

CHAPLIN ELEMENTARY SCHOOL NEWSLETTER

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December 2022

From the Principal...

K. Chavez

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Dear Parents and Guardians,

I want to offer congratulations to Mrs. Peck who works so diligently with our students to play instruments and recorders. She meets with band chorus students weekly to prepare for our school performances. She also works in extra time with our third graders in order for them to learn to play the recorders so well. The students worked hard to make their performance the best. I would also like to add that our students were the BEST audience I have witnessed since arriving at CES in 2019!

Please remember that CES students go outside for recess until the temperatures reach the very low 20s degrees F. Students wishing to play in the snow must bring their own snowpants and snow boots. Children are encouraged to bring extra pants and socks to school in the event that their clothes get wet. Unfortunately, we do not have enough clothing in the nurse's office to give out to children on a daily basis.

Congratulations to the students for reaching their goal in their PJ Day fundraiser for CT Children's Hospital. The children raised \$774 this year. That makes it four years in row that CES has reached its goal. I recently learned that our donations are always greater than the average school donation. By raising this money, our students are touching the lives of so many children and their families who deal with childhood cancer. For every dollar donated, children received a raffle ticket to place in the cup of an adult at CES they wanted to pie. Thank you to Mrs. Jarrett, Ms. Holmes, Mr. Hill, Mrs. Carito, Ms. Nelson, and Mrs. Caron for joining me in getting a pie or two to the face.

I hope everyone has a terrific Holiday and a fun-filled winter break. Hopefully we have some snow, and the daylight is getting longer.

At Chaplin School, we strive to cultivate a strong, collaborative school climate and culture that is focused on high academic development and achievement for all students. – High standards for curriculum implementation and student learning.

Important Dates

- Dec 23 Early Dismissal– beginning of Winter Break
- Jan 3 Return from Winter





Personal Responsibility

All people need to have a strong sense of responsibility; kids may ask what does this mean? A good response to this question is their patterns of careful and reliable behaviors. In school, this is seen through their work habits. Is the child taking the time to consider multiple options and avenues to use their abilities in order to arrive at sensible answers that they can back up with proof. In addition to this is whether they take the time to review their thinking before saying, "I have done the best I can with what I know?". If mistakes have been made, does the child take the time and put in the effort to revise their thinking and try a second time or even a third?

I have three boys of my own and certainly understand that at times, it is easier to correct some of their work for them or even to excuse them from it for a variety of reasons. But do we really want children to become the complacent and lack personal responsibility? I would venture to believe that none of us want our children to rely on us or take advantage of others. Rather than correcting their work or giving them an excuse for something, it is our responsibility, as their caring parent, to remain positive and offer support and encouragement to our children to keep trying. This does not mean to not give guidance, it means do not solve their problems for them. They need to actively participate in the problem solving process. They need to consider what they know and what they need to know in order to be successful. These are habits we need to help them build and sustain.

There is a difference in how we help children as they age. However, helping them to build perseverance is a need for all children. The key is to know how much positive struggling we give the children. When to leave offer guidance and when to step back. How we step back is important. Telling a child that you believe they can think through their strategies to choose the one they think will work best sends a message of "I believe in you." Then helping that child to follow through is key. Reminding them of strategies they have tried in the past that have helped goes a long way to building habits that become engrained in them and foster independence and personal responsibility.

Mistakes will be made. Children should be encouraged to share their mistakes, so they can allow us to help them learn from the mistake. It teaches honesty and the ability to handle future situations differently. Your child will be proud and more confident if they learn to solve for themselves.

Upcoming Activities

Primary Grades Winter Festival

Family Math Night

One School, One Book

Pasta Dinner and Auction

Progress Monitoring

Thank you for the wonderful turn out for parent-teacher conferences. We nearly hit 100% in the primary grades for families conferencing with their child's teacher. Report cards are all about progress monitoring. They are the school's way to keep parents aware of where the children are at specific points in the school year. Most of the discussions are about what the children have been able to demonstrate during class discussions, on independent work, and through assessments.

We also have our midyear progress monitoring assessments coming up in a few weeks. You will receive exact dates upon our return from the winter break. This is the time the children will use the NWEA system to demonstrate the skills they have improved and learned since the beginning of the year. You will receive these mid-year reports again once all students have completed their work.

These assessments and the data collected are only a snapshot to allow us to see what the children can do in new and unique situations with the skills and concepts learned. This gives us a lot of information. Children who do well in class typically do well with their assessments. However, at times we find children who do not do as well on the assessments because they are given the task of using unfamiliar content. This helps us to determine the supports these children need. They have a good grasp of how to use a skill but still need guidance in unfamiliar environments.

The assessments also play a role in determining the level of intervention that some students need. The data collected informs us as to the skills that may have a gap in order for the children to apply the grade level skill. As a team, teachers, interventionists, IAs, and administration work to develop plans to assist the children. The data also helps us to consider places we need to strengthen our curricula and programs.

Although conferences for the first trimester have ended, and the second set of conferences is three months away, do not wait to talk with a teacher if you have concerns over your child's progress. What you think may be a weakness may be right in line with your child's developmental age and grade.



Attendance

Understandably, the CSDE was more relaxed on attendance issues these past few years. We also understand the triple threat facing all families at this time (COVID, RSV, & the flu) as well as colds. We are glad that families are being careful for everyone; however, many absences can be avoided. Please be mindful of your child's educational experience when you make doctor appointments during the school day or choose to keep your child out for a vacation or a day trip. Students are missing valuable learning time which cannot be made up. These gaps in their time at school have consequences— children miss lessons and valuable skills needed for their next steps in the classroom. The missed time puts them farther behind their classmates. Please think about your child's absences as they should be able to make it through a school year with less than 10.

Giving Tree

We are fortunate to be in a community where people truly look to help their neighbor. In spite of rising costs around us, numerous people demonstrated the core values that we are proud to support during the school year. There was definitely **Caring** and **Citizenship** displayed by so many. There were notes of **Empathy** and **Kindness**.

We would like to thank everyone who was able to contribute to the CES Giving Tree this year! The families who benefitted from this could not offer enough gratitude. This was all possible due to the caring families of our school and community. People from town, teachers, children, families of CES, and the Chaplin Parks and Rec Commission made this possible.

Here is our wish to all of you for a safe and special holiday season with family and friends. Love from all of us to all of you!

The following students have been chosen as a Soaring Eagle or Bucket Filler (kindergarten) during the months of November and December:

(K) Elliot, Ivy, Courtney, Terra, Sadie (1) Avery, Finn, Cameron, Aayden, Anna, Kaiden, Colton, Caleb, Elise, Alivia, Carter, Ethan, Jillian, Hank, Noah (2) Antonella, Cooper, Tamari, Tirza, Olivia, Kalina, Addison, Emmeline, Catie, Joseph & Jackson (3) Camden, Jack, Bella, Kylie, Lev, Nora, Isaiah, Vanessa, Rena, Adam, Sophia, Autumn, & Jack (4) Drew, Dara, Ella, Grayden, Zachary, & Olivia (5) Jeremy, Isabella, Jahnvi, Nate, Isaac F, Andrew, & Kaylee (6) Hayce, Eli, Justin, Hadleigh

Congratulations!

The recipients for the **Citizenship** and **Caring** Spirit Sticks in October are: PK– Alan & Briella ; K– Elliot; G1– Noah D, Elise, Alyvia, Aayden H, Ava, Caleb, Carter, Aayden, Evan & Anna; G2– Jackson, Emeline, Cooper, Tirza, Tamari ; G3– Jack, Sophia, Maximus & Noah M ; G4– ; G5– Andrew, Maddi, Isaac B; G6– Justin, Jayce, Eli

Thank you for demonstrating concern for others in school!

Citizenship

Caring