From the Principal....

January 2020

Dear Families,

Thank you for joining us at our annual holiday concert. Mrs. Lazdauskas never disappoints. I want to personally thank her and all of your children for their practice and performance at this year’s concert.

When we come back from holiday break, all student will undergo winter testing in language arts and mathematics. I’ve included the assessments they will take within this newsletter. They will be the same ones that were taken in the fall.

I hope everyone has a great holiday season and a relaxing vacation. We will see you in the New Year! Best wishes for 2020!

Thank you,
Dr. James Zavodjancik
Principal

Evacuation Drill

January’s Emergency Drill will be a fire evacuation drill.

Cultural Family Project

Be on the lookout - you will receive (hardcopy and a copy is attached to this newsletter) a form titled: Cultural Family Project. In the upcoming months, BHS staff and students will learn about different cultures, countries, contributions, and customs. Students will be asked to complete different tasks to learn about their heritage. We hope you will join us in this learning.

Twitter

Remember to follow us on Twitter at BoothHillSchool

We periodically update school information on this social media site.

Calendar of Events

January 1  No School – New Year’s Day
January 2  School Back in Session
January 20  No School – Martin Luther King, Jr. Day
January 31  School PBIS Reward Incentive
Calendar of Events (continued)

Student Council at 8AM
January 3
January 17
January 31

CCD Dates:
January 7
January 14
January 21
January 28

No School –
January 2, 2020
January 20, 2020

PTO Meeting
January 8, 2020 at 7PM – Library Media Center
February 8, 2020 – 7PM – Library Media Center

Board of Education Regular Meeting:
January 22, 2020 at 7PM – Long Hill Avenue Central Offices

Parent Teacher Organization
After School Program: 3:50-4:50PM
January 6- Make up from December 2019
January 8 – Make up from December 2019

Rewards Program
Please consider joining our Rewards Programs through Stop and Shop and Big Y Supermarkets. Moreover, invite family and friends of Booth Hill to do the same.

Stop and Shop –
Visit www.stopandshop.com and select SIGN IN at the top right to log into your rewards account. Once logged in, select MY ACCOUNT, MANAGE MY ACCOUNT, then REWARDS AND SAVINGS. Our school ID is 06757

At each organization, when your card is scanned, a percentage will be sent back to Booth Hill School. We hope you will consider joining the rewards program.

Box Tops for Education
You no longer need to clip them. Please download the app, select our school, and scan your receipts when shopping. Box Top eligible contributions will be automatically added to the school’s earnings.

Food Services
Do you know you can apply for free or reduced lunch for your children? Applications are available on www.sHELTONpublicschools.org. Please follow the links – District Information>School Lunch Program>Family application. All questions regarding the program can be directed to 203-924-1023, ext. 309

Student Lunch Accounts
Please log-in to Infinite Campus to find out your child’s lunch account balance. Money can be submitted through Infinite Campus. You can also continue to send it in with your child. Please make sure it is in a sealed and labeled envelope. Checks can be made out to Shelton Lunch Program.
### Perfect Attendance – Trimester 1

**Congratulations to the following students who achieved perfect attendance for the first trimester:**

<table>
<thead>
<tr>
<th>Aria Adams</th>
<th>Mia Eliot</th>
<th>Anthony Przybylko-Cadena</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bianca Basile</td>
<td>Jack Gowlis</td>
<td>Gabriella Quiroga</td>
</tr>
<tr>
<td>Siena Basile</td>
<td>Shaunak Goyal</td>
<td>Gianluca Recine</td>
</tr>
<tr>
<td>Dean Bohrer</td>
<td>Alejandro Guzman</td>
<td>Micaela Recine</td>
</tr>
<tr>
<td>Mallory Bohrer</td>
<td>Avery Jansen</td>
<td>Ariana Roben</td>
</tr>
<tr>
<td>Keenan Bruce-Tagoe</td>
<td>Cruz Johnson</td>
<td>Aiden Saginario</td>
</tr>
<tr>
<td>Liam Carey</td>
<td>Bryan Jorge</td>
<td>Luke Sainsbury</td>
</tr>
<tr>
<td>Emily Carrena</td>
<td>Elijah Kapp</td>
<td>Emma Savino</td>
</tr>
<tr>
<td>Samuel Carrena</td>
<td>Boden Killian</td>
<td>Matthew Spray</td>
</tr>
<tr>
<td>Lilyana Clemente</td>
<td>Daniel Killian</td>
<td>Zachary Spray</td>
</tr>
<tr>
<td>Gabriella Corona</td>
<td>Rhiley Krize</td>
<td>Parker Tamas</td>
</tr>
<tr>
<td>Azaria Correia</td>
<td>Anna Linden</td>
<td>Sofia Tamas</td>
</tr>
<tr>
<td>Colton Csizmadia</td>
<td>Norah Litwinovich</td>
<td>Antek Turosienski</td>
</tr>
<tr>
<td>Scott Csizmadia</td>
<td>Angelina Matei</td>
<td>Addison Vasser</td>
</tr>
<tr>
<td>Ayden Dancy</td>
<td>Abigail Mulholland</td>
<td>Isabella Vellucci</td>
</tr>
<tr>
<td>Daniel Debicella</td>
<td>Isabella Munroe</td>
<td>Chase West</td>
</tr>
<tr>
<td>Brooke Diaz</td>
<td>Avalynn Nicio</td>
<td>Izabella Wysocki</td>
</tr>
<tr>
<td>Ryan Duda</td>
<td>Thomas Nichio</td>
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</tr>
<tr>
<td>Logan Eliot</td>
<td>Leighton Poeta</td>
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</tr>
</tbody>
</table>

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**Drop-off and Pick-up**

The doors close by 8:59 for AM Parent Drop Off. School begins at 9 AM. We expect all students to be dropped off and in classrooms at 9 AM.

Please email KristenTReilly@sheltonpublicschools.org and LMceon@sheltonpublicschools.org if you are changing pick-up.

Changes to pick up cannot be made in the cafeteria with the teacher on duty. If you have not notified us of changes in pick-up, please come to the main office to do so.

We no longer will allow entry into the building from the cafeteria during or after pick-up. All building entrance must be through the front entrance. Please sign-in and take a visitor badge to your destination.
**Upcoming Staff Changes**

Please be advised of the following temporary staff changes in the upcoming year:

- Mrs. Kimberly Rose will serve as a long term substitute for the Library Media Center for approximately six weeks.
- Mrs. Sabrina Shaw will serve as a student teacher in Mrs. Gaynor’s class for the spring (beginning January 13 through March).
- Mrs. Lisa Esposito will serve as the school’s paraprofessional while Mrs. Shaw completes her student teaching.

Email addresses remain with the same pattern for these individuals (krose@sheltonpublicschools.org and SShaw@sheltonpublicschools.org).

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**District Word of the Week – December**

*Quicken* - To make more rapid; accelerate; hasten  
*Overwork* – To work too hard, too much, or too long  
*Duplicate* To copy exactly like an original

**District Word of the Week – December**

January 3 - Retrospective  
January 10 – Careless  
January 17 – Interface  
January 24 – Antidote  
January 31 - Undervalue

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**Booth Hill School’s Mission**

It is the mission of Booth Hill School to provide a safe and supportive learning environment with high academic standards for all students. In partnership, with staff,
January Assessments

Beginning in January, students will take the second round of school assessments. Students will take the following assessments:

Kindergarten through Grade 2 – NWEA English language Arts and Math
Math – during the week of January 6 and English Language Arts during the week of January 13th

Grades 3 & 4 – Reading Inventory and NWEA English Language Arts and Math
Math – during the week of January 6 and English Language Arts during the week of January 13th
The Reading Inventory (RI) will be taken on January 3 and 4th.

Please contact your classroom teacher for more information and results if required before district distribution.

A Mindful Moment – Balancing Social-Emotional and Academic Learning

Written By: Mrs. Kimberly Atkinson

This month’s mindful moment focuses on the third of the five social-emotional learning (SEL) competencies: social awareness. CASEL defines social awareness as the ability to understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures (CASEL.org, 2019, Core SEL Competencies section).

Here are a few tips to help your child improve their social awareness. Start within your own family. When someone is feeling a certain way ask your child to imagine what it might be like to be in their shoes. Empathy is not always an innate skill. Children need to be explicitly asked to think like someone else, in another person’s position, to be able to empathize with that person and situation. For example, if you are feeling overwhelmed from a challenging work day and the kids are screaming at you, you have the right to sit them down and ask them if they have ever had a difficult day and what that feels like. Connect their feelings to how you are feeling and then ask them if you could have just a few moments of quiet to help you reset from your difficult day. Set the timer to help them give you that time and space. Not only will this help you, but it will also teach your child to have empathy and reflect on their own coping strategies. Beyond your own family, take the time to teach your child how to handle differences in others. Whether it is race, gender, or disabilities, among other differences, children need to be taught how to react appropriately and embrace the diversities of others. This time of year is an especially good time to talk about how other families may not celebrate the same way your family does and that is okay. Remind them how boring our world would be if we were all the same and encourage them to ask questions about other cultures and seek answers via books at the library or other trusted sources. Turning the unknown into learning opportunities with help children be aware of the wonderful qualities that make our world unique as opposed to reacting negatively to those differences.

Promoting social awareness is not an easy task. It requires some difficult conversations and a clear understanding of what your family’s beliefs are. Take the time to really think about what you want to teach your children. Strengthening the ability to empathize with others and have an awareness of what makes each person special as a child can only enhance our teamwork and productivity as an adult member of society. The outcome later is worth the effort now. -KA

PBIS News

Happy New Year! The students will focus on the character word **Persistence** during the month of January. **Persistence** is the ability to stick with something. If you practice the violin for over a year in order to play “Twinkle, Twinkle, Little Star” perfectly, that’s persistence! Persistence is a characteristic that both parents and educators strive to instill in children on a daily basis. Developing and strengthening a growth mindset will lead to an individual showing persistence in their daily activities. In January, your child will learn more about what it means to be persistent and why it is an important quality to possess! Student Council members will also be reading books to classrooms in which the main character demonstrates persistence.

For more information on how persistence is related to growth mindset please read the article below!


The Character Word of the Month for December was Diversity/Tolerance. Congratulations to the following students for being recognized by their teachers for exemplifying this trait on a daily basis!

- Rowen Barnaby
- Gavin Nichols
- Cate Kopchick
- Elijah Wells
- Marcus Jorge
- Frank Markarian
- Johnella Fernandez
- Mia Skojec
- Anna Linden
- Nico Saglimbene
- Mia Eliot
- Cristian Stiuaj
- Azaria Correia
- Sophia Fernandes
- Jeylan Brea
- Sofia Tamas
- Andre Devellis
- Gabriella Corona
- Luca Rizzo
- Isabella Munroe
- Anthony Przybylko-Cadena
- Miya Dellorusso
- Evan Myers
- Kallie Kuruc
- Bridget McCullagh
- Kaitlin Voccola
- Livia LaRocco
- Summer Cszimadla
- Lily Mahalick
- Elijah Kapp
Booth Hill School’s All About Us Cultural Family Project

We want to learn all about you!

In an effort to promote diversity acceptance, Booth Hill School’s Diversity Committee will be hosting three All About Us Cultural Family Projects this year. Although these are optional activities, we hope that your family will consider participating in one or all of the projects. Here are the details:

1. Cultural Family Project #1 Timeline:
   - December – Gather Information about your family’s cultural heritage regarding the category of FOOD on this Graphic Organizer (please complete one per student).
   - January – Students will present the information to their classmates; at least one of their presentations will be recorded and added to their SEESAW portfolio for future viewing. The information gathered will also be used as part of an End-of-the-Year Showcase.

2. Cultural Family Project #2 Timeline:
   - February – Gather Information about your family’s cultural heritage regarding the category of CELEBRATIONS on this Graphic Organizer (please complete one per student).
   - March – Students will present the information to their classmates; at least one of their presentations will be recorded and added to their SEESAW portfolio for future viewing. The information gathered will also be used as part of an End-of-the-Year Showcase.

3. Cultural Family Project #3 Timeline:
   - April – Gather Information about your family’s cultural heritage regarding the category of THE ARTS: MUSIC/DANCE/COSTUME on this Graphic Organizer (please complete one per student).
   - May – Students will present the information to their classmates; at least one of their presentations will be recorded and added to their SEESAW portfolio for future viewing. The information gathered will also be used as part of an End-of-the-Year Showcase.
Information: All About My Culture’s Food

1. 

2. 

3. 

A Picture and Caption About My Culture’s Food

Glue Picture(s) Here

Caption:

Contributions to American Culture: Are these foods a part of American cuisine now? If so, are they the same or different in America? Explain.
<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Student Council</td>
<td>3:45-5:15pm</td>
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<td></td>
<td>Student Council</td>
<td>8:30-8:30pm</td>
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<tr>
<td></td>
<td>Biddy Basketball</td>
<td>5:30-8:30pm</td>
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<td></td>
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<td>5:30-8:30pm</td>
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<td></td>
<td>Biddy Basketball</td>
<td>5:30-8:30pm</td>
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<tr>
<td>Tuesday</td>
<td>No School</td>
<td>2:20</td>
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<td>No School</td>
<td>2:20</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Day 3:30-4:30pm</td>
<td>10:00</td>
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<td></td>
<td>After School</td>
<td>3:30-4:30pm</td>
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<td></td>
<td>Program Make up</td>
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<td>After School</td>
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<td></td>
<td>Program Make up</td>
<td>3:30-4:30pm</td>
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<tr>
<td></td>
<td>After School</td>
<td>3:30-4:30pm</td>
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<tr>
<td>Thursday</td>
<td>Happy New Year</td>
<td>10:00</td>
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<td>Lunch/Bowl</td>
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<td></td>
<td>Lunch/Bowl</td>
<td>3:45</td>
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<tr>
<td>Friday</td>
<td>Student Council</td>
<td>3:45-5:15pm</td>
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<td></td>
<td>Student Council</td>
<td>8:30-8:30pm</td>
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<tr>
<td></td>
<td>Biddy Basketball</td>
<td>5:30-8:30pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>Student Council</td>
<td>3:45-5:15pm</td>
</tr>
</tbody>
</table>

January 2020
Executive function is a set of skills that help your child make plans, control behavior, and set goals. Your child's growing brain, as Harvard University's Center on the Developing Child describes it, is like a busy airport, and executive function is its air-traffic control system. It allows a child to focus on an activity, remember details, and manage their time—all critical tasks for success in school.

The 7 essential executive function skills children need, according to researcher and author Ellen Galinsky, are:

- Focus and self-control;
- Perspective taking;
- Communicating;
- Making connections;
- Critical thinking;
- Taking on challenges; and
- Self-directed, engaged learning.

Read on for answers to common questions about these skills.

How can I tell if my child struggles with executive function? Since executive function involves a set of skills, there is no single test to identify executive function problems. Generally, a child may have executive function weakness if she or he has trouble:

- Planning projects and staying organized;
- Telling stories verbally or in writing;
- Retaining information while using it (remembering a phone number while dialing, for instance);
- Estimating how much time a task will take; or
- Memorizing and retrieving information from memory.

Are executive function problems a learning disability? No. But many people with learning disabilities tend to struggle with executive function. Individuals with ADHD, autism, or other behavioral disorders might have trouble with executive function, as well.

If my child is struggling with executive function, what are my first steps to address it? Consider which skills seem to present the biggest problems for your child. Contact your child's teachers and principal to discuss how these issues may be impacting his or her school performance. Together, you can devise school and home-based strategies.

Is my sixth-grader too old to strengthen his or her executive function skills? No! Though a child begins to develop executive function skills in infancy, his or her brain continues to develop through adolescence and into adulthood. It is never too late to help your child develop skills and processes to support learning.

How can I reinforce good executive function skills at home? One of the simplest—and most fun—is to play games. Simon Says, for instance, teaches learners to follow instructions; storytelling games boost communication; what-if and imaginative games challenge children to consider new perspectives; and memory games help children retrieve information.

How can I help my child complete schoolwork? Make a checklist for navigating assignments. For a child struggling with executive function skills, the steps necessary to complete a task might not be clear. Define them specifically. For instance: get out pencil and paper; put name on paper; read directions, etc. Encourage your child to write the due date at the top of each assignment as a visual reminder. At home, make a visual calendar with deadlines for projects.

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Web Resources


From our Parent Teacher Organization
BHS ANNUAL SOCK DRIVE

January 13th – 24th

Help Support the Bridgeport Rescue Mission

It’s that time of year again to clean out your sock drawers of all the single and too small socks.

WE NEED THOSE SOCKS!!! The Bridgeport Rescue mission holds an annual sock drive to benefit the underserved in the community.

They will gladly accept all CLEAN, hole-free socks you may have. Single socks or pairs any color, any length. The mission will distribute them throughout the inner city during the coldest months of the year. In previous years, they have distributed thousands of socks to warm the feet and hearts of those struggling with the cold. Last year BHS donated over 3,000 socks.

HOW TO HELP: Please bring your clean socks to school and place them on the table outside the cafeteria marked “BHS SOCK DRIVE” starting Monday, January 13th and ending Friday, January 24th.

Thank you in advance for your generous donations and please share this with your family and friends.

If you have any questions please contact Dana Wirth at Danawirth56@yahoo.com or Kerry Turner at vtkerry@yahoo.com

Dana Wirth and Kerry Turner – Community Outreach