

Minford Elementary School Newsletter

September 02, 2016
Volume 2, Issue 1

Ryan McGraw, Principal

Principal's News

Upcoming Events

September 5th
No School!

September 6th
First day of
Preschool

September 7th
Fundraiser Packets
due

September 9th
Grandparent's Day
Breakfast

September 12th
Bus evacuation Drills

September 13th
PTO Mum sale
kickoff

September 19th
No school for
Students

September 21st
Smile, It's Picture
Day!!

Welcome Back!! I was so excited to see our student body return after summer break. Many of students had wonderful stories to tell of the many adventures they had during their break.

I would like to welcome our new Kindergarten class (Class of 2029). They are quickly learning the ropes of the elementary and seem overly excited to begin their journey!

Attached to this newsletter there are two relevant articles that I encourage all parents/guardians to read.

How we train young brains to think and how they think about themselves are of utmost importance. Do not take for granted that your child has the right mindset.

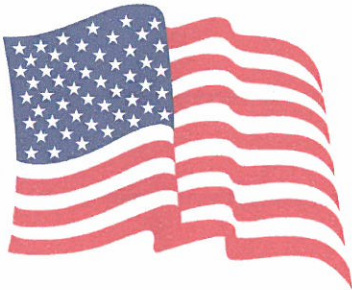
When students truly value education, attending school changes from something they have to do, to something they want to do.



Ryan McGraw
Principal

Beginning of the Year Reminders

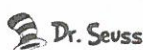
- Please double check your child's activity schedule. On the days he/she is scheduled for gym, make sure he/she wears tennis shoes.
- If you are planning to bring a snack in for your child's birthday, be sure to notify the teacher at least one week in advance.
- Please make sure to send a note in with your child when he/she returns from missing school. All absences without a note are marked unexcused.
- When dropping your student(s) off in the morning, please be aware of our new drop off procedure and only allow your child to exit the vehicle in one of the four unloading zones.
- Pick up times:
 - o KG -3:05
 - o 1st - 3:10
 - o 2nd - 3:15
 - o 3rd - 3:20
- Do not allow your child to bring toys from home



All Classrooms will recognize Patriot day on September 11th and Constitution Day on September 17th.

K-3 students are really excited about this year's Reading Rallies. Parents, be sure to ask you child about them and become a reading partner with your child to help them reach their goal.

*The more that you read,
the more things you will know.
The more that you leary,
the more places you'll go.*



Grandparents Day Breakfast

September 9th will be our annual Grandparent's Day Breakfast. Grandparents of students grades Kindergarten – 3rd grade are welcome to join their grandchildren for breakfast. Breakfast will be held from 8:30 a.m. to 8:50 a.m. The elementary

cafeteria will be serving Cinnamon Texas Toast and a variety of fruit and juices. Grandparents will not be charged for their breakfast.

Please note: no students or grandparents will be permitted to enter the building until 8:30 a.m.

New Staff Members

Minford Elementary would like to welcome a few new smiling faces to our great staff!



Kristin Ruby – Asst. Principal
Megan Miller – Intervention/Title
Scott Caudill – Intervention
Shelby Walker – ESC preschool
Heather Malone – Headstart
Roxanne Conkel – Technology

School Spirit, Wear RED!!!!

The elementary staff has been working hard to promote school spirit. Each Friday at around 3 p.m. we will be shaking the walls of the elementary by playing the fight song over the loud speaker and having the kids sing in the hallways. This is always an

exciting time and the kids get to show off their Falcon pride! **With that being said, have your child wear red and gray to show off their school spirit.**

T-Shirts

Do you know that many kids in our district do not own a Minford T-shirt? One of our initiatives for this school year is to make sure every student can show their falcon pride on Friday. Want to help? Starting in September, students, families, and community members can

donate Minford t-shirts. These shirts can be new or gently used and all sizes are accepted. There will be collection boxes in the Middle school and Elementary main hallways. Idea: Perhaps your child has outgrown a few Minford shirts, help pass on the spirit.

Reading at Minford Elementary

Welcome back to school! By now, the students are back on a schedule and on a path to becoming great readers. The supplemental reading program, Accelerated Reader, is used in grades 1-3 to encourage reading and to measure comprehension. Reading regularly at home helps provide children with the practice they need to become great readers.

One of the best ways to incorporate reading in the household is to devote 20 minutes of reading time every day as part of a routine. Remember, the more kids read, the better they read!



Amy O'Dell
Curriculum Specialist



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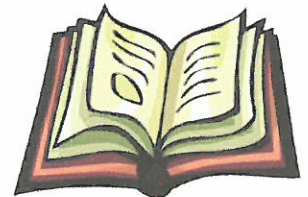
www.minfordfalcons.net

Meet School Psychologist: Marin Applegate

Hello Falcon Families! I started at Minford Local Schools in October 2015 as the School Psychologist and Special Education Director. I am thrilled to be a Falcon!!! School psychologists are members of school staff that support students' ability to learn and teachers' ability to teach. School psychologists apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally by providing direct support and interventions to students, such as individualized learning and behavioral assessments to identify students' strengths and needs, academic and behavioral interventions, counseling, and social skills training. We also consult with teachers, families, and other educators to improve support strategies and school-wide practices and policies.



Marin Applegate
School Psychologist



Minford Elementary
*is determined to
provide the best
possible education
to ALL students.*

Third Grade Reading Guarantee

The 3rd Grade Guarantee is legislation that affects our school in many different ways. As required by the Ohio Revised Code, we must identify and provide intense intervention to students who are deemed "not on grade level." The Ohio Department of Education has established the criteria that are used to make this determination.

If your child has been identified as "not on grade level" you will be receiving a letter form the school informing you of the intervention strategies that will take place to make sure your child is successful. Our goal is do everything we can to help each child work at their respective grade level.

Get Connected to Minford Elementary

If you would like to be added to our Remind distribution list, please follow the instructions to the right. If you joined last year, you will not need to rejoin.

To: 81010

Message: @minfordes

Enter this number

Students and parents use this number to join your class. Your personal number is never shared.

Text this message

Students and parents use this unique code to join and receive messages from Minford Elementary School.

Parenting Principles

Helping Children Develop Grit and Growth Mindsets

Without a doubt, there are many challenges in raising and educating children. To help kids survive and thrive as young adults, we must look beyond efforts in reading, writing, math, and demonstrating proficiency in other content areas and work together to teach and model important character skills, particularly grit and growth mindset, which a growing body of research says may matter more to overall success in life than native intelligence.

What is a growth mindset? It's a person's general attitude or predisposition about the way they think about things. A person's mindset is malleable and will grow and change. Kids with a growth mindset think they can learn anything. Those with fixed mindsets tend to shy away from challenges and quit when things get difficult.

What is grit? It's what makes high achievers special. It is passion and perseverance for accomplishing long-term goals, described as a "protective coating" against the negative effects of stress in school and at home.

Why are these important skills for kids? An overarching goal of parenting is rearing kids to be able to create their own future. They will use their beliefs, values, and reference frames to organize their world, establish goals, stick with them, and never give up.

How can grit and growth mindset be taught? Practitioners are developing classroom and parenting strategies, but perhaps the most effective method is to model the skills in one-to-one or small group mentoring partnerships. Kids need to learn grit and mindset vocabulary, identify key people in their lives who demonstrate these skills, and interact with and be encouraged by *gritty* adults in school and at home. Multiyear participation in extracurricular activities is an excellent way to learn grit and growth mindset.

What grit skills can be learned from extracurricular participation? Kids who are coached learn to take constructive criticism in any form and learn and grow from it. Coachable players want to improve for their own good as well as the good of their teams. Coaching produces self-discipline, better physical health, higher academic achievement, less behavioral problems, perseverance in college, success in employment, and higher lifetime earnings.

Students who have grit and characteristics of a growth mindset are able to put a positive spin on negative experiences. They learn from their mistakes and gain benefits from "good failures."

Together, what can parents and teachers do? Rethink school- and home-based practices that have led to an undesirable sense of

entitlement among too many children and youth. As children progress through the elementary grades, discuss when it is appropriate for each child to assume autonomous responsibility for his or her homework, grades, social interactions, fighting personal battles, and completing chores. By planning, sharing strategies, and developing a close working partnership, children with fixed-mindset tendencies will not be able to drive wedges between parents and teachers. Don't micromanage every aspect of children's lives. Most importantly, praise effort rather than the achievement of high grades. Ensure that kids learn the importance of trying – not crying.

This article was written by Paul G. Young, PhD, a past president of both the Ohio Association of Elementary School Administrators and the National Association of Elementary School Principals. He is an adjunct professor at Ohio University-Lancaster. He can be reached at paulyoungohio@gmail.com.



Back-to-School Transitions: Tips for Parents

BY TED FEINBERG, EDD, NCSP, & KATHERINE C. COWAN, *National Association of School Psychologists, Bethesda, MD*

Getting a new school year off to a good start can influence children's attitude, confidence, and performance, both socially and academically. The transition from August to September can be difficult for both children and parents. Even children who are eager to return to class must adjust to the greater levels of activity, structure, and, for some, pressures associated with school life. The degree of adjustment depends on the child, but parents can help their children (and the rest of the family) manage the increased pace of life by planning ahead, being realistic, and maintaining a positive attitude.

BEFORE SCHOOL STARTS

The following suggestions can help ease the transition and promote a successful school experience:

Be sure your children are in good physical and mental health. Schedule doctor and dental checkups early. Discuss with your pediatrician any concerns you have over your children's emotional or psychological development. Your doctor can help determine if your concerns are normal, age-appropriate issues or require further assessment. Your children will benefit if you can identify and begin addressing potential problems before school starts.

Review the material sent by the school as soon as it arrives. These packets include important information about your children's teachers, assigned classrooms, school supply requirements, sign-ups for after-school sports and activities, school calendar dates, bus transportation, health and emergency forms, and volunteer opportunities.

Mark your calendar. Make a note of significant dates, especially back-to-school nights. This is especially important if you have children in more than one school and need to juggle obligations. Arrange for a baby-sitter well in advance of the visit with your child's teachers, as other parents will be seeking baby-sitting services for the same night.

Make multiple copies of all your child's health and emergency information for reference. Health forms are typically good for more than a year and can be used again for camps, extracurricular activities, and the following school year.

Buy school supplies early. Organize supplies and backpacks a week or two before school starts. Older children can help do this, but make sure they use a checklist that you can review. Some teachers require specific supplies, so save receipts for items that you may need to return later.

Reestablish bedtime and mealtime routines (especially breakfast) at least 1 week before school starts. Prepare your children for this change by talking about the benefits of school routines in terms of not becoming overtired or overwhelmed by schoolwork and activities. Help them to understand the reasons for these schedule adjustments so they do not view the changes as a punishment. Include prebedtime reading and household chores if these were suspended during the summer.

Turn off the TV. Encourage your children to play quiet games, do puzzles, review flash cards, color, or read as early morning activities instead of watching television. This will help ease them into the learning process and school routine. If possible, maintain this practice throughout the school year. Television is

distracting for many children, and they will arrive at school better prepared to learn each morning if they have engaged in less passive activities.

Visit school with your children. If your children are young or in new schools, schedule a school visit before classes begin. Meeting teachers and locating classrooms, locker, lunchroom, and so on will help ease anxieties and also allow your children to ask questions about the new environment. Call ahead to make sure the teachers will be available to introduce themselves.

Minimize clothes shopping woes. Buy only the essentials. Summer clothes are usually fine during the early fall, but be sure each child has at least one pair of sturdy shoes. Check with your school to confirm dress code guidelines.

Designate a study/work area for homework. Older children should have the option of studying in their room or a quiet area of the house. Younger children usually need an area set aside in the family room or kitchen to facilitate adult monitoring, supervision, and encouragement.

Select a spot to keep backpacks and lunch boxes. Designate a place for your children to put their school belongings and a place to put important notices and information sent home for you to see. Explain that emptying their backpack each evening is their responsibility, even for young children.

Freeze a few easy dinners. It will be much easier on you if you have dinner prepared so that meal preparation will not add to household tensions during the first week of school.

THE FIRST WEEK

Some helpful suggestions for the first week of school include the following:

Clear your own schedule. To the extent possible, postpone business trips, volunteer meetings, and extra projects. You want to be free to help your children acclimate to the school routine and overcome the confusion or anxiety that many children experience at the start of a new school year. Providing calming, reassuring messages to your children may help them keep the stress manageable.

Make lunches the night before school. Older children should help or make their own. Give them the option to buy lunch in school if they prefer and finances permit.

Set alarm clocks. Have school-age children set their own alarm clocks. Praise them for paying attention to morning schedules and being ready for bus pickups.

Leave plenty of extra time. Make sure your children have plenty of time to get up, eat breakfast, and get to school. For very young children taking the bus, pin to their shirt or backpack an index card with pertinent information, including their teacher's name and bus number, as well as your daytime contact information.

Prepare for after school. Review with your children what to do if they get home after school and you are not there. Be very specific, particularly with young children. Put a note card in their backpacks with the name(s) and number(s) of a neighbor who is home during the day as well as a number where you can be reached. If you have not already done so, have your children meet neighbor contacts to reaffirm the backup support in person.

Review your children's schoolbooks. Talk about what your children will be learning during the year. Share your enthusiasm for the subjects and your confidence in your children's ability to master the content. Learning skills take time and repetition. Encourage your children to be patient, attentive, and positive.

Send a brief note to your children's teachers. Let the teachers know that you are interested in getting regular feedback on how and what your children are doing in school. Be sure to attend back-to-school night and introduce yourself to the teachers. Find out how they like to communicate with parents (e.g., through notes, e-mail, or phone calls). Convey a sincere desire to be a partner with your children's teachers to enhance their learning experience.

Familiarize yourself with the other school professionals. Learn their roles and how best to access their help if you need them. This can include the principal and front office personnel; school psychologist, counselor, and social worker; reading specialist, speech therapist, and school nurse; and after-school activities coordinator.

OVERCOMING ANXIETY

Thoughtful preparation is essential but will not necessarily eliminate all feelings of anxiety at the beginning of the school year. Here are other ways that parents can help ease their children's worries and discomfort:

Let your children know you care. If your children are anxious about school, send personal notes in their lunch boxes or bookbags. Children absorb their parent's anxiety, so model optimism and confidence. Let them