

J.B.S. Press



January, 2013

a “Short” report
by Mrs. Short, Principal

As most of you know, I recently took a trip to various locations around the world: South Korea, Okinawa, Taiwan, Guam and Hawaii. While I was in each place, I enjoyed learning about their customs, language, food, laws and weather. I wish I could have gone to visit their schools, but I wasn't able to. This made me think that learning NEVER ends! I hope to share some of my experiences with our students this semester. Thanks to our great staff, Dr. Hilton and Mrs. Harpold for keeping things running smoothly in my absence.

WISHES: 3 ounce cups for the clinic; boys' underwear, sizes 6, 8, 10, 12; used sweat pants or shirts (any child's size); indoor recess games/ puzzles. Thanks!

Corporation Student Attendance Policy/Vacations



I am attaching some important excerpts from our corporation's attendance policy concerning student vacations during the school year:

- Students are permitted to go on vacation during the school year without penalty.
- Whenever a proposed absence-for-vacation is requested, parents must discuss it with the principal. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence.
- The student may be given approximate assignments and materials for completion.
- Separate daily assignments may be given.
- The time missed will be counted as an authorized, **unexcused** absence.

Summary: Any student absences for vacations are allowed, but counted as “unexcused.” Work is still allowed to be made up and counted as practice toward knowing the classroom learning standards. The Hancock County Attendance protocol states an attendance notification letter will be sent home when any child reaches 5 unexcused absences or 7 excused absences.

Looking For a Preschool Program?



The preschool program located in J.B. Stephens Elementary will be screening for the 2012-2013 Typical Peer Program on **Friday, February 22, 2013 from 8:00 a.m. - 11:00 a.m.** If there is a **2 hour delay**, we will still hold the screening. If school is cancelled, **the make-up day** will be Friday, March 1 from 8:00-11:00 a.m.

This program is for preschool aged children who will be at least 3 years old by August 1, 2013 and are not eligible for kindergarten. The kindergarten cut off this year is 5 years old on or before August 1. Typical peers possess age appropriate skills and serve as good speech and social models for our special needs children. The children will be required to pass a speech screener. Applicants are chosen based on the speech screener performance and teacher observation. You will be notified on or before March 1 as to whether your child was selected or not. Should more applicants qualify than space allows, a drawing will be held to fill positions.

We have two class options this year:

1. Pre-kindergarten children who will be eligible for kindergarten in 2014. This class meets Monday-Thursday for 3 hours per day.
2. 3 and 4 year old children who do not meet the age requirement for kindergarten in 2014. This class meets twice a week for 3 hours per day.

There is one licensed teacher per classroom and at least one teacher's assistant per class with two being the norm. While our classes usually start small, we typically have about twelve children in each session.

Registration:

If your child is chosen to participate as a typical peer, a **\$75.00 registration fee** will be charged at the time of enrollment. **The registration fee is a separate charge. It does NOT apply to any tuition payments, and it will not be refunded if your child withdraws.**

Tuition:

1st installment due August 1st- \$253.34 - 4 day a week program or \$126.67 - 2 day a week program

2nd installment due November 1st- \$253.33 - 4 day a week program or \$126.67 - 2 day a week program

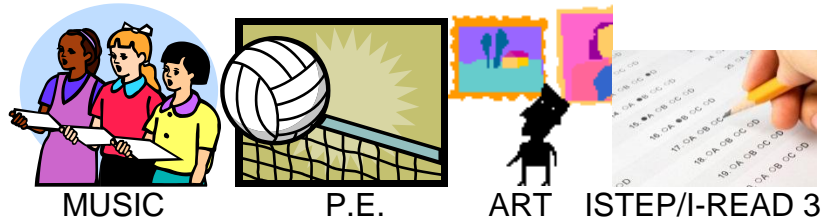
3rd installment due February 1st- \$253.33 - 4 day a week program or \$126.67 - 2 day a week program

If you would like to have your child screened for our Typical Peer program, please plan to attend Friday, February 22, 2013 between the hours of 8:00 am-11:00 am. For questions call 462-4491 Julie Rogers, ext. 116; Trish Winn, ext. 114; or Tammy Wheeler, ext. 113.

*Your home school does **NOT** need to be in the J.B. Stephens Elementary boundary; however, your home **MUST** be located within the Greenfield-Central school district or the Eastern Hancock district. Bus transportation is **NOT** available to typical peers.

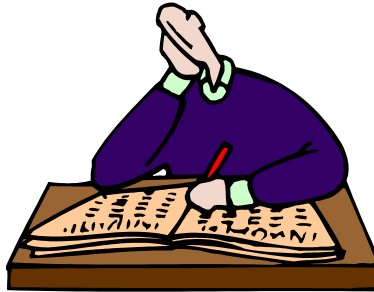
*Acceptance into this program is not based on income level.

3rd Grade Student/Parent Night
2/7/13 6:30-7:45 p.m.



Third grade students will be giving parents a peek into their music, art and physical education curriculum on the evening of **February 7, 2013**. Mrs. Short will also be discussing the spring assessments required of all third graders. Mark that date on your calendars; you don't want to miss it.

What to Do When Your Child is Bored



Now that winter has set in, you may hear your child complain of being "bored." Please read over comments from an article titled "Being Bored May Be Good for Kids" in [The Indianapolis Star](#):

"Only boring people are bored." Boredom prompts kids to break out of routines. Free time can be wonderful for children; they don't need all their time scheduled with activities. We live in a world of multi-stimuli, which often precludes the time for children to reflect or be creative. Talk to your children about what to do when they complain about being bored. Put blankets over chairs and make a tent. Explore their toys, their books, their backyards or simply inside their own heads. Let them play with pans and water in the kitchen. It's not a parent's job to find something to do to fill a child's time. A person's best thinking can come from just staring out the window or resting and reflecting on one's surroundings.

Character First!



by Mrs. Harpold, School Social Worker

The Greenfield-Central School Corporation uses the Character First! program to share ideas about good character with students and families. During this school year, the traits of respect, responsibility, truthfulness, punctuality, generosity, self-control, obedience, dependability, compassion and orderliness will be discussed, role-modeled, and expected at school.

Self-Control is the character quality for January. The Character First! definition of Self-Control is, “rejecting wrong desires and doing what is right.” They list indulgence as the opposite of self-control.

Parents, students, and teachers should practice self-control by considering the following:

- **Do Not Act Impulsively.** Inward character is shown by saying “No” to what *feels* right and “Yes” to what *is* right.
- **Do Not Equate Desires with Rights.** To be a person of character and a law-abiding citizen, we must recognize that just because we desire something, it is not our right to have it.
- **Set Limits.** We all need to set limits to our behavior. Self-control is setting a standard for our words and actions before encountering opportunities to do wrong.
- **See Anger as a Sign that Something Is Wrong.** Feeling angry is not wrong. But failing to recognize it as a warning signal is wrong. People who learn to control their tempers will rarely have to regret hasty actions or words.
- **Walk Away From Things That Aren’t Right.** We must learn to walk away from situations as soon as we sense that things are not right. To delay or take a second look may lead to tragic results.

Character is taught best when it is modeled. Character growth is encouraged in children through recognizing, requiring, and emphasizing right attitudes, words, and actions. As we model good character, others around us can see a living example of how to demonstrate good behavior. Model, praise, teach, and recognize the character quality of self-control this month.

Collections at School



Box Tops
Marsh Points

Target Points
Tyson Labels

Pop-tabs
Campbell’s labels

P.T.O. News



by Officers

Thanks for such a good turnout at our December "Polar Express" movie night. Thanks also to everyone who helped make the teacher cookie bags. Did you know all J.B.S. parents are members of our P.T.O.? Yes, it's true. Please come! What would you like to see on the agenda for a P.T.O. meeting? Please e-mail us. Our names are in the J.B.S. handbook. Come support your child's school.

Attendance News



by Mrs. Hammons and Mrs. Short

Each month, there are three ways for students to receive incentives for their good attendance. Students who do not miss a day of school all month receive a donut hole/fruit snack; individual classes win prizes for their first, second and third place finish for the month, and all students get to see a pie thrown in Mrs. Short's face if the entire school shows a 97% attendance rate for the month.

In December, Mrs. Smith's class won bronze (special seating at lunch); Mrs. Kuntz's class silver (popcorn), and Mrs. Crafton's class won the gold (extra recess).

Here are the results of the December attendance contest for the school:

<u>Teacher</u>	<u>Monthly Attendance Percentage</u>	
Mrs. Ahonen	94.48	
Miss Batton	92.48	
Mrs. Bladen	95.51	
Mrs. Carson	93.60	
Mrs. Crafton	94.31	
Mrs. Hammons	95.28	
Mrs. Jacquemin	96.31	BRONZE (Special Seating at Lunch)
Mrs. Johnson	93.59	
Mrs. Kuntz	94.35	
Mrs. Leininger	94.09	
Mrs. Martinez	94.46	
Mrs. Matthias	92.86	
Mrs. Olin	92.70	
Mrs. Parker	96.52	SILVER (Popcorn Party)
Mrs. Rizzotte	95.24	
Mrs. Sexton	91.88	
Mrs. Smith	92.72	
Mrs. Steeno	96.86	GOLD (Extra Recess)
Ms. Stout	92.38	
Mrs. Trapp	94.81	
Mr. Vogel	94.7	
School wide	94.4%	(GOAL 97%)

Math Morsel



Please follow the instructions below to access your child's math program, Everyday Math, at home

- You will need your child's user name and password, which was sent home by your child's teacher. If you don't have that information, have your child copy it from school and bring it home. You may also contact the teacher!
- In a web browser, go to the **Everyday Math Online** home page at <https://www.everydaymathonline.com>.
- Enter your child's user name and select LOGIN. You will then need to enter your child's password and select LOGIN.
- The main screen has a lot in it. You can select the unit and lesson on the top bar. That allows you to print a missing homework assignment from home. You can also access activities and an interactive reference book to help with homework. The games and practices change based on the unit and lesson selected. Students can also find all of the games at all grade levels in the bar at the bottom of the screen. There are literature connections to various math concepts, as well.

Contact your child's teacher or Mrs. Short for any questions on this useful feature of our mathematics program.

Mark Your Calendars



January 8	FULL DAY OF SCHOOL	
January 11	Report Cards Available ONLINE	1:00 p.m.
January 19	Market Day Pick-up – Café	10:30-11:30 a.m.
January 21	Dr. King's Birthday/NO SCHOOL	
January 22	P.T.O. Meeting	7:00 – 8:00 p.m.
	Child Care Provided	
January 25	Semester Awards' Program	9:00 a.m.
	P.T.O. Family Movie Night/FREE	7:00-8:30 p.m.
February 7	Third Grade Parent Event	6:30-7:45 p.m.
March 4-13	ISTEP+ Applied Skills Testing/Grade 3	
March 12-14	IREAD-3 Testing/Grade 3	
April 29-May 8	ISTEP+ Multiple Choice Testing/Grade 3	

Eight Steps to Successful, Happy Read-Alouds



by J.B.S. Reading Teachers

It's a thrill to hear your little one begin to sound out words and read stories — but it can be difficult to listen to halting pronunciation, missed words, and other mistakes. How can you help your child learn without stifling his confidence or turning reading time into a chore? These guidelines will help.

1. **Bite your tongue — most of the time.** If your child is making it through most words, but doing it at a snail's pace, be patient and let her carry on. She needs the practice. Frequent interruptions can interfere with comprehension (and the pleasure of reading).
2. **Speak up for sense.** An exception to the stay-mum rule: Gently correct your child if he alters the meaning of a sentence by skipping or substituting an important word.
3. **Help with stumpers.** If your child encounters a new, difficult word that is key to understanding the sentence or passage he's reading or that recurs frequently, step in to pronounce and define it for him.
4. **Answer appeals.** When she asks for help, give it. Encourage her to figure words out on her own, but if she's genuinely stumped, come to her aid so she doesn't get frustrated.
5. **Use pictures as helpers.** Reviewing the pictures in a storybook before reading it can give your child an idea of what the text will be about.
6. **Encore!** When he finishes a passage or a story, ask him to read it again. Your interest is a confidence-booster, and the extra practice with familiar text will also boost both his skills and his self-esteem.
7. **Be a drama queen.** When you're the one doing the reading, use lots of expression. Really put on a show! This will encourage your child to do the same when she reads. If she can, you'll know she understands the words she's reading, and not simply parroting them mindlessly.
8. **Notice patterns.** If your child repeats the same kinds of errors frequently, mention this to the teacher. A pattern of similar mistakes may be a sign of trouble. The teacher can help you diagnose it and get help quickly.

Six Steps to Good Comprehension for Beginning Readers



by J.B.S. Reading Teachers

Help your child retain what he reads — a crucial skill, especially as he gets older and needs to glean important information from textbooks.

1. **Have him read aloud.** This forces him to go slower, which gives him more time to process what he reads. Plus, he's not only seeing the words, he's hearing them, too. You can also take turns reading aloud.
2. **Provide the right kinds of books.** Make sure your child gets lots of practice reading books that aren't too hard. She should recognize at least 90 percent of the words without any help. Stopping any more often than that to figure out a word makes it tough for her to focus on the overall meaning of the story.
3. **Reread to build fluency.** To gain meaning from text, your child needs to read quickly and smoothly - a skill known as fluency. By the end of 2nd grade, for example, your child should be able to read 90 words a minute. Rereading familiar, simple books gives your child practice at decoding words quickly, so she'll become more fluent.
4. **Talk to the teacher.** If your child is struggling mightily with comprehension, he may need more help with his reading — for example, building his vocabulary or practicing phonics skills.
5. **Supplement class reading.** If your child's class is studying a particular theme, look for easy-to-read books or magazines on the topic. Some prior knowledge will help her make her way through tougher classroom texts.
6. **Talk about what he's reading.** This "verbal processing" helps him remember and think through the themes of the book. Ask questions before, during, and after a reading session. For example:
 - Before:** "What are you interested in about this book? What doesn't interest you?"
 - During:** "What's going on in the book? Is it turning out the way you thought it would? What do you think will happen next?"
 - After:** "Can you summarize the book? What did you like about it? What other books does it remind you of?"