



# EVERGREEN EAGLE

*"What the new year brings to you will depend a great deal on what you bring to the new year" --Vern McLellan*

Jan 10,  
2022

## Counselor's Corner

Happy January Evergreen Families!

I hope you all had a wonderful winter break and had an opportunity to connect with family and friends. This month my focus for class lessons is learning to be flexible and using "I" statements when feeling upset. Younger grades are learning that things are not always going to go our way and we need to be flexible rather than being bossy and throwing fits when we don't get our way. Feel free to talk more with your kiddos about the power of being flexible and praise them when you notice they are taking deep breaths instead of throwing a fit when things don't work out. :)

Using "I" statements such as I feel \_\_\_\_\_ when you \_\_\_\_\_ will you please... can be a helpful tool when solving problems. It can be common to resort to blaming and putting others on the defense in the heat of an argument or disagreement. 5th graders practiced using "I" statements and were encouraged to continue practicing with friends and family. Questions I asked students to consider and reflect on include:

1. Think of a time someone was upset with you and then tried to solve the problem BEFORE they calmed down. How did you feel? Did you get defensive? Did you own the problem?
2. Think of a time someone was upset with you and they tried to work out the problem AFTER they calmed down and used an "I statement." How did you feel? Were you defensive or open to hearing what they had to say? Did you own the problem?

The best way to teach our kids tools and strategies to communicate and solve problems calmly and respectfully is to model the desired behavior, remind them to practice when they forget, and then praise the correct behavior. If you are interested in learning more about these positive parenting strategies check out: [www.ahaparenting.com/guide/school-age](http://www.ahaparenting.com/guide/school-age) Or reach out to sign up for a Positive Parenting Program through our connections with Children's Home Society.

Bethany McDermott  
School Counselor

## For Your Calendar

<b>Jan 17:</b>	Martin Luther King Jr. Day - No School
<b>Jan 18:</b>	Vision & Hearing Screening (1st- 5th)
<b>Jan 28:</b>	Semester Break - No students
<b>Feb 21-25:</b>	Mid Winter Break - No School
<b>Mar 18:</b>	End of Second Semester
<b>Mar 24-25:</b>	K-5 Spring Conferences - Half Days

Hello Evergreen Families!

Happy New Year from all of us at Evergreen. We hope you have been staying warm and dry on these colder, wet winter days.

Last week we welcomed our new Transitional Kindergarteners to Evergreen! They have been doing an amazing job in Ms. K's class. We also welcomed a new staff member to our Evergreen Family; Emily Ehrhardt is our new Paraeducator for the Transitional Kindergarten. We are thrilled to have her as part of our team.

Please note that on Jan 18th we are doing vision and hearing screenings for students in 1st-5th grades. If you have any questions, feel free to call the main office.

We appreciate your continued help in following the Health and Safety protocols. Attached in the following pages are the most recent guidelines for your review. You can always see the most up to date information at [www.psd401.net/covid-19](http://www.psd401.net/covid-19).

Best Regards, Ms. Amy

## New Year Resolution

As part of your resolutions this year, we encourage you to make daily, on-time attendance a priority for your students. Every day really does matter. While COVID-19 presents some unique challenges to navigate, you can help by making appointments/outings outside of school hours, following good bedtime and morning routines, and knowing/following school attendance policies. Make sure to call the attendance line (253-530-1306) any day your student will be absent to avoid unexcused absences. Thank you for everything you do to set up your students for success.

# What to do if a Person is Symptomatic at School



If a person has one or more of these symptoms:

- ☐ Fever ( $\geq 100.4^{\circ}\text{F}$ ) or chills
- ☐ Shortness of breath or difficulty breathing
- ☐ Muscle or body aches
- ☐ New loss of taste or smell
- ☐ Cough (new, changed, or worsening)



**They should isolate at home AND get tested for COVID-19**

If they do not receive an alternative named diagnosis from a health care provider **OR** do not get tested



They test **POSITIVE** for COVID-19



They test **NEGATIVE** for COVID-19 **OR** receive an alternative named diagnosis from a health care provider plus a negative test

**AND**

**Isolate at home**

They can return to school after five days have passed since symptoms first appeared if:

1. No fever within the past 24 hours (without medication) **AND**
2. Symptoms have significantly improved **AND**
3. They continue to wear a mask around others for an additional 5 days

**Identify close contacts**

See **Tree 2** and follow **COVID-19 Contact Tracing Guide for K-12 Schools**

- ☐ Congestion or runny nose
- ☐ Nausea, vomiting, or diarrhea
- ☐ Headache
- ☐ Fatigue
- ☐ Sore throat



**They should isolate at home**

Was **only ONE** symptom present?

**NO**

**YES**

Did the symptom resolve within 24 hours **OR** are they consistent with a diagnosed chronic illness?

**NO**

**YES**

Are they a known **close contact**?

**NO**

**YES**

**Return to school**

They can return to school if:

1. No fever within the past 24 hours (without medication)
- AND**
2. Symptoms have significantly improved

see **tree 2**



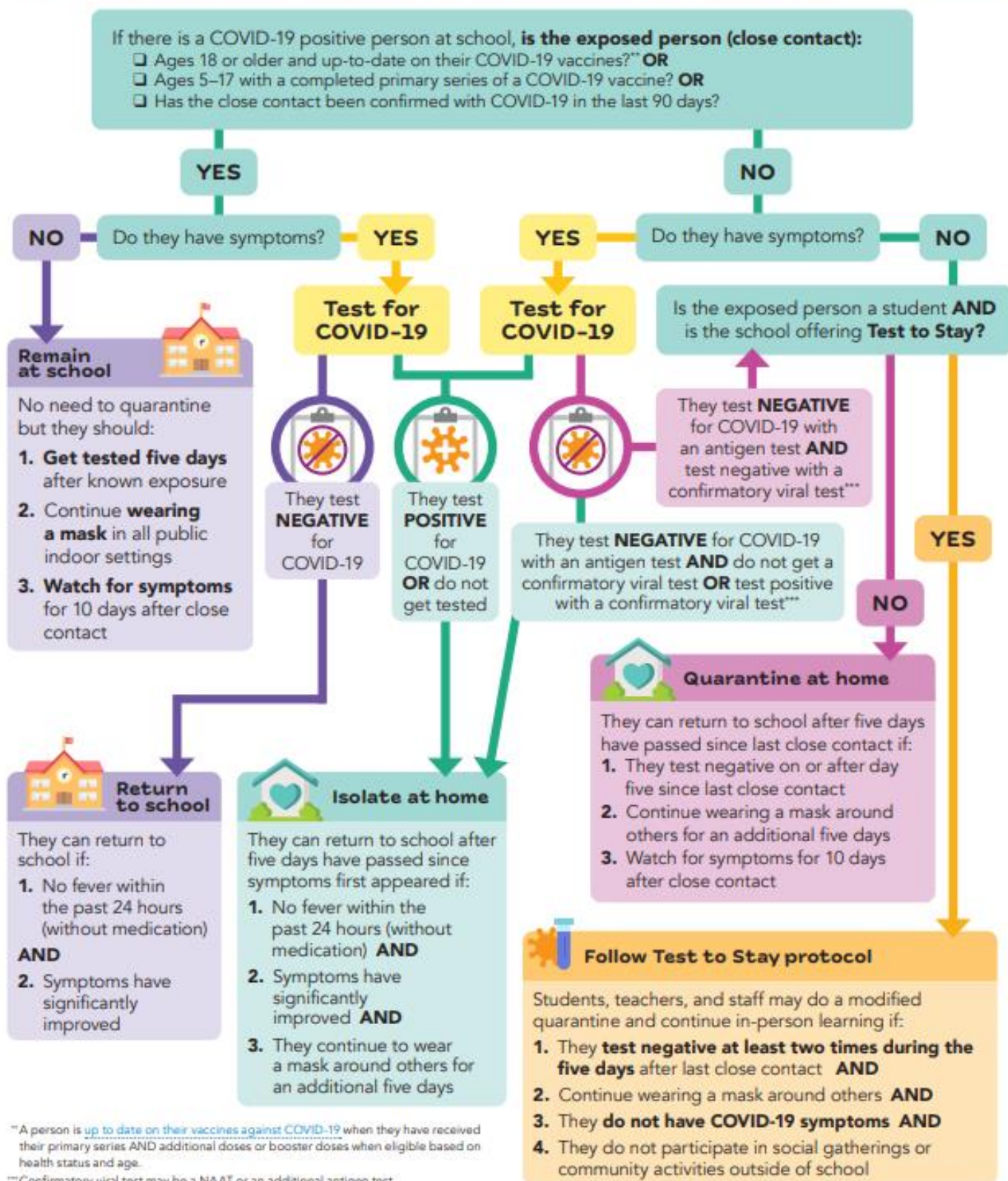
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**\*Close contact:** Someone who was within 6 feet of a COVID-19 positive person for a total of 15 minutes or more within 24 hours during the case's contagious period. In a K-12 indoor/outdoor classroom, the close contact definition excludes students who were at least three feet away from an infectious student when both students were consistently and correctly wearing masks. Please see the [COVID-19 Contact Tracing Guide for K-12 Schools](#) for additional information. The definition of a close contact may vary in some situations. The local health department makes the ultimate determination of a close contact during its investigation, but may delegate this decision if appropriate.



# Identify and Care for Close Contacts at School



<sup>\*\*</sup> A person is **up to date on their vaccines against COVID-19** when they have received their primary series **AND** additional doses or booster doses when eligible based on health status and age.

<sup>\*\*\*</sup> Confirmatory viral test may be a NAAT or an additional antigen test