepare a "taste" platter with a number of different items of food on it. Let everyone taste each item. Compare responses, and talk about how some people may really love a particular food, such as sour pickles, that others find distasteful or bitter. Point out how this is symbolic of how differently people experience life, and explain how important it is for all of us to really understand how other people may experience things differently than we do.

Habit 6: Synergize is when two or more people work together to create a better solution that either would have thought of alone. It's not your way or my way, but a better way. Talk about the equation $1 + 1 = 3$ (or more). How is that possible? 1 person + another person = 2 ideas + many more than either of them would have thought of alone. Synergy is taking good ideas and making them better by working together. Discussions can focus on other examples of synergy in nature, history, literature, and personal experiences. For example, synergy happens in nature when a flock of geese heads south for the winter. They fly in a V formation because due to the updraft, the entire flock can fly farther than if each bird flew alone.

Activities For All Ages

1. With your children, choose a problem you may have (completing tasks). Use the Synergy Action Plan to summarize your child's solution and your solution: (1) Define the problem. (2) Share your views. (3) Think of solutions. (4) Choose the best solution together. See if you can reach a better solution (the High Way) than either of you would have come up with alone.
2. Institute a "15-minute program" where everyone drops what they are doing and pitches in to work as a team to clean the kitchen, pull weeds in the garden, wash the dishes, clean bedrooms, sweep the front porch, etc. Cutting out a small block of time where everyone helps makes the work go quicker.
3. If your child has siblings, ask each to identify what they think their brother or sister is really good at, then share the lists with each other and discuss how they could Synergize on homework, chores, playing games, sports, etc. If your child does not have siblings, you can do the same exercise using his or her best friend – or you.

Class Placements for Next Year...

Coming up in May the Seaview Elementary staff will be looking at **tentative class assignments** for students entering grades one through six next year. Due to withdrawals and additional registrations that occur during the summer, classroom rosters are not completed until the end of summer. We will notify you of your child's tentative assignment for the 2020-2021 school year in late August. **All student assignments are tentative until a determination is made after the 4th day of school in September**, whether or not any adjustments in students and teacher assignments need to be made, based on final enrollment and staffing numbers. Any adjustments can take up to two additional weeks to implement once finalized.

Student placement is a complex task and the following list gives you a sampling of some of the things that are taken into consideration by staff through the placement process: Academic Achievement, Behavior & Social Skills, Learning Styles and Class Size.

Parent input is highly valued and an important consideration in our school's student placement decision making process. **If you wish to share information about your child's learning style, desired teaching style, classroom environment, or other factors to help us consider your child's placement, please write a letter to me (pickarh@edmonds.wednet.edu) and cc current teacher by Friday, May 1st highlighting the items you would like us to take into consideration when placing your child. Please do not include specific teacher requests as teacher assignments have not been finalized and may change depending on enrollment changes over the summer.** Your letter will be shared with the placement teams as a consideration in our decision-making process. When we make a classroom placement decision, your child's new teacher will use the information you have provided in your letter to help develop an effective classroom program for your child next year.

The student placement process is critical to ensure continued success with learning experiences at our school. Our goal is to create the best community for learning in every classroom which reflects an equitable distribution of students of varying abilities, talents and perspectives. The teachers, specialists and I work very carefully together to create classes which are balanced in the areas of academic achievement, behavior and social skills, ethnicity, gender, equity, learning style and class size. The teachers and specialists are experienced professionals who have a high degree of knowledge regarding the children and are very skilled at creating classes where every child will learn to his/her potential.

Heather Pickar, Principal

SEAVIEW ELEMENTARY SCHOOL



To help us develop next year's class lists, please return this form if your student(s) **WILL NOT** be returning to Seaview for the 2020-2021 school year. This does not include 6th grade students. Thank you.

- My student(s) **will not** be returning to Seaview next year.
- Attending another school in the Edmonds School District
School name _____
- Attending a school outside of the Edmonds School District
School name/location _____

Student(s) name

Current Grade(s)

Parent Signature

**PLEASE RETURN FORM TO THE OFFICE ASAP OR EMAIL
bennettl@edmonds.wednet.edu
ONLY IF YOU ARE MOVING**