



Pink Shirt Day



Timberwolf of the Month



“Imagine” by Div.8

Feb. 27, 2026

Congratulations to our *February Timberwolves of the Month!* We love celebrating students who go above and beyond and make our school a better place to be.

Thank you to everyone who wore pink on Wednesday to show support for **Pink Shirt Day**. What a simple way to "Sprinkle Kindness" throughout our school community.

NLPS News – We want to hear from you! Please share your thoughts about your child’s learning by completing the BC Student Learning Survey @ https://www.awinfosys.com/surveyfull/central/main/access_Parent.asp

[A Message from PAC](#)

* Purdy’s Fundraiser is open until March 14! [Fundraising | Cedar Elementary Easter 2026 | Purdy’s chocolate fundraiser](#)

* Our 2026 winter/spring session for hot lunch is now live and ready to order! <https://munchalunch.com/>

The Week Ahead:

Mon. 2	
Tues. 3	• Timberwolf Tuesday
Wed. 4	
Thurs. 5	
Fri. 6	

Looking Ahead

- March 10 – PAC Meeting, 8:45am
- March 11 – Term 2 Progress Reports home today
- March 12 – Hot Lunch Day
- March 13 – Last day of class before Spring Break
- March 16 – 28 – Spring Break
- March 30 – First Day back from Spring Break
 - Selena’s Gym Drop in (info. below)

Counsellor's Corner, by Sian Trombley

Strength-Based Communication: Children Hear More Than Our Words

We often focus on *what* we say to children...

but children are actually listening to **how we say it** even more.

Kids are incredibly sensitive to tone, facial expression, posture, and energy.

Before they process language, their brain scans for one question:

“Am I safe with this person?”

You can say the kindest words, but if your voice is sharp, you're standing over them, sighing, or frustrated — their nervous system hears criticism.

And once a child feels judged or unsafe, the thinking brain goes offline.

This is why a child may:

- shut down
- avoid work
- argue
- act silly
- leave the room

It's not always refusal.

Often it's **protection**.

Strength-based communication means we communicate belief in the child's capability — not just in our wording, but in our body language.

Small shifts make a big difference:

Instead of across-the-room directions → move closer and soften your voice

Instead of standing over → crouch beside

Instead of correcting first → connect first

Instead of “You need to...” → “I'll help you...”

Children cooperate more with adults who feel safe, predictable, and respectful.

And here's the powerful part:

A regulated adult becomes the child's regulation.

When a child feels seen, they try.

When they feel judged, they protect.

Connection is not lowering expectations.

Connection is what makes expectations possible.

Have a wonderful weekend!

Sincerely,
your Cedar Admin. Team

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