



Cultural Bridges

INFORMATION TO HELP FAMILIES NAVIGATE THE ISSAQUAH SCHOOL DISTRICT **ENGLISH**



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Dear Readers,

Spring is the season of new beginnings, often described as a time of renewal or awakening. This year that feeling has even stronger meaning. While the weather turns warmer and leaves begin to emerge, schools are slowly reopening.

Some things have been constant and will remain the same. The Issaquah Schools Foundation is supporting our students (p. 3), teaching remains one of the most demanding and important professions (p. 4), and our District still offers great options such as the MERLIN program (p. 8) for students.

Other things have changed. The number of parents and students dealing with grief, anxiety or stress has risen tremendously. Many more children need academic support, especially those that were not able to transfer smoothly to remote schooling (p.16-17). Tensions between communities have been amplified and taking about race (p. 22) and continuing to build a culture of kindness (p.24) is more important than ever.

Summer will bring different ways for kids to catch up with academics (p.14). But it will also be a time for kids to unwind, relax and most important, heal. They will heal by playing; at every age and stage, play is essential.

Please be mindful that children will have more options to work with academics during the next school year.

All levels of the pandemic recovery will take time. The "magic potion" is kindness, civility and grace to make sure that our communities don't get any permanent damage during the process of a new beginning.

We wish your family a very Happy Spring!

Alicia Spinner
Cultural Bridges Program Manager



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Cultural Bridges
Issaquah Schools Foundation

Building relationships between families from diverse cultures, their children, the Issaquah School District, and the broader Issaquah community.

This magazine is a resource provided through the Cultural Bridges program made possible by the Issaquah Schools Foundation. We are grateful for our donors, who are our readers, parents, and community members like you! To donate, visit: isfdn.org

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23rd Annual Flagship Event Nourish Every Mind 2021



No one could have imagined the events leading up to 2021 and how a global pandemic would affect our kids. While much of 2020 was spent adapting to challenges for students, parents, and teachers within a new remote learning environment, the Issaquah Schools Foundation remained committed to our mission to support our community's students.

Join us on April 29th for Nourish Every Mind. During this fundraising event and online student showcase, hear directly from Issaquah School District students about their personal experiences, how your support made a difference this year, and learn what is still needed to ensure their overall success.

The 23rd Annual Nourish Every Mind virtual event serves three purposes:

- to honor our community of partners, donors, and sponsors who have continued to help the Foundation over the years.
- to fundraise to bridge the gap that has been created due to the pandemic.
- to showcase the endless opportunities donors create for our students.

The flexibility of Foundation funding empowers our ability to deliver resources to students, regardless of their learning environment. Hear how we have adapted existing programs and continue to innovate as we launch new plans to do the following:

- Provide subject-specific academic support.
- Support scalable and sustainable mental & behavioral health resources.
- Meet basic student needs such as food and school supplies
- Provide equitable access to educational resources through targeted community outreach to our culturally diverse community.

Nourish Every Mind is truly "virtual" this year. Join us virtually from anywhere, with anyone! Stream our student showcase from the comfort of your family room, host a small group of friends or family on your back porch, or watch via our Issaquah Schools Foundation app or social media feeds while you're on the go in the evening.

You can support local businesses by checking out our online Nourish Every Mind auction, April 16-26, 2021.

The impact of your support provides a powerful, tangible benefit to our community's students during a time when much support is needed. You are a vital partner that enables us to remain resilient, resourceful, and relevant. You fuel our ability to respond to emergent needs, remain agile, and give direct support to where it is needed the most.

Register at www.isfdn.org/nourish-ever-mind to join us at Nourish Every Mind, Thursday, April 29th at 7:00 p.m. or call 425-391-8557.

Cornell Atwater
Executive Director

Issaquah Schools Foundation



At home in the community.

It's more than hospitals and clinics. It's knowing what your family needs.
And your first name. It's getting kids to be active, and young adults through college.
Making it easier to live well. It's creating healthier communities, together.

SWEDISH ISSAQUAH

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SWEDISH

Issaquah

Getting to Know Lindsay Roberts, School Nurse at Apollo Elementary



CULTURAL BRIDGES: Tell us about your position and what you do on a day-to-day basis.

LINDSAY ROBERTS: In addition to attending meetings and trainings, my typical day includes writing up and maintaining health care plans for students, communicating with families and reviewing confidential emergency health information, medications lists, immunization records for each student to make sure their information and all of the necessary paperwork is up-to-date. I also take care of students coming in for bumps/bruises or more serious concerns.

I perform staff trainings-epipen/medication administration for emergencies as well as the hearing and vision screening.

Part of my job is also facilitating connections between families and resources; picking up and delivering clothing or other household needs to families as needed.

CB: Why did you choose to work as a school nurse?

LR: I worked as a substitute school nurse as it was the perfect shift for me being a stay at home mom. I instantly fell in love with school nursing! I loved getting to know the students and loved learning how much the school nurse does for the community and knew I wanted to be a part of it full-time someday! Once my youngest started Kindergarten, I decided that becoming a full-time school nurse would be a great fit!

CB: Could you explain what the Nurse's Fund is?

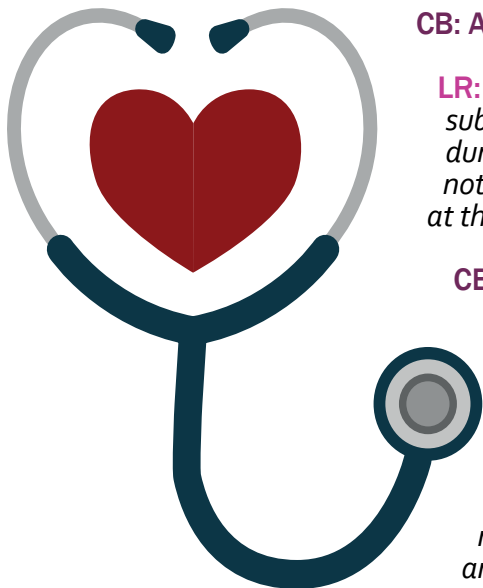
LR: The Nurse's Fund is to help students within the ISD and their families who need financial assistance with food, clothing, school expenses, medications, living expenses, medical expenses, vision glasses, etc. The school nurse becomes aware of families and students who may need assistance by referrals from other school staff, other families or talking to the families directly. The school nurse then evaluates the situation and if appropriate, offers assistance. Families are not required to provide proof of their need for assistance or financial situation. The money used by the Nurse's Fund comes from donations.

CB: Any story you would like to share?

LR: My favorite memory of being a substitute school nurse was when I would sub at my daughter's school. She and her friends would come in to visit me during their recesses and sometimes ask to eat their lunch with me! I also noticed her friends would have a "tummy ache" during class when I working at their school. It really was sweet.

CB: Tell me a little bit about yourself outside your work.

LR: I was born and raised in Renton and now live in Maple Valley with my family. I am married with 2 incredible children. Prior to the pandemic, we loved going on family vacations and can't wait to get back to it and explore new places! Our favorite vacation is Disneyland! Our next vacation we would like to do is Maui for the first time as a family. Right now, we are comfortable and happy staying home and relaxing and spending quality time together. We will get through this. We are in this together.



7 Ways to Say "Thank you Teachers!"

BY ERIN MICHAEL

ISD Parent and Grand Ridge PTSA Secretary

*A teacher affects eternity;
he can never tell where his influence stops."*

– Henry Adams

Here in the Issaquah School District (ISD), we are lucky to have so many amazing educators and school staff members who are extremely dedicated to our children's learning and development. In light of the pandemic, this year has likely been the most challenging of their careers, as they have adapted to all new platforms and teaching environments. In addition to these changes, educators have had little direct contact with other staff and students. There simply haven't been many opportunities for parents to volunteer in the school, leading to fewer opportunities to offer support and appreciation. This is why it is so important to let our district teachers and school staff know how much we appreciate all of their hard work this year.

Teacher Appreciation Week is May 3rd – 7th, and regardless of whether your students are doing virtual or in-person learning, we want to make sure our teachers feel valued. In 1953, Eleanor Roosevelt persuaded Congress to create a day to celebrate educators and then in 1984, the National Parent Teacher Association helped designate the first full week of May to show gratitude to our teachers and school staff. As a community we can provide our school staff with a boost to help energize them through the end of the school year. Gifts and gestures can come in many forms, but the emphasis should be on our gratitude for our educators' commitment to our students. Typically our school PTSA's have organized Teachers Appreciation Week activities where parents and students can contribute to a class project of gift, but those programs may not happen during this unusual year. As such, here are some teacher appreciation ideas any teacher would be sure to love:

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1) Send a Kudo or Padlet Message Board These are virtual message boards that can be shared with a group so each person can add their own photo, video, and/or written sentiment. This would be great to send out to a whole class or group and have everyone add their own message. There are free and paid versions depending on how many messages you include. Receiving a message board full of personalized recognition and "thank yous" will likely lift our teachers' spirits. Handwritten cards and letters also have a big impact especially when they contain specific details or compliments. (Kudoboard.com, padlet.com)

2) Gratitude Video While this requires a little tech ability, many older students are learning video skills that they can showcase in a video for their teacher. It could be done independently or as a class. Students could all talk about one favorite learning moment or class memory, lip synch a song, hold up signs, or just say "thank you." When a group of these are put together, it has a grand impact.

3) E-mail a Virtual Gift Card Many businesses offer online gift cards that can be sent via e-mail. These include Amazon, Starbucks, Etsy, and even Scholastic Books. Amazon has an option that allows you to put a photo on the virtual gift card. We have given these virtual photo cards to teachers with photos of the student holding a personalized "Thank You" sign. This extra effort helps the gesture feel more authentic from the student. Gift cards can be sent on behalf of one family, as a group, or by an entire class.



4) Gift Local Consider gifting an item or gift certificate from a local, small business such as passes to Cougar Mountain Zoo, a gift certificate for a store in Gilman Village, Boehm's Chocolates, Squak Mountain Nursery, or Agave restaurant. This is easier if you know something about the staff member's interests or hobbies, but keeping the purchase local helps Issaquah's small businesses during these challenging times.



5) Homemade Artwork or Craft Something made by your student or family is a great way to show appreciation, especially for those who are artistic or like to craft. If you do give a handmade gift, think about including a message describing the item you made and possibly how/why it was made. Gifts of homemade food might not be as appreciated this year due to Covid precautions, but this is an opportunity to be creative or for your student and to really personalize his/her gift. If you are still in a virtual setting, consider taking a photo of your student with the artwork or sign to e-mail the teacher.



6) Pinterest Ideas Pinterest is full of adorable Teacher Appreciation ideas, most of which are small items with a fun tag that connects the item to the teacher with a witty saying. For example, one tag says, "You make us Pop with appreciation" and it attached to a container of popcorn. Another says, "Thanks a Latte" attached to a coffee gift card. These fun plays on words allow something small (but useful) to be given with meaning and in a cheerful way. If you really want to celebrate Teacher Appreciation Week, consider giving a small gift several days out of the week.

7) Themed Basket Gift baskets full of items that connect to a theme are a lot of fun to put together and make great teacher appreciation gifts, especially from a class. Collecting a group of items that are all connected is especially fun when you know the types of things your teacher enjoys. For example, someone who gardens might appreciate a basket with garden gloves, a hose nozzle, garden hat, and a gift certificate to a local nursery. A themed basket could also be built around a favorite activity (family movie or game night, beach trip, or art supplies) or even a color theme. If you wanted to do your own, the items can be less expensive, such as office supplies or fun snacks.

However you plan to offer gratitude to you student's teacher and school staff, remember that sincerity goes a long way. Moreover, it is even better if you can find a way to be personal and specific to their relationship with your student. It will most likely mean more and teach your student important lessons about gratitude as well. Also, don't forget to remember specialists like Physical Education teachers, Librarians, Music teachers, bus drivers or office staff. A small note or token gift goes a long way to brighten their day!

The MERLIN Program

BY LAURA NI

Issaquah School District Parent and Cultural Bridges Assistant Editor

As a parent of a daughter who is currently in the Mind Education Right Left Brain Integration (MERLIN) program at Apollo, I'm often asked what this program is and what I think about it. MERLIN is Issaquah School District's Highly Capable Program for 3rd to 5th graders. I think it is a great option for students that are academically advanced and want challenges throughout the school year.

MERLIN provides excellent opportunities for students to be challenged. I remember when my daughter started 1st grade, she would come home from school frequently saying, "I feel so bored in class. My teacher keeps repeating how to solve simple problems which I already know." Or "Mom, it only takes me 5 minutes to finish my schoolwork and then I have to sit there reading by myself for another 30 minutes. School is so boring!" But since she started the MERLIN program, she eagerly and happily attends school every day. Her teacher keeps them engaged and knows how to challenge her and her classmates. Academically, kids will follow an advanced math and reading curriculum which puts them a year or more ahead. Also some extra STEAM related activities such as robotics and coding are available. Even if students learn the same curriculum as other classes, they are given the chance to go deeper. Since the whole class has a similar academic level, the learning normally goes quickly and smoothly.

Additionally, MERLIN students have a chance to do in-depth projects that no other classes do. For example, in 3rd grade, students observe the different stages of the life cycle of salmon by raising them from eggs in their classroom. After three months they get to release the salmon at the hatchery. Third grade students also get to participate in a fun project called "Classroom City," where they have a chance to learn about government organization.

Since our school district only has two MERLIN classes per grade, children have the same classmates for three years, and really get to know and trust each other. By the time they are in 5th grade, like my daughter is now, they are like a family. They bond together.

Once consideration to be aware of is that since MERLIN students are in the same class from 3rd to 5th grade, they don't end up in a classroom mixed with new students each year and may not get to spend much time with friends that are in the other classes.

And some MERLIN students come from other schools communities to join the MERLIN class. Some of these students get disconnected from their original school communities, and it's hard to rejoin them in middle school. In some cases, it expands their circle because now they have groups of friends from experiences at two elementary schools.

If you are considering the MERLIN program for your children, please be aware that the district doesn't provide transportation from your home to the two schools where the program is located: Apollo and Endeavour Elementary (unless, of course, this is already your child's school). Many MERLIN families who live close to each other schedule carpools. MERLIN teachers also provide an online commute sheet to help parents find carpool opportunities.

My daughter's experience in the MERLIN program has been a good one. Our family feels that the MERLIN teachers are highly qualified and easy to communicate with. I strongly encourage parents who have any questions about this program to contact a MERLIN teacher. I am sure they will be happy to connect with you!



For more information about the MERLIN Program, go to:
<https://www.issaquah.wednet.edu/academics/programs/gifted/MERLIN>

What do you like the most about the MERLIN program?

Nella Karppanen, current 5th Grade MERLIN

When I received the news that I was getting into MERLIN, I was really excited about it, but a bit disappointed that I had to leave my friends from my old school. I had heard from many people that it was full of challenges and fun units, and they were correct. And every time my friend asks me for help on her homework, I feel proud that I know how to help them. We also have lots of cool activities, such as having hot cocoa while reading good books in 4th grade. If the pandemic hadn't happened, we would be able to have market day and camp. It's a bit sad that we weren't able to do the typical events that happen in 5th grade Merlin because of quarantine, but we were still able to have some scavenger hunts, bingo, and virtual escape rooms.

Samantha Burch, current 5th Grade MERLIN

As a Merlin student, you get to do lots of extra fun things! For instance, my class was able to experience the Age of Exploration through the Privateers and Galleon crew's eyes with a month-long simulation. Completing "tasks" to advance across the ocean toward the New World and to bring back gold for Spain or England. Another fun thing we get to do is Fun Friday that happens every week. We pick which activity we want to do, like playing a game, reading, or drawing. Of course, we don't get to participate if we don't finish all our schoolwork.

Theo Kim, former MERLIN student, 6th Grade

One thing that I liked most about MERLIN were the fun activities we did, especially the full-class and group projects. "Classroom City" in 3rd Grade was the most fun. We each had our own huge box with our desk, classroom items, and our "business" in it. The teachers and the curriculum were good. The teachers explained things well. If you needed help on an assignment, they would help you and not do the entire assignment for you. The curriculum was easy to understand and had good pacing.

Olivia Chen, former MERLIN student, 6th Grade

My favorite part of this program is that we have amazing teachers. Not only do they care for us, but they also understand how we think and can teach us effectively. It is not just simply teaching the curriculum as required, but more of going above and beyond

to tailor the curriculum, so it fits our needs and interests just right. Our teachers work constantly to weave in fun activities so we could learn a lot while we fully enjoy it. That is why our teachers are amazing!

Corbin Honey, former MERLIN student, 7th Grade

Something that I liked the most about MERLIN was that everyone moved at the same pace, and group projects had (mostly) equal amounts of work done.

Julianne Lee, former MERLIN student, 7th Grade

The thing that I liked the most about the MERLIN program was the people. I made good friends that I am still in touch with, and I had a lot of fun during the program. I was very bored in classes in previous years, but MERLIN was challenging, and all the teachers were helpful and engaging.

What did you like the least about the MERLIN program?

Nella Karppanen, current 5th Grade MERLIN

Sometimes, there are harder assignments that we don't get many tips or instructions on, and then really easy ones that we spend a TON of time on. I guess that's expected in math though, so it's fine. It's also a bit hard to make friends outside your class because you learn different things from other students and you basically just talk to your classmates and other MERLIN students.

Samantha Burch, current 5th Grade MERLIN

The only part that isn't really fun is when you first start MERLIN. This isn't a problem if your homeschool is a MERLIN school. I was sad when I left my homeschool, but I know I did the right thing. Going to MERLIN meant I was going to be learning at my proper level, because it wasn't challenging enough at the level I was at. Plus, I had the chance to meet new friends who are my best friends now!

Olivia Chen, former MERLIN student, 6th Grade

My least favorite part is that MERLIN only lasts for three years. Because of this, after graduation we were separated into different middle schools. All the strong connections and bonds we had formed over the past three years were broken. We can still connect but it will never be the same again.

Corbin Honey, former MERLIN student, 7th Grade

Something that I didn't like about MERLIN was how competitive

everyone was and that everything, even when unnecessary, was made into a competition.

**Julianne Lee,
former MERLIN student, 7th Grade**
My least favorite part was that I didn't know anyone outside of my class and would've liked to make more friends outside of MERLIN before I started middle school.

How was the transition in middle school?

Theo Kim, former MERLIN student, 6th Grade

The transition to math in middle school was fairly easy because it went straight from what we learned in 5th Grade to what I'm learning now. The writing we did in 5th Grade helped me be a better writer in middle school.

Olivia Chen, former MERLIN student, 6th Grade

At first, school is relatively the same as you remembered it, but very soon you sense the difference. For me, I just felt like something was off. I was at a school with only one other classmate and everybody else was new. I missed my friends and it was difficult. I had to start from scratch, navigating around remote learning while figuring out who was who and looking for new friends. On top of that, I had to balance all my assignments, making sure I finished them on time. There was a good part though. I am still able to stay in touch with a few of my old friends, at the same time I got to know a new crowd. So, while change is not the best thing, it isn't too bad.

Corbin Honey, former MERLIN student, 7th Grade

The transition to middle school is okay; it may be hard to find friends, as you may not have any classes with other MERLIN students. Also, your classes may have a majority of students in the grade above you, which may also make it hard to find peers in your grade. But, if everything works out well, you can have friends from MERLIN, and friends in your new classes to have even more friends!

Julianne Lee, former MERLIN student, 7th Grade

When I went to middle school, I was really scared that I wasn't going to have any friends. Only three other people from my class were going to the same middle school as me. Making friends was much, much easier than I had thought it was going to be. I made good friends quickly and got closer with the people from my class that did go to Maywood.

New Elementary and Middle Schools!

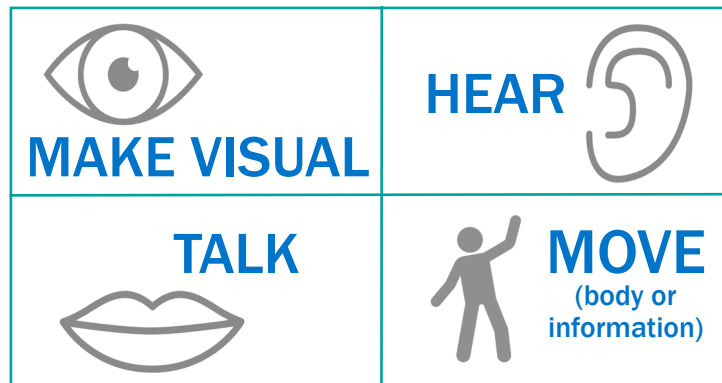


All the PTSAs of our District are looking for volunteers to take roles for next school year. Especially the ones for the two new schools. If you would like to join a board, contact your school PTSA soon!

Learn to Learn

Do you know how to help your children to study more efficiently?

Our brains take in information from 4 different ways. These ways are called study senses:



The more study senses your children can use to learn the better! Here are some examples:

Students can **TALK** with their parents or classmates about what they have learned in class each day and **LISTEN** to them repeat it back.

Students can rewrite the formula they just learned in math or make a timeline for a history lesson, so they are **MOVING** the information around and making it **VISIBLE** at the same time.

Students can read (**MAKE VISUAL**) while they **HEAR** an audio book at the same time.

Do gestures (**MOVE**) while **TALKING** for a language class or vocabulary lesson.

As a family you can brainstorm creative ways to use more study senses to help your children learn. It's a good idea to have a whiteboard, blackboard or a large piece of paper hanging on the wall for students to write information down or practice problems.

To learn more about this topic, Gretchen Wegner's full-length *Powerful Study Techniques That Make the Grade* lecture can be replayed on ParentWiser (<https://www.parentwiser.org/>).

Coping with Social Isolation

BY EMMA KROH

TECH (Teens Encouraging Community Health) Influence the Choice's Youth Board



Isolation is the act of separating from other people. Our body's nervous system cannot handle social isolation for long periods of time and can put us into long-term stress.

Since the release of school, students have been learning how to cope with social isolation and remote learning in their own ways. Between the ages of 11 and 14 is when students really start to develop a sense of belonging, which is important for healthy social and emotional wellbeing. For many students, this sense has been lost or delayed and many students are having a difficult time with focusing, socializing, and motivation.

Students have found helpful ideas for themselves and to help their friends:

- Reaching out to someone daily or weekly, and please note that social media does not count!
- Talking about coping strategies that they use to keep themselves focused or calm.
- Having real and open conversations with friends and adults, without judgment.
- When people around them practice active listening. Please be mindful that when a student opens up, they aren't exactly looking for an answer.
- When people around them give students their space and allow them to process their feelings.
- Creating a daily routine to build a sense of importance and give meaning to their daily life.
- And always getting help when the stress goes on too long.

Part of this difficult time is learning how to adapt as well as getting to know more about ourselves. No one knows what the future will bring; ask your children to just focus on the things they can control. Most of this process starts with being a bit uncomfortable, but from this experience we should all hope to take away new life skills.

The Garage is Partially Re-Open!

The Garage is a safe space for teens to come hang out with friends, grab a cup of coffee and a snack, play a game, play music, watch TV, talk over homework, and much more. All events, activities, food, and drinks at The Garage are free of charge.

Teens develop and produce all events and activities that happen at the Garage under guidance and support from staff. From Open Mic Nights to Movie Marathons.

At the time of publication, The Garage was able to have a capacity of 10 students at a time and they required students to sign up to visit.

For more information, please visit their website:
<https://www.issaquahteencafe.org/>



235 First Avenue SE
Downtown Issaquah
9th—12th graders ONLY
(proof of age required)

"For the first part of the pandemic, I spent all of my time at home and barely got my work done and my depression got worse, but after I started going to the Garage again I got all my work caught up, am now seeing a math tutor through the Garage and I'm much happier!" - Mayra

Anxiety and Stress

What do anxiety and stress look like under everyday conditions versus heightened times of concern and disruption, like during a pandemic? ParentWiser invited Dr. Lisa Damour to teach parents how to keep pressure and tension from reaching toxic levels and how to support children in cultivating skills to reduce stress and anxiety.

In her lecture, Dr. Damour pointed out that stress and anxiety are actually the two known things, which apply across all ages that doctors know best in psychology. Psychologists understand the principles of them and know how they operate; thus, they understand how to intervene.

Anxiety is a good thing

Anxiety is a totally normal and healthy emotion; it's not a bad thing as people normally think. Our body uses it to alert us when something is wrong. It's like an internal alarm system that rings anytime there's a sense of a threat either from inside or outside.

An example of an outside threat is when a person is driving and a car swerves and cuts the driver off. The driver should have an anxiety response, which will make him or her feel uncomfortable. An example of an inside threat is when a student feels anxiety about a test that will happen soon because he or she hasn't studied. The discomfort of the anxiety response gets people's attention and keeps them safe.

When is anxiety problematic?

While anxiety has a healthy role in life, there are two conditions where anxiety can be problematic: when anxiety happens and it doesn't correspond to a threat or the level of anxiety is extremely high above normal regarding the issue that has caused it.

The pandemic has caused many people to experience high levels of anxiety, and in many cases, it is becoming challenging. How can you help if someone in your family is struggling?

What to do when anxiety is problematic?

Here is some good news: Even though anxiety feels erratic, it's actually systematic and can be dealt with step-by-step.

Step one: a physical reaction like heart rate acceleration or quick and shallow breathing. This is the body's fight or flight response. The brain tells the body to get ready.

Step two: When the body gives out signals, people conclude that they are anxious which is arbitrary.

Step three: The anxious thoughts carry people away, which actually accelerate the anxious feelings.

Knowing the body's physical signs of anxiety allows a person to intervene at every single stage. The first thing to do is calm the physical reaction. One easy and effective way of doing this is by practicing square breathing or box breathing. Here's how: Exhale completely then inhale slowly to a count of three. Hold breath for a count of three then exhale slowly for a count of three, wait for a count of three, and repeat. After a few rounds of this, things usually calm down. If that doesn't work, reframe the emotion. Using words like nervous or excited (or really any word besides anxiety) usually makes people feel better.

Dr. Damour explained that as the world starts to open up, avoidance and anxiety might be an issue for kids. Instead of endorsing avoidance by not talking about potentially stressful topics, parents have to negotiate with their kids, asking them:

"What do you feel safe doing?" "Could you go get a book from the library?" "Could you go to school for three days?"

Help children start to move their way back into the world, SLOOOWLY.



Dr. Damour's full-length lecture can be replayed on ParentWiser (<https://www.parentwiser.org/>). To learn more about Dr. Damour, please visit her website (drlisadamour.com) or listen to her Podcast, *Ask Lisa, The Psychology of Parenting*, which comes out every Tuesday.

Lisa Damour, Ph.D. is a psychologist, author, teacher, speaker and consultant. She writes the monthly *Adolescence* column for the New York Times and is a regular contributor at CBS News. She also serves as a Senior Advisor to the Shubert Center for Child Studies at Case Western Reserve University and is the Executive Director of Laurel School's Center for Research on Girls.

Dr. Damour explained that stress is similar to anxiety and it's normal and healthy. The psychologists' view of stress is that it's part of life, and it's totally unavoidable.

Stress is a good thing

People are going to feel stress anytime they have to adapt to something new, adjust to conditions or work at the edge of their capacity. So, stress is growth-giving, one doesn't actually want to prevent it. For example, school is supposed to be stressful like weight lifting is supposed to be stressful. It builds muscle! Helping students understand this makes a big difference.

Psychologists say there are two forms of stress that are not considered healthy: chronic stress and trauma. Chronic stress is continual so the body never has a chance to recover.

When is stress problematic?

The problem with the pandemic is that it's a chronic stress, it's persistent, and it's with us ALL THE TIME.

The other kind of problematic stress is trauma, or any overwhelmingly horrendous event. Also, stress can build up. Stress can be the highest for those who were stressed before COVID-19, or with massive adaptation challenges, or anybody dealing with trauma.

Here is more good news, if a person is experiencing chronic stress, there are coping strategies that can help. First, it's important to recognize negative coping which may be effective short term but does not work in the long term. Positive coping works well both in both the short and long term.

Examples of negative coping include emotional retreat or isolation, substance misuse, junk habits such as only eating comfort foods or not getting off the couch, and mistreating others.

Dr. Damour clarified that it helps to have some positive coping strategies at hand. These strategies include:

What to do when stress is problematic?



1) High quality, not necessarily high quantity, social connection. Three specific things that can reflect quality: someone to tell their worries to, someone to tell their secrets to and a person or a group to feel connected to and accepted by. These are the basic human needs that must be met in order for us to get through difficult times.

2) Happy distractions for parents and kids. Mental vacations to give everyone the ability to step back from everything and take a break: TV, books, being in nature, rolling around on the floor with a dog, knitting, etc.

3) Practicing great self-care: getting enough sleep, eating well, being physically active.

4) Caring for others. When people look out for others, they actually feel better themselves.

SCHOOLS EVENTS

ALL SCHOOLS

Apr. 5 – 9: Spring Break, No School
 May 3 – 7: Staff Appreciation Week
 May 31: Memorial Day, No School
 Jun. 17: Last Day of School

ELEMENTARY SCHOOLS

Apollo

April: Apollo STEM Month
 Apr. 21, 6:30 p.m.: PTA General Meeting
 Apr. 19-30: Virtual Book Fair
 May 1-Jun. 30: School Supplies Online Order
 Jun. 9, 6:30 p.m.: PTA General Meeting

Briarwood

Apr. 11, 6:30 p.m.: PTA Meeting
 May 4, 6:30 p.m.: PTA Meeting

Cascade Ridge

Apr. 29: Festival of Cultures
 May 3, 4 p.m.: Site Council
 May 7: Kindergarten Info Night
 May 18, 6:30 p.m.: Q&A with Principal Sehlin
 May 18, 6:30 p.m.: PTSA Member Meeting
 Jun. 14-17: End of Year Staff Appreciation

Challenger

Apr. 4: Last Day of Eager Reader

Cougar Ridge

Apr. 13, 7 p.m.: PTSA General Meeting
 May 11, 7 p.m.: PTSA General Meeting
 Jun. 1, 7 p.m.: PTSA General Meeting

Creekside

May 18, 7 p.m.: PTSA Membership Meeting
 Jun. 4: End-Of-Year Party

Discovery

May 25: PTSA Membership Meeting, 6 p.m.

Endeavor

Apr. 21: Jaguar Print Newsletter
 Apr. 27, 7 p.m.: PTSA Membership Meeting
 Apr. 28, 6 p.m.: BINGO Night
 May 19: Jaguar Print Newsletter
 Jun. 9, 7 p.m.: PTSA Membership Meeting
 Jun. 16: Jaguar Print Newsletter

Grand Ridge

Apr. 6: Yearbooks Order Due
 May 24, 4 p.m.: PTSA General Meeting & Community Connections

Issaquah Valley

Apr. 12- 25: Virtual Scholastic Book Fair
 Apr. 18, 2-5pm: Goodwill Fill the Truck
 May TBD: Virtual Multicultural Fair
 May 18, 7 p.m.: PTA General Meeting
 Jun. TBD: End of Year Virtual Social

Maple Hills

Apr. 22, 6:30 p.m.: PTA Membership Meeting

Newcastle

May 19, 6:30 p.m.: Principal Chat Time
 Jun. 14: PTSA General Membership Meeting

Sunny Hills

Apr. 28, 12-5:00 p.m.: Material Pickup
 Jun. 2, 12-5:00 p.m.: Material Pickup
 Jun. 3, 6:30 p.m.: PTA Membership Meeting

Sunset

Jan. 6, 7: School Materials Pickup

MIDDLE SCHOOLS

May 19, 6:30 p.m.

Parent Panel for all Incoming High School Families: Parents will answer questions to families with students who will start high school next school year. For more information, visit: <https://www.issaquah.wednet.edu/family/cultural-and-family-partnerships/events>

Issaquah

Apr. 14–21: HIS Course Selection Review for 8th Graders
 Apr. 26–30: We Take Charge Week
 Apr. 26–30: ASB Campaign Week
 Apr. 28, 6:30 p.m.: PTSA Membership Meeting
 Apr. 30: MVP Celebration
 May 4: ASB Elections 8th Grade
 May 6: ASB Elections – 6/7 Grades
 May 20: Equity Advisory Council Meeting
 May 26: PTSA General Membership Meeting

May 28: MVP Celebration
 Jun. 14: 8th Grade Promotion
 Jun. 15: End of Year Assembly

Maywood

Apr. 15, 6:30 p.m.: Membership Meeting

Pacific Cascade

Apr. 14 – Apr. 21: HIS Freshman Course Selection Review
 Apr. 23: Gathering of Nations Celebration
 May 19, 3 p.m.: PTSA Membership Meeting
 Jun. 16: End of Year Assembly

Pine Lake

May 26, 1 p.m.: PTSA Membership Meeting

HIGH SCHOOLS

Gibson Ek

Jun. 10: Graduation Day

Issaquah

Apr. 1: Build Your Interview Skills Webinar
 Apr. 12: Due Date for PTSA Senior Scholarship
 Apr. 16, 3 p.m.: PTSA Grant Applications Due
 Apr. 21, 4 p.m.: CCP Entrepreneur Webinar
 Apr. 23, 9:30am: PTSA Membership Meeting
 Apr. 24: Deadline for Boosters' Senior Scholarship
 May 1: Seniors 100+ Community Service Hours Due
 May 5, 2 p.m.: Essay Writing Webinar
 May 14, 9:30am: PTSA Membership Meeting
 Jun. 1: 8th Graders Back-to-School Email
 Jun. 11, 4:30 p.m.: Graduation Day

Liberty

Apr. 27, 8am–12 p.m.: SAT at LHS for Juniors and Seniors
 Apr. 26, 6:30 p.m.: PTSA Membership Meeting
 Jun. 11, 8 p.m.: Graduation Day

Skyline

Apr. 20, 4 p.m.: Equity Team Meeting
 May 20, 6:30 p.m.: PTSA Membership Meeting
 May 25, 4 p.m.: Equity Team Meeting
 Jun. 11: Class of 2021 Graduation Day

Summer School

Pre-K/K and K-5th Grade Summer School

Pre-K/K Summer School and K-5th Elementary Summer School will be by invitation only. This will enable the District to focus efforts on providing COVID recovery instruction to those students who have had the greatest challenge accessing learning opportunities this past year and are identified as having been most significantly impacted academically. Principals will work with their teams to determine the students most in need of summer school by reviewing multiple academic, engagement, and social emotional data points gathered throughout the year. Invitations will be sent to families of identified students.

The District recognizes that this is a change from previous offerings. They also acknowledge that all students have felt some level of impact by the closure of the school buildings. Please be assured that the District's Teaching and Learning Department has already begun working with teachers and school staff so they will be prepared to meet the needs of all students as they return to school in the fall.

- 4 weeks long program: July 6-July 30, 9:00-12:00
- Transportation will be provided free of charge.
- Registered students will attend in-person with social

distancing and appropriate PPE measures in place.

- The District will continue to follow guidelines from OSPI and the Governor's Office regarding COVID 19 mitigation measures.
- The number of students invited to participate will be based on the number of staff the District is able to hire to meet required staff-to-student ratios and classroom COVID capacity.
- Locations for:
 - Pre-K/K Summer School: Apollo, Issaquah Valley, and Challenger Elementary Schools.
 - K-5th Elementary Summer School: Clark Elementary School.

6th grade Summer School

- The District is not offering Summer School for 6th grade students.

7th-12th grade Summer School

- The primary purpose of this program is to provide options for students in pursuit of their graduation requirements. For more information please visit: <https://www.issaquah.wednet.edu/news-details/2021/03/01/secondary-summer-school-information>

ParentWiser Events



Your turn: How to Be an Adult

Wed, April 21, 2021, 7:00 p.m.
Speaker: Julie Lythcott-Haims

Julie Lythcott-Haims, bestselling author of the anti-helicopter parenting manifesto *How to Raise an Adult*, is coming back to talk to our ISD community. This time, students are invited!

Last November, Lythcott-Haims was invited by ParentWiser to talk about how to raise successful kids without overparenting. Drawing on her research, conversations with

educators, admissions officers, employers and her own insights as a mother and former student dean at Stanford University, Lythcott-Haims highlights the ways in which overparenting harms children, their stressed-out parents, and society at large. While empathizing with the parental concerns that lead to overhelping, Lythcott-Haims offers practical strategies that underline the importance of allowing children to make their own mistakes and develop the resilience, resourcefulness, and inner determination necessary for success.

ParentWiser events are FREE for PTA or PTSA members of any school in the Issaquah School District, or \$10 donations are requested for non-members or guests from other districts. For registration information, visit: <https://www.parentwiser.org/events>

To watch this or any other ParentWiser event, visit: <http://ParentWiser.org/watch-online>

Seattle Center Cultural Events

Cherry Blossom & Japanese Festival April 9-11

The Seattle Cherry Blossom & Japanese Cultural Festival is the first ethnic festival held annually at Seattle Center. For more information, visit: <http://www.moreinformation.com>, visit: <https://www.facebook.com/SpiritOfAfricaFestival/>

Pagdiriwang Philippine Festival June 5-6

Observing Philippine independence from colonial rule and the strength of Filipino identity and imagination through art exhibits, songs, spoken word, film and martial arts. For more information, visit: <https://www.festalphagdiriwang.com/>

Indigenous People Festival June 12

Instilling better understanding for American Indian and Alaska Native tribes in the Pacific Northwest through a blending of traditional and contemporary music, dance, drama and arts. For more information, visit: <https://www.sihb.org/>

Festival Sundiata Presents Black Arts Festival June 19-20

Sharing the profound stories of African Americans through an entertainment-packed weekend featuring hip-hop, dance, gospel, visual arts, soul food, exhibits and a marketplace. For more information, visit: <http://festivalsundiata.org/>

Seattle Iranian Festival June 26

Deepening community and understanding for the rich culture of Iran with Persian poetry, tea, modern music and traditional dance. For more information, visit: <https://www.ica-seattle.org/>

Polish Festival Seattle July 10

Promoting Polish heritage and presence in our region through a lively day of food, exhibits, workshops, vodka tastings and a beer garden. For more information, visit: <https://polishfestivalseattle.org/>

Seattle Arab Festival August 14-15

Highlighting the sights, sounds and tastes of 22 Arab nations with henna dying, live music, calligraphy, coffee, cooking and folk dancing reflective of the varied Arabian cultures. For more information, visit: <https://seattlearabfestival.org/>

Brasilfest August 22

Uniting traditional and contemporary Brazilian drumming, dance, music, visual arts, capoeira and celebration during the week of Brazilian Folklore Day. For more information, visit: <https://brasilfest.org/>

Tibet Festival August 28-29

Bestowing messages of love, compassion and kindness through a fusion of ancient and new Tibetan arts and culture to engage, entertain and educate. For more information, visit: <https://www.washingtontibet.org/>

Live Aloha Hawaiian Cultural Festival September 12

Cultivating passion and appreciation for Hawaiian culture with BBQ, poke, hands-on workshops, island music, dance and a marketplace. For more information, visit: <https://www.seattlelivealohafestival.com/>

Sea Mar Fiestas Patrias September 18-19

Commemorating Latin American independence with art and craft displays, dancing horses, mariachi bands, folk dancers and tantalizing, time-honored foods. For more information, visit: <http://www.seattlefiestaspatrias.org/>

The Italian Festival September 25-26

Offering a spotlight on this inventive nation with food and wine, music and musings—and spirit that is uniquely Italian. For more information, visit: <https://festaseattle.com/>

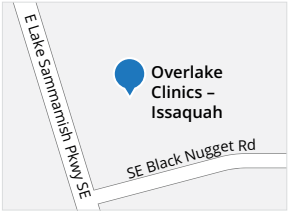


The doctor can

see you now.

Really, we mean now.

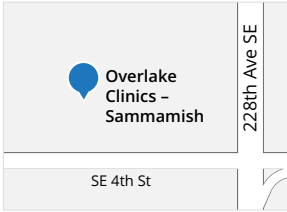
Get in line online at overlakehospital.org/urgentcare



**Overlake Clinics - Issaquah
Urgent Care**

Every Day, 7 a.m.-11 p.m.
Phone: 425.688.5777

5708 E Lake Sammamish Pkwy SE
Issaquah, WA 98029



**Overlake Clinics - Sammamish
Urgent Care**

Monday-Saturday, Noon-10 p.m.
Phone: 425.635.3080

22630 SE 4th St, Suite 300
Sammamish, WA 98074



Tax-Aid Services

UNITED WAY offers free and easy tax help. Keep more of your hard-earned dollars and get free help filing your 2020 taxes. Call before Apr. 18, 2021, to get support from trained IRS-certified tax experts that will be available to provide safe, secure and 100% online assistance in filing your taxes. United Way experts know all the new tax laws and available credits, including those in the new relief bill, so they can maximize your return and you can keep more of your money. They can also assist families claiming stimulus check money.

This free tax help is available to everyone, including ITIN holders. For more information, visit: <https://www.uwkc.org/need-help/tax-help/>

AARP FOUNDATION Tax-Aide provides in-person and virtual tax assistance to anyone free of charge with a special focus on taxpayers who are over 50 or have low to moderate income. Tax-Aide volunteers are located nationwide, and are trained and IRS-certified every year to make sure they know about and understand the latest changes and additions to the tax code.

This year, tax assistance is available by appointment only, so be sure to book an appointment as soon as possible by clicking the "Get Started" button in the front page of their website: www.aarpfoundation.org/taxaide or call 206-657-6018.

Technical Help

The TechConnect Washington Community Helpdesk provides free technical support to diverse and

multilingual communities with access to better engage in a virtual environment. The Community Helpdesk provides technical guidance and navigation support, while ensuring that other needs can be met via established channels. They can help with Internet connectivity, basic technical support, connections for hardware fixes, Learning Management System support, and connections to community resources.

And their team speaks Spanish, Khmer, Tigrinya, Afaan Oromoo, Amharic, Sidamo, Wolaytta, and English. For more information, visit: <http://techconnectwa.com/>

Legal Assistance

Eastside Legal Assistance Program (ELAP) is a non-profit organization that helps ISD families by offering free legal clinics. They also offer a housing stability program, will clinics and other law services.

ELAP Legal Clinics ELAP offers free, community-based legal advice clinics. People who cannot afford legal advice have the opportunity to meet one-on-one with a lawyer. Their clinics cover topics that include housing, family law, domestic violence, immigration, debt collection and bankruptcy, and more.

ELAP's Quarterly Wills Clinic ELAP is now offering quarterly virtual Wills Clinics to help meet community need during the pandemic. Qualifying participants will receive a Simple Will, Power of Attorney and/or an Advance Medical Directive for free during a 2-hour appointment with a professional attorney. Interpretation will be available for these events. Interested participants must call to schedule an appointment; after completing a short intake form, they will receive the login information for the Zoom session if they qualify.

ELAP's Housing Stability Program ELAP's housing stability attorneys can help you navigate the confusing legal system, so you can stay in your home. Your legal issue does not have to be directly eviction-related and can include other legal issues that are causing problems with your housing. You may be able to get legal help if you are facing a non-housing emergency that could threaten your ability to pay rent, such as losing a job, experiencing domestic violence, or going through a divorce.

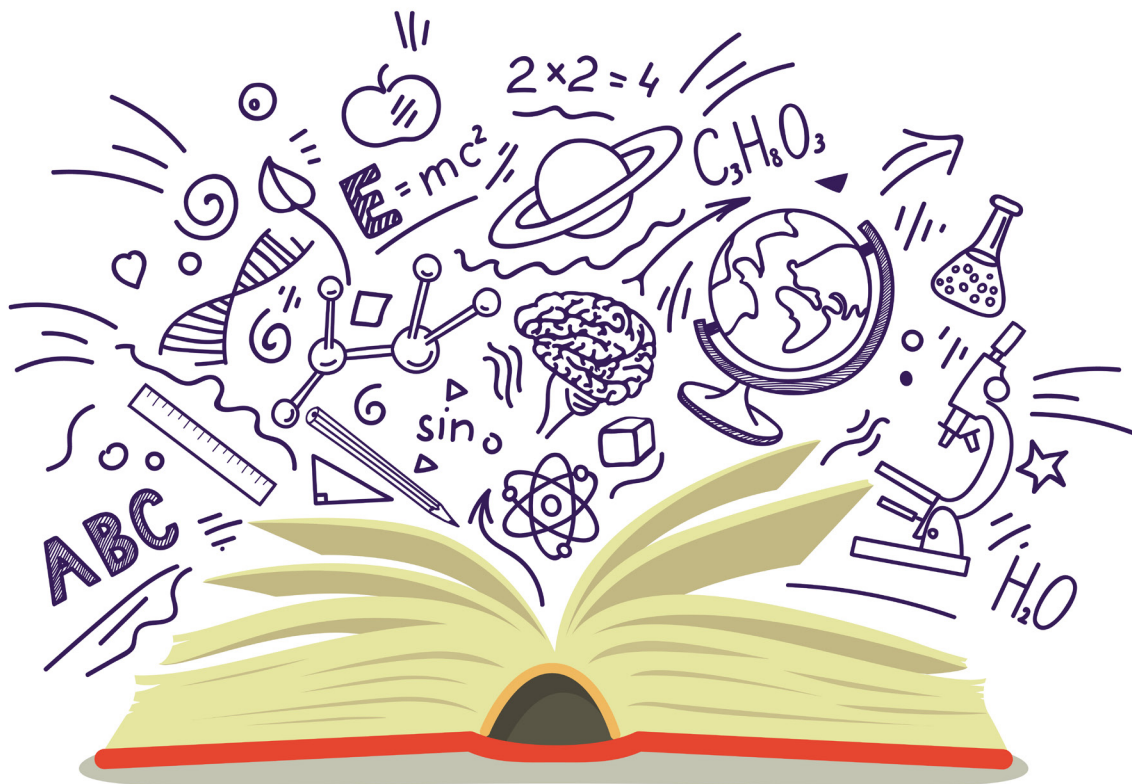
To find out if you qualify, complete this online form: <https://bit.ly/elap-housing>. If you are unsure if you qualify, please contact ELAP to discuss your situation: 425-747-7274 (English), 425-620-2778 (Español) or info@elap.org.

Community Resources Presentation

Thursday, May 13th at 7:00pm via Zoom

Cultural Bridges will be sharing information about resources available to Issaquah School District families for basic needs (rent, food, etc.), mental health, summer camps, tutoring, and more. The information will be shared in English, Spanish and Chinese. Other languages available as needed. For more information, please email culturalbridges@isfdn.org





Academic Support

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If your student needs academic support, start with your student's teachers. Their daily schedules have been structured so they have time to support their students. In the remote settings, to know how to ask for help is even more important since teachers can't really perceive students' reactions after they explain a new concept or an assignment.

Now, if your student doesn't want to ask for help, let them know that...

- Teachers really appreciate when students ask for help.
- When a student asks for help, it only means that they care about their studies, and it doesn't mean that they are not smart.

When your student is ready to ask for help, make sure they recognize what part of the assignment they understand and for which part requires clarification. And don't forget to provide praise when your children ask for help. Self-advocating is a very important skill to have!

Many elementary school students are already working with their teachers because the teacher has recognized the need for some extra help. If you feel like your children need support and are not yet receiving, contact your teacher.

For middle and high school students, their schedule is structured so that on Wednesdays, students are encouraged to attend office hours to get support. Make sure they are contacting their teachers directly and making appointments as needed.

The Issaquah School Foundation funds tutoring sessions for students. Currently, these are the schools that are offering this service: Issaquah Valley, Maple Hills, Newcastle, Issaquah Middle School, Issquah High School, Liberty, and Skyline. Ask your children's teachers for information on how to access this service.



And if you feel that your student needs support outside the District, and you are looking for tutors, we recommend tutors that reinforce the Issaquah School District curriculum, and that are familiar with the material students are learning. Here are some suggestions:

425 Tutoring

A free, student led, & community-driven tutoring service to keep students on track. 425 Tutoring operates with an eight-week cycle in group sessions. At the end of the cycle, students decide if they want to continue getting the tutoring services or not. Tutors primarily help with Math and English, but they have support available for students with other subjects, although this may be limited. Tutors are also available to help students with homework and other class's assignments. For any other questions and inquiries, visit: <https://www.425tutoring.org/>

Mission InspirEd

Mission InspirEd offers tutoring services with qualified instructors that tailor curricula to ensure the success of each individual. The subjects they cover are Math, English, Java, Physics, Chemistry, Biology, World and US History. To learn more, visit: <https://www.missioninspired.org/tutoring>

They also offer a free STEM Club program that provides an opportunity for middle school students to learn about advanced and unique STEM topics in a small group setting. Topics vary from Anatomy to Computer Aided Design. As well as large group classes such as: Exploration of Biology, Java Intro and Intermediate, Creative Writing, Video Production and Photo Editing, Intro to Python, Political Science and Journalism, Economics, and Statistics. For more information, visit <https://www.missioninspired.org/stemclub> or <https://www.missioninspired.org/classes>

King County Library System (KCLS)

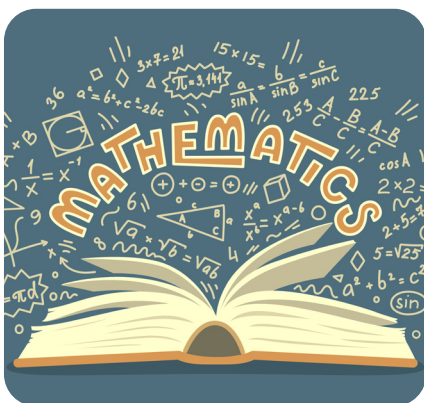
BY JESSICA MCCLINTON LOPEZ
Teen Services Librarian, Issaquah Library

My name is Jessica and I work for the Issaquah Library, part of the King County Library System (KCLS) with 50 public libraries in the area surrounding Seattle. First of all, I want to acknowledge all Issaquah parents and caregivers for supporting your children academically and emotionally while balancing work and other responsibilities during the COVID-19 pandemic. As a parent of two young children myself, I know firsthand that it has not been easy. Thank you for all that you do!

Over the past year KCLS has been working hard to continue to bring you and our family many programs and services, all online and designed to support your child's academic needs. And as always, they are all free. One notable service is called Study Zone Plus. Offered online, Study Zone Plus provides:

- Free homework help and tutoring (including math club for elementary age students)
- Language and reading support (including English language learning and practices)
- Social activities (activities to relax and connect with other students)
- KCLS Librarian support for any reading recommendations

How does it work? Start at <https://kcls.org/studyzoneplus/> Here you will find all of the information that you need, including the schedule of programs and Zoom links to join the programs. You can also contact KCLS at 425-462-9600 or at 800-462-9600 for further assistance. We are always happy to help!



Dragon Boat Festival



The Dragon Boat Festival has a history of more than 2000 years in China.

It commemorates Qu Yuan, a great national poet in the Warring States Period. He loved his country very much and often gave advice to the king of Chu, hoping that the country would develop better and better.

However, some people with bad intentions often slandered Qu Yuan in front of the king, and the king eventually exiled Qu Yuan to a far place. Soon the country was destroyed. Qu Yuan was so sad that jumped into the sea.

As a result, on this day, families hang pictures of the famous exorcist Zhong Kui to scare away evil spirits. Families eat Zongzi, drinks realgar wine, and my favorite activity is the dragon boat races. They are very grand.

I hope one day to be part of a race!

Stone Pan, 2ndGrade, Challenger



During the Dragon Boat Festival, people celebrate doing the races and eating Chinese sticky rice dumplings called Zongzi. There are 2 kinds of Zongzi, sweet and salty. Northern people like the sweet kind and southern people like the salty kind. My hometown is in the North, so that's why I like sweet Zong Zi. My favorite filling is the red bean paste!

I also hope to roll the dragon boat because I watched a race on YouTube. I saw a lead guy tied to the front facing the water; I want to play that role one day. I'm really excited for the Dragon Boat Festival!

Suya Zhou, 2nd Grade, Endeavour



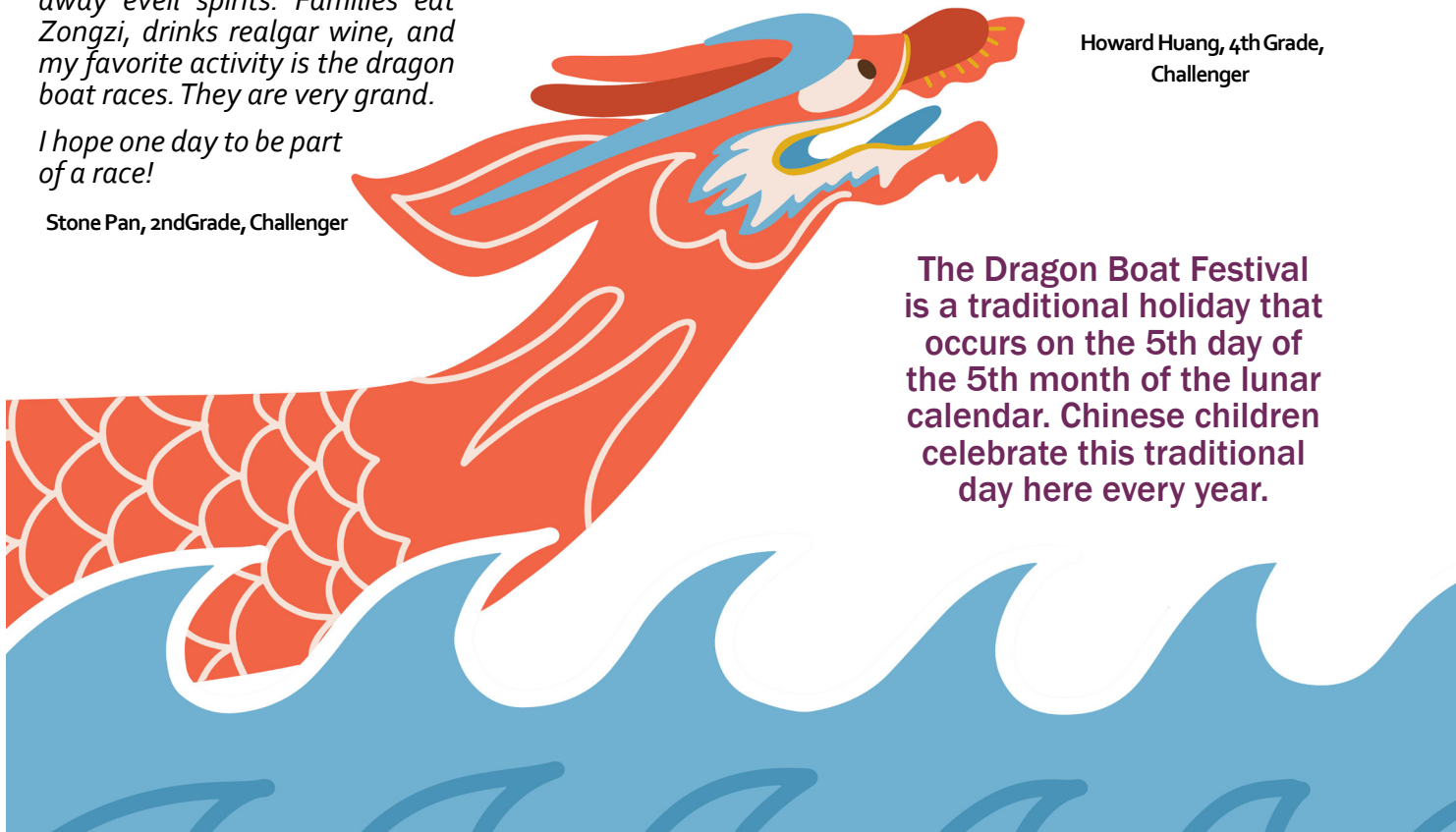
The Dragon Boat Festival celebrates the poet named Qu Yuan who drowned himself in a river because he couldn't bear seeing his motherland invaded. In his hometown, the villagers who heard the news, rushed to the lake where Qu Yuan had sunk in. They rowed on boats trying to find his body.

My favorite thing about the Dragon Boat Festival is the race. It was inspired by how people looked for Qu Yuan's body in boats.

In a standard team, there are 22 people. On the team, there are 20 paddlers in pairs, a drummer and a steerer. People think that the team that wins the race brings good luck to their town.

Howard Huang, 4th Grade, Challenger

The Dragon Boat Festival is a traditional holiday that occurs on the 5th day of the 5th month of the lunar calendar. Chinese children celebrate this traditional day here every year.





The Dragon Boat Festival is a popular activity in China where people have some different customs to honor Qu Yuan. He loved his country very much and when it got conquered, he threw himself into a rushing river with a huge stone and drowned himself. When news of this got around, people started throwing rice balls into the river in hopes that the fish in there would eat the rice balls instead of Qu Yuan. Then over time, they started stuffing the rich balls with things like little pieces of meat or dates to give the rice balls some flavor. Even over time, that tradition has stuck and now, people eat the rice balls or zongzi to honor Qu Yuan.

My favorite tradition in the Dragon Boat Festival is helping my grandmother wrap Zongzi. She would take some reed/bamboo leaves and bend them into a cup so she could pour some rice in. I would then plopp some small pieces of meat into the rice. She would then cover the meat with another layer of rice. We would repeat the steps until the cup was full. She would then tie the zongzi in a rope and cook it. It would smell delicious!

Sophie Cao, 5th Grade, Apollo



The Dragon Boat Festival is one of the five main events of China. When people greet each other, they say “端午安康”, which means they wish each other to be safe and healthy. We honor the poet Qu Yuan that lived over 2000 years ago in ancient China and wrote many poems expressing his patriotism to his kingdom and was beloved by his people.

Today, we celebrate with a Dragon-boat race. In each boat, one person beats the drum, while several others (typically 5-20) paddle the boat with their oars as quick as they can. And we eat Zongzi that comes in many shapes and sizes.

We put meat and mushrooms in salty Zongzi, and dates and sugar in sweet ones. We share these with friends too. I like to eat salty ones, and my little sister prefers sweet. When we make them, the smell of the reed leaves fill up the kitchen with a nice smell!

Max Fan, 7th Grade, Issaquah Middle



Our family has always celebrated the Dragon Boat Festival for as long as I can remember. Year after year, we'd all gather at the dining table and eat a filling meal of hot meat Zongzi. When I was younger, I didn't understand what the holiday was really about, the only thing I thought about it was that the Zongzi tasted delicious! It wasn't until I was in second grade; I learned that there was a tragic tale behind the joyous festivities.

A few years ago, I took part in preparing Zongzi with my family. Most years we purchase them from markets. Needless to say, I was far from proficient at producing these delicacies. Although they appear simple to make, it actually requires a lot of technical ability, especially folding the leaves into a cone shape. The finished product was even more delectable than the store-brought ones; I inhaled the zongzi and almost choked on a piece of pork belly! I wish you all a happy Dragon Boat festival.

Eason Tang, 8th Grade, Beaver Lake



Taking about Race and Bias

How much do your children know about race and racism? In what ways do they experience the effects of implicit bias? Does your family want to know how to be an ally? Rosetta Lee, local educator, diversity consultant and activist, was invited by ParentWiser to talk about how to address the complexities of race, racism, privilege, bias and inclusivity.

Lee started her lecture explaining how the current reality that we are living during these complicated times have brought up a lot of issues around race and bias with controversies all over the place. The realities we are facing right now including political polarization, COVID-19, Black Lives Matters, immigration, detention centers, gun violence, climate change and denial, and rise in homelessness are topics that not many parents shared with their children before. But the reality is that children engage in the current events when these become mass shared in social media or the 24-hour news cycle and are brought up to their attention, over and over.

-Children are witnessing the increase of acts of hate and extremism regarding what is happening in the world. They are learning about anti-group sentiments like anti-Muslim, anti-immigrant, and anti-LGBT sentiments.

-Children are also experiencing the escalation in uncivil discourse like the political polarization that has become increasingly unkind.

-There is a rise in sadness, fear and anxiety, especially for children of color, religious minorities, and LGBT groups.



Healthy Conversations About Racial Issues

As parents, we want to have conversations with our children while we let them lead the way. The main purpose is to listen to the kids by asking these questions:

1) What have you heard or what have you known or not known about the situation? Where is this information coming from? Remind them that many online resources are biased.

2) How do you feel?

Asking this can help identify, acknowledge, and process your children's emotions (anger, anxiety, fear, etc.) so you can help them find healthy outlets.

3) What questions do you have?

This will help you to identify the areas of confusion or misinformation.

4) How can I support you?

As adults, we need to think about ways to guide children, everybody needs a different kind of support to express their feelings or process the information.

5) What are our values?

Controversial issues lead to strong opinions. Instead of talking about the "what", we need to focus our attention on the values that drive these decisions/opinions.

6) What positive action can you take?

Anytime a controversial issue is being mass-shared over social media or the 24-hour news cycle, parents can help their stressed out children to take some positive actions such as advocating with decision makers, educating others or connecting with a community that is trying to do good in the world. Because the feeling that there's something we can do about it can reduce the sense of helplessness as well as anxiety.

Racial Trauma

Lee described three steps that can be used regarding racial trauma:

Affection to show them you love and care for them, and to assure them your personal values.

Correction to affirm them what happened is inappropriate.

If they were attacked: Protection to provide some choices in case a similar incident happens again. What can they say to defend themselves or to chose to just walk away and tell an adult about what's happening.

If they were involved in the incident but they were not attacked: Instruction to provide them a couple of corrective methods like walk away from the people who are engaging in that activity, approach the person who is being targeted and say your apology, or find an adult and report it to somebody who can do something about it.

Lee's Advice Regarding...

EMOTIONS It is important to remember that emotions are always right but not all actions are always right. It's fine to feel angry or frustrated or sad, and it's fine to distract ourselves by doing something fun with friends or family. But it's not fine to act out making fun of something or someone or using violence.

CONVERSATIONS BETWEEN CHILDREN Help children not judge people's overall character based on just one snippet of interaction. Many times conversation between young people are not healthy and end up in arguing or debating because they don't know each other's perspective to have a meaningful conversation. Adults can help them by creating a space to let everybody have their own speaking time without entering a personal attack mode, and where emotions can be expressed, generating questions from different perspectives or views to unfold the whole piece, sharing facts and thoughts to learn more instead of creating only black and white messages. Finally help them to take positive actions to engage in a positive manner.

YOUR OWN EXPERIENCES When it comes to talking with children about race and bias, be explicit about your values. Be open about your own struggle to your children. If there are things that you disagree with, don't stay silent but be a loud and clear compass point to add to your children's resources.

HOW MANY CONVERSATIONS ARE GOOD ENOUGH? Talking about races and bias is more than one hundred 1-minute conversations, not a one 100-minute conversation.

YOUR EXAMPLE What really matters is the everyday things that you say and do. The little conversations about what is happening every day are actually what make a big difference.

To know more about Rosetta Lee, please check her full-length lecture on ParentWiser (<https://www.parentwiser.org/>) or go to her website (<http://tiny.cc/rosettalee>).

Antiracism Work at the Issaquah History Museums

BY ERIKA S MANIEZ
Issaquah History Museums Executive Director

Last summer, as protestors took to the streets to voice outrage at the murder of George Floyd, the Issaquah History Museums made a pledge to our community to become an antiracist organization. As the trusted caretakers of Issaquah's history, we pledge to create inclusive programming and to lift up marginalized voices, whose stories deserve to be shared, preserved, and respected. To that end, we've begun an oral history project that aims to collect the memories, stories, and perspectives of People of Color and other marginalized communities in Issaquah's present and past.

We are also committed to presenting the authentic history of Issaquah, which means that we tell the historical truth about Issaquah's past, even when parts of that past are reprehensible. If we are selective about the history we present, we not only ignore the truth of who we have been, but we miss a vital opportunity to heal as a community. We plan to publish a series of articles on our blog about Issaquah's racial — and sometimes racist — past, addressing some of the inequities experienced by Native American people, Chinese people, Black people, and other marginalized groups in our community.

To learn more about our efforts, check out our website at www.issaquahhistory.org and consider joining our mailing list for more information on our progress. We're also active on Facebook and Instagram. If you are interested in participating in our oral history program, or have any questions/comments, please feel free to contact us directly through social media or at info@issaquahhistory.org.

Close Your Eyes

BY ALICIA SPINNER
Cultural Bridges Manager



Close your eyes and think back. It was the year of the rat. Children were at school, and the District E-news was notifying us about worsening weather conditions and pending snow in the forecast. You and your kids didn't know what CANVAS, CLEVER, or TEAMS were. You still didn't have a stash of masks or disinfecting wipes, and you would have never belived me if I said that you should get extra toilet paper before supermarkets run out. Do you know what else? Asian families, just like the rest of us, knew that their children were at school enjoying the culture of kindness that our community is working so hard to build.

Now, close your eyes again. Now it's the year of the ox. Some children are at school, but some are at home. Snow is the least of our concerns. Kids are experts in all remote platforms. There is a mask in your car, on your desk, in your coat pocket, and you haven't needed to buy toilet paper for months. The last E-news described in detail how and when kids will go back to school. But you know what else? Asian families, compared to others, are not feeling as welcome and accepted in their communities.

We have heard so many times during this year that we "are all in this together", but we haven't all had the same experience. So, now we need to recognize that as we come out of this traumatic mass experience, we all will need different kinds of support.

National news outlets are reporting that as school buildings start to reopen, Asian families are choosing to keep their children learning from home. This is happening in our District as well. The majority of Asian students are still at home. And yes, many of them live in multigenerational households, but some of them are also afraid that our communities are not ready to welcome them back.

Here are some experiences and concerns that have been shared with Cultural Bridges by Asian families in our community:

"There have been many incidents while walking in our neighborhood with our kids or older parents, like hateful words being yelled at us, or being shown the middle finger from drive-by cars. At the supermarket, we have noticed dramatic changes of attitude from the clerks. To be honest, some of these things happened before, but COVID inflamed this. Thanks to social media calling the coronavirus "the China virus", people found a good output to show their frustration."

"I worry more about middle and high school students, because they will be easily bullied if such things keep happening and there's no action to deal with it. And if there is a bullying incident with a newly arrived immigrant family, they are more likely to cover it up, either because they don't know how to deal with the situation or they are afraid if they speak up they will receive more hate. We really need to have some kind of education session for Asian families to teach them how to deal with bullying, and we need to tell all of our community what Asian families are dealing with."

"We feel hopeless. My family was so scared that we put wooden sticks in all our doors. We fear that as long as we have this face, we will be targeted."

Some families are asking the District for support, but they will need the support of their communities as well. What is our role as parents? Do you want to be their ally? In order to get your children ready to go back to school, please talk to them about race. And before you do it, please read the article about the lecture that the diversity consultant and activist, Rosetta Lee gave to our school's communities (pages 20-21).

One more time, close your eyes and think toward the future. It is the year of the tiger. Life has changed for many of our students. But they are all getting excited with the forecast of snow. Parents are refreshing their computers waiting to get a message from the District. And all of a sudden, there it is! Kids are giggling with the sound of a very anticipated E-News that states all ISD schools will be closed. Masks and wipes have been incorporated to our lives, and everybody is buying the toilet paper that their families need for a month. But you know what else? Asian families are at peace seeing their kids running out to play with their neighbors in the freshly fallen snow.

We all did it. We talked to our kids about race. We stayed calm, listened and learned from other people's experiences. We understood that this is a journey and not a destination. We are stronger, getting along with each other and our families are again building a culture of kindness. We know what kind of communities our kids deserve and are eager to get back to. Let's open our eyes, minds and hearts and start working together to make that happen.

THANK YOU TO OUR COMMUNITY PARTNERS!



Cultural Bridges serves Issaquah School District families to increase parent engagement and lead to greater student success.

We provide navigation support, host parent/student events and publish quarterly magazines translated in seven languages.





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