

# CHAPLIN ELEMENTARY SCHOOL NEWSLETTER



Volume 7 Issue 1 Follow us on Twitter at Kevin Chavez@ChaplinElementa

October 2024

## From the Principal...

K. Chavez

October 2024

Dear Parents and Guardians,

Thank you to all the parents/guardians who were able to attend Back-to-School Night. I hope you found the evening informative and you left with a feeling of positivity about all the good things that happen at CES.

I spoke about chronic absenteeism, and you asked some fantastic questions regarding attendance. At some point the following week, it was discovered that the files sent to the state were corrupt and gave false data. I have since sent letters with accurate information to those who received the first letter. Our percentage dropped to roughly 14% which is much better than the state reported 36.4%. Our goal is to have a school rate below 10%.

I compared our September attendance with that of the past two years. We are right on track with last year and better than we were two years ago when we finished the year with 16.2% chronic absenteeism. We understand that students will be absent, but we ask you to plan carefully. We want our students to know and believe that school is better when each of them is in school and engaged in the learning process. If you are experiencing difficulties with attendance, we want to help by first understanding the root cause for your child's absences. Please reach out to us, so we can offer our best assistance to you and your child.

Congratulations to Miss Cheyney's class for having 99% school attendance during the month of September!

K Chavez

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*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.*

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## Important Dates

- Friday, October 11– No school: staff professional development
- Monday, October 14– No school– Columbus/ Indigenous People Day
- Dates coming in the near future for our Parent workshop Series on Executive Function Skills– Mind in the Making
- Friday, October 18 No Pre-K due to staff PD

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## Family Engagement

The staff at CES takes the stance of engaging our families in the education process as one of our major responsibilities. We fully understand how busy family life can be, so we try to put information out to you as early as we can in regards to upcoming family event nights. We are again planning our family events for the year; we are looking for our first event to take place in November. The committee is working out the details, so as soon as the date, time, and topic are set, we will send the information out to you.

In the past, I have asked the students trivia questions in the morning. These questions, focusing on logic and creative thinking rather than knowledge, have been enjoyed by the students. I have also engaged many of our students/classes with logic puzzles over the years. This year, I have decided to offer this type of discrete thinking to our families. I would like our parents/guardians, brothers, sisters, grandparents to see the type of thinking we want our students to experience and to work together to solve these puzzles. You can learn from one another about how to think and how each person in the family breaks down information to apply it.

There are no time limits on the puzzles. Instead, as they come back to me, I will review them for accuracy. If the puzzle is accurate, I will send home the next puzzle. If the puzzle has inaccuracies, I will note that and send the puzzle back home for the family to work together to find the error(s) and make revisions before submitting it again. As puzzles are completed accurately, students will collect points. At some point near the end of the year, there will be a celebration for students who collect 5 points, 10 points, and even 15 points.

The first packet will have the directions on how to solve these puzzles. I suggest solving them with pencil because you may have to revise your thinking as you move forward. The puzzles will slowly get more complex as you receive fewer clues or there are more boxes to fill in.

I hope that we have a large number of families who choose to engage in solving these puzzles with their children. I hope that each family finds joy in working together and helping their child to grow some of the executive function skills as well as thinking about thinking.

# Social Emotional Learning

The staff at CES works hard to ensure a positive learning environment for our students and staff. There are a lot of theories as to why people are appearing to have more anxiety and stress in their lives. While much of this is guided by societal issues, we address skills that our students need to traverse the school day and interactions with peers and adults. Through the Behavioral Health Pilot Program and grant, we have been able to tackle this issue from a different perspective.

I would like to offer you some insight into our efforts. You are aware of the first thing we began a few years ago; three times a year, the teachers complete a survey on each of their students. This survey first looks for students strengths in the social-emotional realm. It then identifies areas of concerns for our students. The program then offers the teachers information and lessons to address identified areas.

We have also added a document to the school website under the "Students & Parent" tab. You will see a link for "Family and Community Resources." This is a list of resources covering a variety of areas. Please take some time to look at it.

We now have a social-emotional curriculum that teachers are using every week. There is a main lesson each week that is then supported daily by a 5-10 minute session. The lessons are proactive in nature as they are designed to help students prior to finding themselves in an elevated state of worry... This work has been supported by professional learning experiences within the program. We have included a second program that helps the students identify their emotional status and find ways to self-regulate.

We want to ensure that we continue to offer our parents/guardians support as well. I recently sent out a survey to our families about a learning opportunity for our families. In a school of roughly 150 students, we had 18 parent responses to the survey. I have to be honest and tell you that it is very disheartening when we get such a small percentage of families responding to our efforts to offer activities and opportunities for our them. We know that not all families can attend everything we do, but we hope that every family can attend some offerings. We also need to learn what prevents our families from attending. Therefore, it is very important that our families help us by completing surveys that help us identify the barriers or aversions to the efforts we offer to support and engage our families.

The survey was about an 8 session learning series for our parents on Executive Function Skills. We will be hosting one session a month; as soon as dates are worked out with the presenter, we will send the information out to our families. We are hoping to have a fair number of parents attend sessions. We are also opening this to parents of children who will be coming to us in the near future. Grandparents and other caregivers can also come. I hope you can come and help spread the word to others who may be interested.

## **CES Core Values of the Month**

Every month, CES focuses on a different core value that we believe is important to the success of our students as individuals in a community as well as to their academic growth. The month of September focused on Responsibility. We worked with the students to gain an understanding that being responsible entails taking ownership for their actions without looking to pass blame to something else. This involves a lot of self-talk for students to think about their actions, behaviors, and words. When our students take responsibility, CES offers safe places for everyone to learn and know that they can receive the kind of support they need and focus on the task at hand. We are responsible when we can be trusted to do the right thing even if nobody is watching. We are responsible when we clean our own mess, no matter how big or small.

The following students were recognized by their teachers as displaying responsibility on a regular basis. The students received spirit sticks that they can connect to the backpacks.

Pre-K: Ainslee, Jaxson, and Kayden

Grade 1: Giovanna, Emery, and Piper

Grade 2: Sadie

Grade 3: Ava

Grade 4: Isaaiah

Grade 5 Sophia R and Kylie

Grade 6: Jace, Amelia, and Myles

Students can receive Soaring Eagles tickets any day at any time for doing things that demonstrate good citizenship. They may randomly help someone in need. They may clean a mess that another person walked away from. We look for things that show students are looking to take care of themselves, take care of others, or take care of the school. Soaring Eagles of the week are the students in each class who receive the most tickets throughout the week. The following students have been chosen as a Soaring Eagle during the month of September:

(G1) Alan, Truman, Triston, Brooklyn, Giovanna, and Jacob (G2) Courtney, Julian, and Sadie (G3) Ava and Payton (G4) Isaaiah (G5) Cooper B, Dominik C, Kylie, Titan, Sophia R, and Rena (G6) Olivia, Ella, Myles, and Riley

Congratulations!

The tickets are saved for a raffle at the end of the year. Obviously the more tickets you receive, the better your odds of receiving a reward.