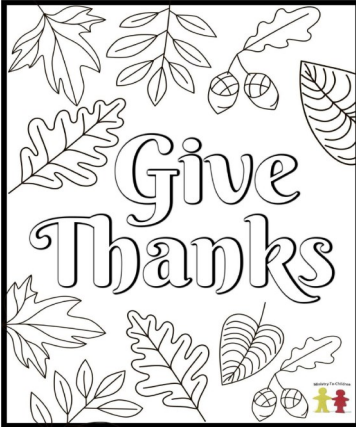




# News 4 You

Keeping ROE 40 districts and staff informed

## NOVEMBER 2022



### ROE 40 Offices will be Closed on the following days in November.

- Tues. Nov. 8th  
Election Day
- Fri. Nov. 11th  
Veteran's Day
- Weds. Nov. 23rd,  
Thurs. Nov. 24th,  
& Fri. Nov. 25th  
Thanksgiving

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### October was Cybersecurity Awareness Month Resources

The Cybersecurity and Infrastructure Security Agency (CISA) at the U.S. Department of Homeland Security and the National Cybersecurity Alliance (NCA) lead a collaborative effort to raise cybersecurity awareness nationally and internationally. Aligned with the four key action steps, please find SPPO's applicable resources:

**Think Before You Click: Recognize and Report Phishing:** If a link looks a little off, think before you click. It could be an attempt to get sensitive information or install malware.

- [Don't Take the Bait Flyer](#)
- [Malware Flyer](#)
- [Email and Student Privacy](#)

**Update Your Software:** Don't delay -- if you see a software update notification, act promptly. Better yet, turn on automatic updates.

- [Data Security Checklist](#)
- [Malicious Software Data Breach Scenario](#)

**Use Strong Passwords:** Use passwords that are long, unique, and randomly generated. Use password managers to generate and remember different, complex passwords for each of your accounts. A password manager will encrypt passwords, securing them for you!

- [Data Security and Management Training Best Practice Considerations](#)
- [Password Data Breach Scenario Training Kit](#)

**Enable Multi-Factor Authentication:** You need more than a password to protect your online accounts, and enabling multi-factor authentication makes you significantly less likely to get hacked.

- [Identity Authentication Best Practices](#)
- [Authentication \(Single and Multifactor\)](#)



Student Privacy Policy Office  
Privacy Technical Assistance Center  
U.S. Department of Education  
855.249.3072 privacyTA@ed.gov <https://studentprivacy.ed.gov>

Fri Nov 18th - Keep Them on the Edge of Their Seat!

Tue Nov 29th - Believe: From the Pitch to the Classroom, Leadership Lessons From the Lasso Way

Thu Dec 1st - Grants 4 Schools Workshop: Let's Get Our Grant On

Fri Dec 9th - Applying the Science of Reading

Fri Jan 20th - Health Life Safety Compliance: A Guide to the Fundamentals - (Admin academy credit also available, AA #3700)

Wed Jan 25th - Level Up Your IEP Knowledge/ Understanding Behavior (K-8)

Fri Jan 27th - Implementing Trauma Informed Practices in Schools - AA #1863

Mon Feb 6th - Recognizing and Alleviating Math Anxiety

Fri Feb 10th - PEP Con - Featuring Jon Gordon, Carla Tantillo Philibert & Gerry Brooks

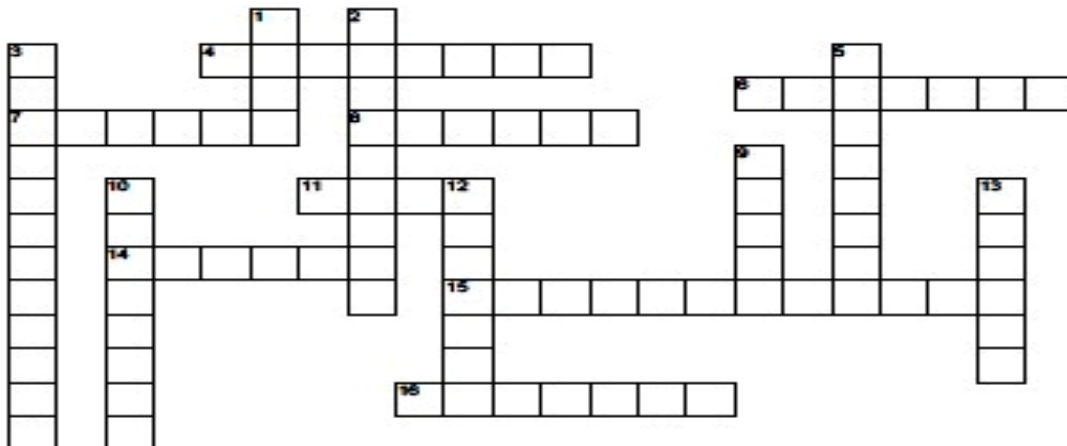
Thu Feb 23rd - 10 Techniques to Get Students Talking

Tues Mar 28th - Google Level 1 Certification Boot Camp

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Thanksgiving Crossword



### ACROSS

4. Thanksgiving food that can be mashed or baked.
6. The pilgrim's made them from linen, wool and leather.
7. The season of Thanksgiving.
8. People you are related to.
11. Made with special recipe from butternut squash.
14. Long line of people marching down the street.
15. Where the Pilgrims got of their ship.
16. Country that Pilgrims came from.

### DOWN

1. Yellow vegetable grown by Native Americans.
2. The ship that brought the Pilgrims to North America.
3. Holiday of this crossword.
5. Eleventh month of the year.
9. A big meal.
10. Thanksgiving dessert made from apples.
12. Large orange vegetable.
13. Bird eaten at Thanksgiving.

# 3 Strategies for a Trauma-Informed Classroom

Matt Weld, ROE 40 SEL Coach

Think about the last time you felt a strong, difficult emotion. Did you receive an email that you took personally? Did someone in your family say something that attacked your values? It could be any number of stressors that brought on an immediate response from you that you felt both emotionally and physically. That response is completely natural and should not be suppressed. You feel emotions for a reason. Your brain is constantly trying to protect you from harm, and these emotions are messages to you that something is amiss, and that you need to take action. Once the action is taken, the emotion fizzles out, and life continues on.

But what happens when the cycle is broken and not allowed to be completed? Trauma can be defined as the repeated suppression of an emotion's natural

response. That emotion is still somewhere in your body, and your body remembers. For many of us and our students, we have, in our history, times when it was more advantageous for us to suppress our emotions than to let them run their course.

As a simple example, think of a child who feels fear during a domestic situation. They have two choices: they can either act on that fear by either running away from the situation or fighting back, or they can suppress their fear because that is the best option for their short term survival. What do they choose? Short term survival, of course. If a parent is abusive, it's in the child's best interest to submit so that the abuse will stop. Their fear, however, is still there, buried inside, and can come bursting out when triggered.

In the classroom, this generally presents as one of three behaviors: fight, flight, or freeze. If they fight, it may look like aggressive behavior, acting silly, or arguing. Students who tend to flee may exhibit skipping class, daydreaming, or becoming disengaged. Freezing may look like refusing to answer questions or blank looks.



How can we respond to these behaviors that indicate a student is not in the right place to learn? Remember that behaviors are simply responses to unmet needs. Ask yourself, "Is this behavior willful disobedience or an indication of something deeper?" If it's willful disobedience, then you all have your procedures for dealing with that. If you think it's an indication of an unmet need, perhaps the best strategy would be to attempt to pull them out of their 'downstairs brain' where they are in survival mode, and move them into their 'upstairs brain' where their whole brain is online and ready to positively socially interact and to learn. Here are three actions you can take to bring them back online. It's your call whether you do this individually or as a whole class. In my mind, there's nothing wrong with giving the whole class a brain break and modeling coping strategies.

1. **Access their peripheral vision.** Direct them to extend their hands in front of them, palms together. Keeping their gaze forward, have them slowly open their arms until they can't see their

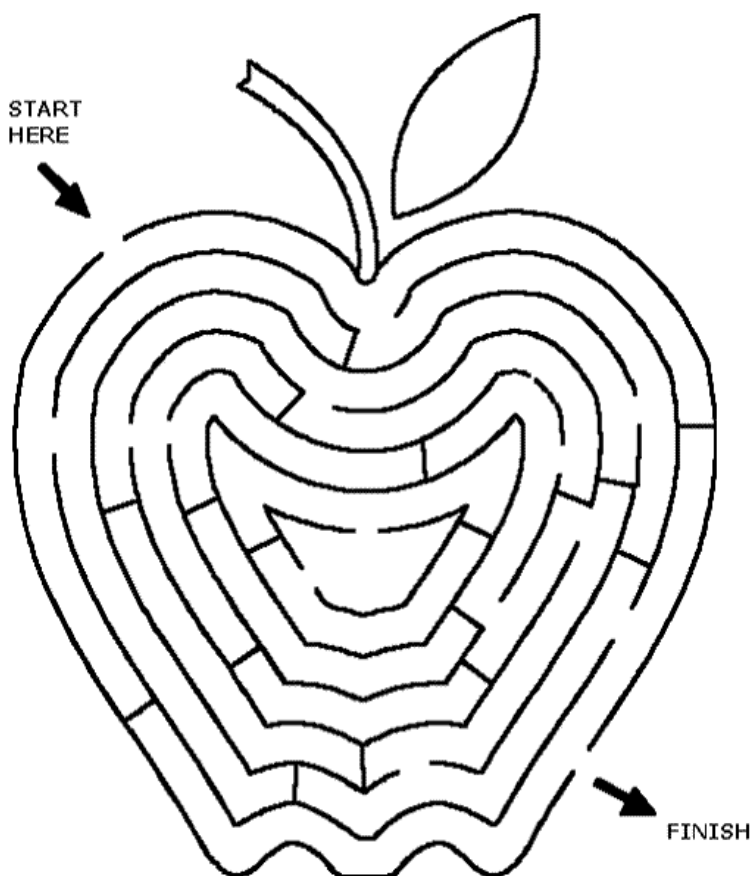
hands anymore. Bring them back in until they can just see them out of the corners of their eyes. Wiggle the fingers and open their arms even farther. Our peripheral vision is only accessible when our whole brain is working together.

2. **Do a body scan.** Have the students put both feet on the floor, hands in their lap. Invite them to close their eyes, and then have them see what the top of their head feels like, then their shoulders - do they feel tension? What about their face? Have them clench and unclench their hands, move their fingers. Move down to their chest and belly. What do they feel? Move on down the legs to their feet.

3. **Focus on their breath.** Make sure the students are sitting upright and just have them notice how their breath feels going in and out of their noses. With their left hand on their heart, have them breathe so that their hand goes up and down. With their right hand on their belly, have them breathe so that the right hand moves up and down with their breath. Repeat for 3 - 5 breaths for each hand.

Each of these actions take just seconds or minutes, and the whole class will be better for it. Maybe as a preventative measure, start each class with one of these exercises. There will be naysayers and giggles at the beginning, but if you take it seriously, they will come to appreciate the exercise and so will you.

Reference: *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*, by Kristin Souers and Pete Hall, 2016.



Illinois Area 5  
Regional Offices of Education  
Social-Emotional Learning Hub

The logo for Illinois Area 5 Regional Offices of Education Social-Emotional Learning Hub. It features a teal outline of the state of Illinois with a white number '5' inside. To the right of the map is a small globe icon. The text 'Illinois Area 5' is in red, 'Regional Offices of Education' is in teal, and 'Social-Emotional Learning Hub' is in blue.



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# ROE40

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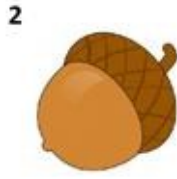


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Find the words in the puzzle, and write them under the appropriate picture.

# HAPPY THANKSGIVING



S	F	Z	E	A	Q	T	U	R	K	E	Y	N	D	T	S	X	A
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