



CHAPLIN ELEMENTARY SCHOOL NEWSLETTER

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October 2022

From the Principal...

K. Chavez

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Dear Parents and Guardians,

Last year, Chaplin Elementary School partnered with the CT State Department of Education in an effort to improve Social-Emotional Learning in schools across the state. The teachers, school psychologist, and I have gone through professional development to utilize Devereux Student Strengths Assessment (DESSA). This assessment, as the name states, focuses on student strengths. It is meant to highlight positive social and emotional behaviors that our students demonstrate, help students to identify things they are already good at, and help them to use their strengths to grow in other areas of their lives.

I believe there is confusion on the topics of Social-Emotional Learning and Mental Health. The ultimate goal of education is to help traits emerge within our students and then help every student to strengthen these. Every lesson we teach has an ulterior motive. For example, when we teach math, we are also focusing on perseverance. School has a function of developing a consistent desire within our students for self-improvement. To help our children reach true levels of success, we must help them to become aware of strengths and areas in need of growth.

Reaching success is not a matter of natural talent or innate ability. It is about effort. Effort is emotional as all too often children and adults feel judged about their outcomes. Helping our students to manage their emotions is part of the work.

We also have to work with mindset and help our students to have the growth mindset that allows them to set goals and make plans to achieve those meaningful benchmarks. I say benchmarks because after every goal is reached, a new one should emerge. Success is never final. I will spend my time in this newsletter discussing this in more depth.

K Chavez

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

- Nov 2 PTO Meeting 6:30 PM
- Nov 11 Veteran's Day– NO SCHOOL
- Nov 23 End of Trimester 1
- Nov 23 Early Release
- Nov 24 & 25 Thanksgiving break NO SCHOOL
- Nov 30 Reports Cards issued



Growth Mindset

How do you praise your children? We want our children to know they are valued and we appreciate their successes. What words do we use? Do we call them brilliant or smart? Do we call them a natural? What are the goals of this kind of praise? Is it to hand them a sense of permanent confidence? This may work in the short term and as long as they are meeting with success, but once things become challenging (or hard in their words), this will have the opposite effect by making children doubt themselves when they feel the work is too difficult or as soon as something goes wrong.

We need to teach the children to love challenges and be intrigued by mistakes. One of the phrases we have discussed at school this year when reviewing student work is to point out the teacher's favorite mistake and explain why it so interesting. We want them to enjoy the effort they put into their learning. This will go a long way in helping them to build their confidence based on the emotions they feel when they overcome a challenge.

Rather than praising intelligence or achievements, ask your child questions that help the child to reflect on how they obtained the success. This will open your child's mind to the accept the fact that their effort is the key to mastering a skill. Praise them for the trait that brought them to success. Praise their grit throughout the task. Praise them for restarting when they realized they had made a mistake. Praise them for the time and work they put into the task– the practice, the study, the persistence, and good strategies used. Ask questions that admire these choices. For example, "It took you three strategies to solve that problem. It was fantastic how you reflected and revised and tried again and again." "You really concentrated on that project." "You put in a lot of effort, but let's work together to figure out what you did not understand." Notice that none of these statements include the word "I" because it is about the child and the his/her effort– not about how you feel. Then be careful about judging others in the opposite fashion. Try to avoid saying that a peer is so good because he or she is the natural.

We want to avoid children developing a fixed mindset and believing that people are born smart or naturally good at something. Please listen to your words to help your child to realize they can achieve beyond their dreams if they remain open to growth.

The recipients for the Responsibility Spirit Sticks in October are: PK– Jocelyn & Truman; K– Terra; G1- ; G2– Connor, Antonella, & Jade; G3– Lev; G4– Ella & Matthew; G5– Michael, Kimber, Jeanna & Megan; G6– Jayce & Emilee

Thank you for showing perseverance when tasks become ticky. Your Grit will get you to the next level!

Responsibility

PTO

The next PTO meeting is this Wednesday, November 2 at 6:30 PM in the CES library. Mrs. Rossi is offer child care for parents who would like to attend but need help care for their children.

The P.T.O. is looking for crafters or vendors for their craft fair on Saturday Dec. 3, 8:00-noon at Chaplin Elementary School. The cost is \$20 a space with your own table, \$25 if you need a table provided. Call the school or email Ptochaplin@gmail.com to reserve a space and more information.

Thank you!

Improving Student Mental Health

The teachers are in the midst of completing the first Social Emotional rating for each of our students. The DESSA subscales, or competencies, are based on the [Collaborative for Academic, Social, and Emotional Learning](#)'s Integrated Framework to promote intrapersonal, interpersonal, and cognitive competence. The CASEL Framework includes five core competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision Making.

The DESSA aligns to, but expands upon, the CASEL Framework by including eight subscales:

1. **Self-Awareness:** A child's realistic understanding of his/her strengths and limitations and consistent desire for self-improvement.
2. **Self-Management:** A child's success in controlling his or her emotions and behaviors, to complete a task or succeed in a new or challenging situation.
3. **Goal-Directed Behavior:** A child's initiation of, and persistence in completing, tasks of varying difficulty
4. **Social-Awareness:** A child's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes her/his impact on them and uses cooperation and tolerance in social situations.
5. **Relationship Skills:** A child's consistent performance of socially acceptable actions that promote and maintain positive connections with others.
6. **Personal Responsibility:** A child's tendency to be careful and reliable in her/his actions and in contributing to group efforts.
7. **Decision Making:** A child's approach to problem-solving that involves learning from others and from her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.
8. **Optimistic Thinking:** A child's attitude of confidence, hopefulness, and positive thinking regarding herself/himself and her/his life situations in the past, present, and future.

Once the DESSA rating is completed for a student, a Social-Emotional Composite score is reported as well as a score in each of the eight competencies. The scores indicate if the student is demonstrating skills that are within the Strength, Typical, or Need of Instruction range. The teachers will then use this information to explicitly teach lessons, from Aperture, that support and reinforce foundational skills as well as teach growth strategies. After, all ratings are completed, you will receive a report that gives your child's ratings.

In the coming months, I will share links that will allow you to investigate these areas as well as give you suggestions for what can be done at home to support your children.



Music News

The performing groups have been preparing for their Winter Concert which will be on Thursday, December 15th, 6:00 p.m. in the CES gymnasium. The children are excited to be able to perform in front of their parents this year and to showcase their new talents.

In music class we have been focusing on learning steady beat vs. rhythms. In order to understand rhythm, students are learning notes and their note durations to make short and long sounds. The upper grades have been learning how to read notes of the treble clef and have been introduced to major and minor keys in music.

Whole School Mental Health Assessment

As well as rating the students, Chaplin Elementary School is conducting a School Mental Health Quality Assessment to determine the comprehensiveness of the school mental health system. The results will help us to prioritize and plan for key improvement areas. The team completing the assessment will measure 6– 16 subcategories in 7 quality domains. This data will help us: to find any gaps that exist between the or vision for mentally healthy students and how our staff are a part of this; to help us understand how well existing services and supports are meeting student needs; to identify risk factors; to promote Tier 1 health activities designed to meet the needs of all students; to determine if early intervention supports and services address student concerns at the heightened levels of Tiers 2 and 3; and to look at how the budget is used to address the operational structures and capacity of CES. This work will take some time; fortunately we have grant funding to help us as we continue to look at both short-term and long-term effects of current programs and the implementation of anything new based on the results of our assessment.

The following students have been chosen as a Soaring Eagle or Bucket Filler (kindergarten) during the month of October:

(K) Ivy, Jase, Emma, Sadie, & Charie (1) Anna, Cameron, Ayden, & Noah (2) Ella, Devin, Hinton, Jade, Tirza, Kalina, Emmeline, & Jackson (3) Kylie, Jack, Bella, Vanessa, & Rena (4) Hunter, Olivia, & Zach (5) Isaac, Lucas, & Andrew (6) Eli, Sam, & Emilee

Congratulations!



Autumn Word Search

W	J	W	O	R	C	E	R	A	C	S	U	K	T	N
E	H	X	S	N	I	K	P	M	U	P	O	M	I	D
R	G	C	J	W	U	Z	J	Q	L	D	H	J	U	K
T	A	E	Y	E	L	L	O	W	K	S	P	U	O	M
I	D	K	G	C	J	L	L	A	B	T	O	O	F	J
S	K	T	I	E	H	X	T	S	I	A	K	A	P	U
D	M	I	D	N	G	C	J	W	E	Z	L	Q	L	C
R	J	U	R	T	G	E	H	Z	T	L	I	A	N	O
U	U	O	M	I	D	R	I	C	J	W	U	Z	O	L
O	C	H	J	N	K	A	S	E	L	P	P	A	S	O
G	S	P	U	O	M	I	D	R	G	C	J	W	A	R
J	Q	L	D	H	J	U	K	T	L	E	A	V	E	S
I	E	G	N	A	R	O	T	I	D	R	G	C	S	W
H	A	R	V	E	S	T	J	U	K	T	N	E	H	X
T	S	I	A	K	S	P	U	O	A	I	D	R	G	C

See how many of these autumn related words you can find in the puzzle.
The words can be forward, backward or diagonal.

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|-----------|-------------|---------------|------------|
| 1. Autumn | 5. Raking | 9. Gourds | 13. Corn |
| 2. Fall | 6. Harvest | 10. Football | 14. Maize |
| 3. Leaves | 7. Pumpkins | 11. Season | 15. Yellow |
| 4. Colors | 8. Apples | 12. Scarecrow | 16. Orange |