

Home & School CONNECTION[®]

Working Together for School Success

March 2001

Williamson Elementary School
Ms. Anne P. Ressler, Principal

Internet safety:

Here are two important tips to keep your children safe on the Internet. Tell them to open e-mails only from people they know. Also, they should never give out information about themselves on the Web.

Examples: their school, age, address, or friends' or family members' names.

Finding family time

Is it hard to get everyone together for family activities? Try putting them on the calendar. Choose an evening each week and write the time alongside the scout meetings and basketball games. That way, you're sure to build in more family time.

Math measures up!

Encourage your youngster to practice measuring at home. Look for ways he can use a tape measure, a thermometer, or scales. *Example:* "Why don't you help me measure the window? Will the curtains fit?"

Worth quoting

"when you come to a roadblock, take a detour."
Mary Kay Ash

JUST FOR FUN

Q: What do you have to pay when you go to school?

A: Attention!



Making school a priority

With spring right around the corner, it can be hard to keep children focused on learning. What can you do to make school a top priority for your kids? Keep these simple ideas in mind—they're useful at any time of the year.



Make attendance job # 1. Let your kids know that unless they're sick, they must go to school. Try to schedule routine dentist and doctor appointments after school hours. If possible, take family vacations during school breaks. *Tip:* Give awards for perfect attendance each month. Try a "Job Well Done" certificate or a coupon good for a night of bowling or a movie.

Show you care. Want your children to know that you're interested in their learning? Talk about their school activities and projects. Attend as many school events as you can. If homework and after-school activities conflict, speak up:

"I know you have baseball practice this evening, but homework comes first. After you finish, I'll take you to practice."

Keep it upbeat. "Try to set a positive example for your children, even when your own day has been difficult. Instead of saying, "I had a hard day at work. I'll never get my project done," try, "Work was hard today, but I made some progress on my project." If you show a positive attitude about your work, your youngsters may feel better about their own.

Keep peer pressure in check

For years people have been telling kids to "just say no" to drugs. How can children say no to other kinds of peer pressure? Here are three situations your youngsters might face and ways they could say no.

Handling uncomfortable situations: "I have nightmares after I watch scary movies. Can you please change the channel?"

Skipping family responsibilities: "I can't come over now because I have to do my chores. If I don't, I won't be able to go to Tanya's birthday party on Saturday."

Using tobacco: "I have a relative who smokes a lot. It's not very nice to be around the smoke. No, thanks."



Q & A Understanding standardized tests

Q: I've heard so much about standardized tests, but I don't really understand what they are. What can I do to help my child do well on them?

A: There are two kinds of standardized tests. Standardized *achievement* tests measure what children have already learned about a subject in school. Standardized *aptitude* tests measure how well children are likely to do in the future. Many states evaluate their schools and teachers on how well students perform on these tests -

Keep in mind that your child's test scores can vary from day to day. Your daughter's scores can be affected by how well rested she is, so make sure she has a good night's sleep before the test. Whether she is anxious or calm during testing also makes a difference. Encourage her to listen carefully to the directions and take her time.

If you have questions about how standardized tests are used in your child's school, arrange a time to talk to the teacher. .



ACTIVITY CORNER

Guess what I'm doing!



Kids are asked to follow directions all the time. Here's a game where they get to give the directions! All you need is a pencil, paper, and some creative thinking.

Each person thinks of a common task-such as making a sandwich or washing dishes -and writes down the instructions. Then, everyone takes a turn reading their instructions while the others try to figure out the action being described.

Example: 1. Pick up a round object. 2. lift your arm. 3. Bring your arm down in front of you. 4. Let go of the object. (Answer: throwing a ball.)

Your kids will exercise their thinking skills - both in writing their own directions and in figuring out what other people are describing. .

PARENT TO PARENT

Peaceful solutions

My kids used to fight over everything. They'd squabble about which television show to watch and who would take a shower first. I knew it was time to each other.

I figured out a system to handle their arguments. To start, I asked each of my boys to write down their favorite television shows, how much time they wanted on the computer, etc. Then, I thought about when I would want to use the TV or the computer. When there was a conflict, we flipped a coin to decide who had first choice. Finally, we agreed on a schedule and pinned it to the bulletin board in the kitchen.

The kids still bicker sometimes. But they know that when I say, "Take a look at the schedule," the arguing is over. ♥



Poetry corner

Did you know that poetry can help build your child's reading and vocabulary skills? And because many poems are short, they're easy to read when you have a little time. Try these ideas-

.Read one line of a poem, and then let your child read a line. If the poem rhymes, read all but the last word of a line and see if your youngster can fill in the missing word.

➤ Read a poem together before school. Or, copy a poem and put it in your youngster's book bag or lunchbox.

Here are a few books to get your kids into the poetry - reading habit:

- A Child's Garden of Verses*, by Robert Louis Stevenson
- Where the Sidewalk Ends*, by Shel Silverstein
- Read-Aloud Poems for Young People*, edited by Glorlya Hale .



OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

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DISTRICT VOCAL CONCERT

Don't forget the District Vocal Concert on Tuesday, March 13 at the High School Auditorium at 7:00 p.m. Come and enjoy the vocal talent of our Williamson students as they perform for you in celebration of "Music in Our Schools" Month.

The 4th Grade Chorus is looking forward to singing some of their Spring tunes for you!

EARLY ARRIVALS

Due to the lack of personnel to supervise, we ask parents to deliver students to school **no earlier than 8:30 a.m.** We also ask that you instruct your child, when dropped off before 8:40 a.m., to sit quietly on the bench in the hall near the Main office. Thank you.

DROP OFFS OR EARLY PICK-UPS AT BUS TIME

If you are coming to school to drop off a student or to pick a student up early from school, we ask that you pull into the parking areas. We ask that you **not** drive into or park in the bus circle between 8:30 - 9:00 a.m. **OR** 2:30 - 3:15 p.m.

LEARNING FAIR 2001

Have you ever wondered about the power of science, the magic of math, and the experience of personalized learning? The Learning Fair 2001 provides Williamson's K - 12 students the opportunity to display a major learning experience that combines content knowledge with process skills to produce a product or demonstration of learning. On Saturday, March 10 from 1:00-4:00 p.m. the Learning Fair will be open to the community at the Williamson High School.

Students can produce projects and demonstrations in the following areas: interdisciplinary, math, science, social studies, English language arts, foreign language, technology, home and careers, the arts, and health. Along with student projects there will be a wide variety of presentations including middle and high school musical previews, storytellers, and a select choir and jazz ensemble performance. Other demonstrations include a Red Cross awareness session, a chemistry demo, Rocks by the Wheatons, Star Lab, and a session with the High School Psychology class. Please share in the spirit of learning by at-



FRIDAY, MARCH 16, 2001

SUPERINTENDENT'S CONFERENCE DAY

No School For Students

This conference day will focus on the goals of the Elementary School

THURSDAY, MARCH 15 & WEDNESDAY, MARCH 21, 2001

Early Dismissal For Parent Conferences -

12:10 p.m. Dismissal

PARENT ROLE IN NEXT YEAR'S PLACEMENT

Similar to the approach used last year, parents will be given the opportunity to share their preferences with the school. The following dates and activities have been scheduled:

Monday, March 26, 2001

Packet of information regarding classroom options sent home with students. This form will allow parents/guardians the opportunity to express your preference from a list of options.

Friday, April 13, 2001

Deadline for return of your placement form

If you have questions or concerns, please feel free to contact Miss Ressler @ 589-9668.

ROLLERSKATING PARTY UPDATE

Laurie VanNostrand, the 3rd & 4th grade roller-skating party chairperson, would like to thank those who have chaperoned skating parties. The students really appreciate the time you give. Although we have been able to get by with the number of chaperones we have had, we sure could use more! Some of the skaters still need a little extra help and skates always need to be tied. You don't need to skate to chaperone. We hope you will come and help us at our next skating party on March 7. There is a place to volunteer on the bottom of the rollerskating permission slip.

Thanks for your help!

There is also the opportunity to chaperone at the 1st & 2nd grade parties! Come and join in the fun!!

KINDERGARTEN REGISTRATION

It is important that the process of registering and preparing new kindergarten students (and parents) occur on Thursday, May 3. We ask that all registrations occur on this date. If you are not able to attend registration on May 3, please call the office to make other arrangements.

Pre-Kindergarten Parent Registration Night-
Thursday, May 3, 2001.

Registration 5:30 – 8:00 p.m.

Information Program 7:00 – 8:00 p.m.

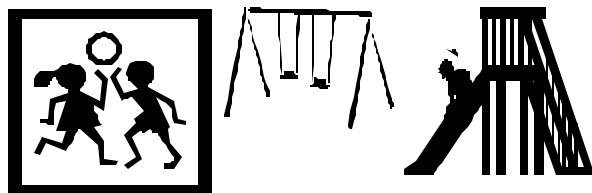
An appointment for a Pre-Kindergarten Screening will be set up at the time of registration for the week of May 21 – 25, 2001.

Further information will be mailed to parents of incoming kindergartners.

PLAYGROUND CLOTHING REQUIREMENTS

With the continuing changing of the weather throughout the month of March, we ask that students continue to come to school prepared for playground. This includes: gloves, hats, snowpants (or an extra pair of pants), coats, and boots. The playgrounds do tend to get muddy during the Spring months.

We appreciate your cooperation in this matter.



SPECIAL EDUCATION ANNUAL REVIEW REMINDER

The parents or guardians of elementary children who receive special education services should have received a letter with the date and time of their Annual Review appointment. This letter will be accompanied by a postcard for you to use to confirm your appointment. Parents/guardians are strongly urged to attend as the child's individual education program will be developed for the 2001-2002 school year. The meeting dates are scheduled for:

Friday, March 2, 2001
Tuesday, March 6, 2001
Friday, March 9, 2001
Tuesday, April 24, 2001
Wednesday, April 25, 2001

Wednesday, May 2, 2001
Thursday, May 10, 2001
Thursday, May 17, 2001
Thursday, May 31, 2001

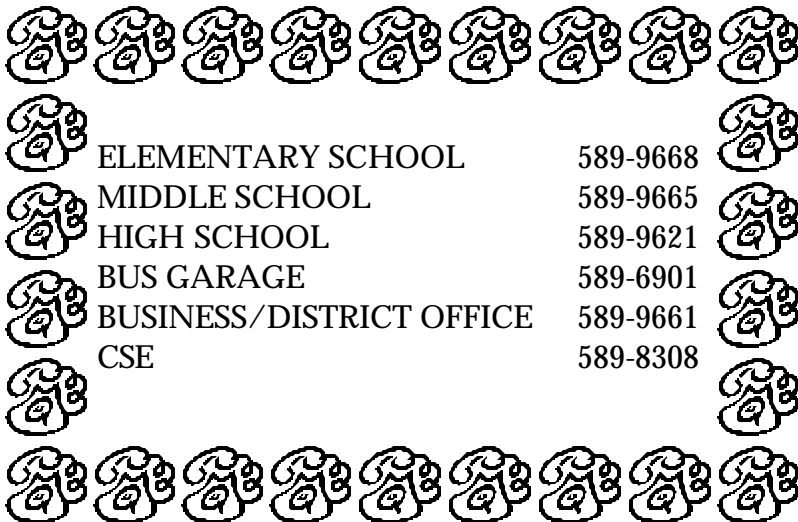
HOME AND SCHOOL . . . A CRITICAL RELATIONSHIP

Current educational research has underscored something many knew was true. When parents are directly involved in their child's education, the child performs at a higher level. Involvement can take many forms such as:

- ⇒ daily checking of work
- ⇒ daily conversations with student about school
- ⇒ volunteering at school
- ⇒ frequent communication with classroom teacher
- ⇒ maintenance of routine at home that supports the educational process
- ⇒ Regular bed time, regular time for homework, good eating and hygiene habits

Your Elementary School, as part of its Effective Schools Program, is focusing on strengthening the home/school network. The *goldenrod rule* involves the use of goldenrod paper to signify items that need to be returned to school.

We look forward to our continued working relationship with you. If you have concerns or comments, please feel free to call 589-9668



APPOINTMENTS

We recognize that it is not always possible to make doctor, dental, and other necessary appointments after school or on non-school days. However, we encourage you to request non-school time whenever possible for such appointments.

Resolving Conflicts Peacefully



Kids sometimes use harsh words, fists, or even weapons to resolve conflicts. This special report will help you teach your children how to solve problems nonviolently. The questions and answers below explain the steps from conflict to resolution. The keys are recognizing angry feelings, explaining both sides, listening carefully, and brainstorming solutions.

Put the process to work at home with your kids. They'll learn to use it with classmates, friends, and family members. Whenever possible, remind your children to handle conflicts without hurting others—with words or actions. (Editor's Note: The examples below could apply to a boy or a girl.)

“Why do people disagree?”

Let your children know that conflicts often happen when people have different opinions or want different things. *Example:* Billy invites a friend over to play video games. Timmy, his guest, thinks video games are boring. He wants to go outside and shoot baskets.

The next time your kids have a disagreement, help them see that conflict isn't all bad. In fact, it often leads to a better outcome. For instance, the two friends above may take turns choosing or decide to work on a jigsaw puzzle—something they both like.

“What should I do when I get angry feelings?”

Help your kids learn to recognize angry feelings before they get out of hand. Do they start to breathe harder? Do their palms sweat? Do their faces get hot? Do they raise their voices?

As soon as children notice these signs of anger, they should take time to cool off. Suggest ways to calm down. *Examples:* counting to 10; closing their eyes and picturing a favorite place; imagining the anger draining out of their feet; repeating to themselves, “This is no big deal.”

Your kids might even want to draw a picture or write in a journal. Expressing angry thoughts on paper may help them to calm down. And remind them that they can always talk with you or another trusted adult.

Continued

Ways to practice peaceful alternatives

When your child is in a difficult situation, the best thing to do may be to walk away, get help, or compromise. If bullied or threatened, your child must always put personal safety first.

Role-play these common situations with your youngster. Together, see how many other positive responses you can come up with for each one. The more your child practices peaceful ways to handle conflicts, the more natural they will seem—and she will be more likely to use them in real life.

Also, look for everyday opportunities to talk about alternatives to violence. For example, if characters are fighting on a TV show, talk with your youngster about better options. Ask questions, such as “What are they fighting about?” or “What could they have done instead?”

Continued



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“How can we talk?”

Once your children have calmed down, they're ready to explain their points of view. If they begin by blaming the other person for the problem, they won't get very far.
Example: Billy says to Timmy, "You're so bossy. You always get to pick what we're going to do!"

Instead, encourage them to stick with how they are feeling.
Example: Billy says, "We played basketball the last time you came over. I feel like doing something else today."

“What about the other person's side?”

Remind your youngsters of the old saying "Put yourself in the other person's shoes." When it's the other person's turn to talk, tell your kids to listen carefully. How? Make eye contact, nod occasionally, and avoid interrupting.

To make sure your kids have understood what the other person said, they might want to repeat it in their own words.
Example: Timmy tells Billy, "So, you're tired of basketball and you'd like to do something else."



“How do we find a solution?”

The best way is to brainstorm ideas with the other person. Encourage your kids to consider all possibilities.



They can get the ball rolling by asking each other "What if..." questions. *Examples:* "What if we play video games today and basketball next time?" "What if we play video games for a half-hour and basketball for a half-hour?" "What if we put together a puzzle instead?" "What if we take the dog for a walk?"

The final step is picking the best idea and giving it a try!

Remember: Children pay careful attention to how the adults in their lives handle conflicts. If you respond physically, chances are your youngster will, too.

Ways to practice peaceful alternatives (continued)

Walk away

Situation: Jesse wears her new glasses to the bus stop. Her classmate, Tina, calls her "four eyes" and starts laughing. Jesse replies, "Shut up, you big dummy!" The two girls call each other names until the bus pulls up.

Better response: Jesse pretends she doesn't hear Tina teasing her. She turns away and walks over to wait with a friend. After a few minutes, Tina stops name-calling because no one is paying attention.

■ Explain to your child that bullies are often seeking the attention of others.

Get help

Situation: On the playground, Jake grabs Theo's baseball cap and refuses to give it back. A group of Jake's friends circle around Theo and start playing "keep away" with the cap. Theo tries to catch his hat and bumps into one of the boys. The boy shoves Theo to the ground.

Better response: Theo goes to find the teacher on playground duty and asks for help getting his hat back.

■ Let your youngster know that when there's physical danger, it's not tattling to tell an adult.

Compromise

Situation: Karen is lying on the couch reading a book. Her brother Josh comes in and tells her to move. She refuses. Josh grabs her legs and tries to pull her off. Karen sits up and starts punching her brother.

Better response: Karen reminds Josh she was there first. He asks nicely if they can take turns. Karen agrees if she gets the couch to herself until she finishes the chapter she's reading. Then, Josh will get it while he watches a half-hour TV show.

■ Tell your child that reaching an agreement is a good solution.



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WILLIAMSON RECREATION COMMITTEE
Baseball/Softball Programs
STARTS THE WEEK OF MAY 7TH, 2001. ALL GAMES START AT 6:30PM

SIGN-UP FROM MARCH 1ST – MARCH 26TH

Registration & \$15.00 per child (\$45.00 family maximum) due by March 26th.

Registrations after March 26th late fee of \$10.00

Make check payable to Williamson Recreation Committee, POB 152, Williamson, NY 14589

Name: _____ Grade: _____ Boy: _____ Girl: _____
 Street: _____ Birthday: ____/____/____ Age on Aug 1 ____
 Town: _____
 Phone #: _____ Emergency # _____
 Doctor's Name: _____ Known Limitations: _____
 Doctor's Location/Telephone #: _____

Are you or do you know a parent/guardian who is willing to

Coach Assist Umpire _____ or Help _____ at what Grade Level _____

Name: _____ Phone #: _____

Check league for 2001 – Grade you are presently in

Girls Softball: Questions call Softball Director Kelly Frost-Cook 589-9143

T-Shirt _____ (grades 1 & 2) (play Tues & Thurs)	Twilight _____ (grades 3 & 4) (play Mon & Wed)	Juniors _____ (grades 5-7) (play Mon & Wed)	Seniors _____ (ages 14-17) (play Mon & Wed) (play July & August)
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Hardball: Questions call Baseball Director Tom Scheib 589-9446

(boys and girls)

T-Ball _____ (PreK & Kindergarten) (play Wednesday) (must be entering Kindergarten Fall 2001)	T-Shirt _____ (grades 1 & 2) (play Tues & Thurs)	Minors _____ (grades 3 & 4) (play Tues & Thurs)	Majors _____ (grades 5 & 6) (play Mon & Wed)	Pony _____ (ages 13-15) (play Tues, Thursday & Sunday)
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(NOTE: Signatures required on reverse side)

*Financial Aid available

WAIVER (must be signed)

Waiver: I, the undersigned, agree to let my child participate in the WRC indoor soccer program. I waive and release the Williamson Recreation Committee, the Town of Williamson, the Williamson School District, and all involved with the indoor soccer program from all claims and liabilities of any kind arising out of my child participating in this program.

Date

Parent / Guardian Signature

MEDICAL RELEASE FORM (must be signed)

Dear Parent, It has been brought to our attention the need for a medical release form signed by a parent / guardian in the event your child needs hospital care. If your child was injured and you were not available to give verbal consent, the ambulance/EMT would give first aid and would deliver him/her to the nearest hospital. At that point the hospital **COULD NOT** care for the child until consent was given by a parent / guardian unless the injury was life threatening. You have the choice of not giving consent. You may also choose the hospital he/she is taken to.

Consent Not Given

Authorization for Consent Treatment

I, (print) _____, parent/guardian of the child/children listed below, do hereby consent to any diagnostic procedure or medical care which is deemed advisable by any licensed physician and / or surgeon on the hospital staff of

the nearest available hospital.

this hospital of choice. _____

Insurance: _____ Subscriber: _____ Policy #: _____

Name of Child

Date of Birth

Allergies

Tetanus/Immunizations

Signature

Date

Parent Code of Ethics (must be signed)

*I hereby pledge to provide positive support, care and encouragement for my child's participation in Youth Sports by following this code of ethics:

*I will encourage good sportsmanship by demonstrating positive, respectful support for all players, parents, coaches and officials at each practice, game or other youth event.

*I will place the emotional and physical well being of the children ahead of any personal desire to win.

*I will insist that my child play in a safe and healthy environment.

*I will demand a drug, alcohol and tobacco free environment at all youth events. I will refrain from their use at all youth events.

*I will require that my child's coach be trained and qualified in the responsibilities of being a youth coach.

*I will require that the coach abide by the Coaches' Code of Ethics.

*I will expect my child to respect other players, teammates, coaches, officials and parents regardless of race, sex, creed and ability.

*I will provide prompt transportation for my child to and from youth events.

*I will remember that the game is for the children. I am responsible to make it as fun for them as I can.

Parent Signatures: _____

Date: _____