

**N/C Alternative Learning Center-Pathways at Gardendale  
Newsletter-January 2021**

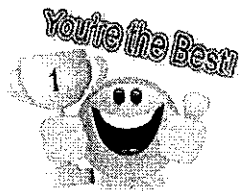
**301 Grove Blvd. Merritt Island, FL 32953**

**Phone #321-633-3489 ext. 44801**

**Visit our website at <https://www.brevardschools.org/PathwaysGardendale>**

**STUDENT SHOUT OUTS** - Thank you to all our eLearning Students who are checking in with their teachers on time and completing their assignments.

We are also proud of our students who are here at school learning.



**Keep up the good work!**

**PBIS EXPECTATIONS** N/C ALC is a PBIS (Positive Behavioral Intervention Support) School

- **PRODUCTIVE**
- **RESPONSIBLE**
- **OWNERSHIP**
- **SELF-CONTROL**

**Communication Column**

Schoolwide Improvement Plan (SWIP) has been approved. It can be reviewed from the Title 1 book in the front office and on our website. Hard copies and translation are available upon request.

You can find information about your teachers by viewing our virtual video on our Facebook page: North/Central Alternative Learning Center.

**Eckerd Connects with Teens** - Check it out on our Facebook page.

**LET'S COMMUNICATE  
GRATITUDE ATTITUDE  
PROBLEM SOLVING  
and MORE**



**How to connect with your Teachers**

Type teacher's last name.first name@brevardschools.org  
Example:  
[kennedy.julia@brevardschools.org](mailto:kennedy.julia@brevardschools.org)

Your teachers may be sending you messages through Focus, Google Classroom, and/or Odysseyware.

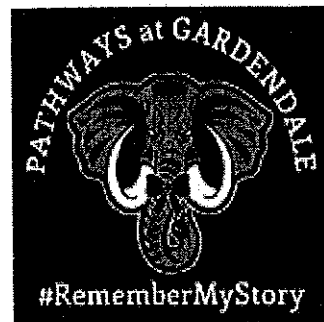
You are responsible for checking for messages.

Access learning through launchpad, Google Apps, Google Classroom. Also access Focus (your grades) through Launchpad

If you have questions or concerns regarding ALC please contact Ms. Tagye, Assistant Principal at 321-633-3489.

**Important Dates**

**Holiday for All**  
Monday January 18, 2021





## **Teacher's Corner** *Reading with Mrs. Sharpsteen*

I enjoy getting to know the students and their families!

What are we doing in class?

- **Parents:** All learners can benefit from establishing a Routine for doing their school work. Designate a specific time for your child to **read** a book at his or her level for at least 20 minutes every night. Ask your child to write or tell you what they just read. Think about the Who, What, When, Where and Why of their book.
- Create a Comfortable **Reading** Environment in your home or outside.
- **E-Learners and Face-to-Face** learners will use the Reading Plus Computerized program to increase their reading comprehension, word recognition, cite text evidence, to name a few.
- **E-Learners** I will be calling you during your scheduled period to see if you understand the assignments, or have questions.
- Reading Plus Site Code: **CALCENTER**. Some students need this information to access their program. Reading Plus also has a vocabulary section for learners to improve word knowledge.
- Every Thursday & Friday we will be conducting a "Writers Workshop" where we will read an article or two, and then write a five-paragraph essay.
- I look forward to working with your child this year. The best way to reach me is through school email: [sharpsteen.shelly@brevardschools.org](mailto:sharpsteen.shelly@brevardschools.org). Thank you.

### **PARENT TIPS** from Ms. Pambello - Stress Management Strategies

#### **Emotional Regulation and Emotional Responsibility Parent Tips**

Teenage years are a time of transition. Sometimes a teen will become overwhelmed with the emotional or physical changes they may be experiencing. Emotional Regulation is defined as the ability to exert control over one's emotional state. Negative emotions like anger, anxiety, fear, and sadness can be managed by allowing the teen to reassess their feelings. Emotional Responsibility is defined as recognizing that beliefs, feelings, and behaviors can be controlled by the person experiencing them. In the I.S.S. classroom, we teach the student to take ownership and to assign responsibility and blame realistically. We focus on the student's behavior at hand, we address the trigger, the initial cause for emotional behavior, but maintain focus on the student's reaction and ability to deal with it.

#### **Emotional Regulation and Emotional Responsibility Tips:**

- **Role-Model:** Remember, they are watching and learning from our reactions and behaviors. Stay calm when frustrated. If you allow your emotions to escalate your teen's emotions, you are only reinforcing their behavior.
- Identify the trigger of emotion. Examples might be fear, pride, shame, independence, approval to name a few. Address the trigger but maintain focus on their behavior and reaction to it. Discuss the action they took, not the person or circumstance that triggered the emotion.

- Create a positive, safe, calm environment so they can come forward to address emotions.
- Do not minimize their emotions. What they are experiencing is true to them.
- Respond without reaction, remember to discuss the action, not the person.
- Give validation and acknowledge their thoughts and feelings. Note: validation is not the same as agreeing with them, but it lets them know you are listening.
- Reflect. This shows your teen that their emotions are important, and you're doing your best to understand.

Here in the I.S.S. classroom, the student is accountable for their thoughts, actions, and behaviors. With practicing emotional regulation and emotional responsibility, we instill strategies to develop healthy relationships and satisfy secure lives for a successful future.