

TIGER TRACKS

Delano Intermediate School Newsletter



December 2018-January 2019



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December

6.....Gr. 5-6 choir concert, 7 p.m.
7.....Jr. High One Act Play, 7 p.m.
8.....Jr. High One Act Play Festival
13.....Gr. 5-6 band concert, 7 p.m.
24-31.....Winter break

January

1.....Winter break
7, 9.....7th grade student/parent
registration meeting, 5 p.m.
21.....Martin Luther King
Jr. Day, no school
21.....Conferences, noon-7 p.m.
22.....Conferences, 4-8 p.m.



Creations of clay

Jude Bacon and others in Laura Holland's art classes have studied various art styles and created ceramic animal vessels in recent weeks. 'They enjoy the unique challenges of working three-dimensionally and sculpting,' said Holland. See Page 3 for more.

About standards-based grades

By Barry Voight
Principal

Greetings, DIS families.
I wanted to take the opportunity this month to discuss the changes DIS staff are making to our grading practices.

I've had the pleasure of speaking with many parents over the last year and a half during the public meetings I've hosted to provide information on the developing plans of our new school. Understandably, a lot of concerns were discussed as changes to grading practices break down the one school convention that most parents can identify with.

We've all probably grown up with one letter grade to



Barry Voight

represent our performance in a given class. Since we are familiar with these practices, we infer that we understand the meaning behind the grades. I've found, however, that while

one grade may be reported for student performance, students, teachers and parents may have very different connotations based on that grade. The changes we are making to our grading practices are intended to create much more meaning behind the grade.

DIS staff believe that learning, and developing learners, is our primary goal. In an environment of letter grades and honor rolls, the focus shifts to ranking. Rather than students or parents asking critical questions about what can be done to help them learn, the question tends to be, "What can be done to raise my grade?"

See Voight
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Students of the Month

Delano Intermediate School recently named its Students of the Month for October. Fourth-graders who received the honor were Sicily Knisley and Ben Teal. Fifth-graders were Hailey Anderson and Jacob Perlich. Sixth-graders were Kaci Malo and Josh Rodriguez.



Somers named a leader in education

By Paul Downer
Communications Coordinator

Mary Somers, a speech clinician at Delano Intermediate School, was recently honored with a Leadership in Educational Excellence Award.

She was recognized along with three other Delano staff members at the 27th annual Award and Recognition Ceremony hosted by Resource Training & Solutions in Sartell on Wednesday, Oct. 24.

Other Delano educators who were similarly recognized during the evening included second-grade teacher Nate Uselding, DHS School Within A School instructor Shallyn Tordeur, and DHS social worker Marie Techam, who attended as Delano's Teacher of the Year.



Mary Somers

30 years in Delano

A nomination submitted to the district's Staff Development Committee said in part that Somers is a key member of the special education team.

"She is always prepared, organized, professional, kind,

'She is always prepared, organized, professional, kind and supportive.'

Nomination letter

and supportive," said the nomination. "I think her work with our students is often overlooked, or not always understood, but incredibly important."

Somers marks her 30th year with Delano Public Schools in January, and said her work has been fulfilling from the beginning.

"I became a speech-language pathologist because I wanted to help others and make a difference in their lives," she said. "I

really enjoy getting to know my students and watching them develop new skills that help them to express themselves. Because I often teach students for more than one year, I have the unique opportunity to see them grow and change in a way that general education teachers don't have the chance to experience."

The nomination noted that Somers' input is particularly valued in evaluation meetings or individual education plan conferences.

"Being nominated for the LEEA was such a surprise," said Somers. "This is an honor that all of my colleagues deserve for their hard work and dedication. I deeply appreciated the opportunity and privilege to represent Delano at the awards ceremony."

Donations, PIE funds support DIS

Donations were solicited from parents to start the school year and collected by DIS Partners in Education in lieu of doing a fundraiser. As a result, about \$13,000 was raised. Money was also carried over from DMS PIE after the grade level split. Recent DIS PIE donations to students and staff have included:

- \$784.93, and an additional \$9,293.94 for the purchase of video recording equipment to supplement The Grawl and History Day. In both cases, the Gifted and Talented contributed funds as well.

- \$13,485.60 to replace Chromebooks that are now out of service and were previously donated by DMS PIE. A total of 60 chromebooks were purchased. DIS is also committing about \$20,000 to fulfill the remaining chromebook needs across the building. At this time, DIS is fully covered with chromebooks and future purchases will be the result of a natural life cycle. PIE will replace PIE items and the district will replace district items.

- DIS also wishes to thank Zahler Photography for its donation of DIS inaugural pictures and the staff photo collage.

Ceramic experience

Sculpting, glazing, painting and theory

By Paul Downer

Communications Coordinator

A menagerie of unique animals took shape under the careful hands of sixth-grade students in the DIS art room during recent weeks.

The creatures, whose bodies formed bowls, were part of the Ceramic Animal Vessels unit and were the vehicle through which students studied concepts like abstract art, symbolism and realism. In abstract art, the subject does not resemble reality. Symbolism emphasizes the meaning behind the art rather than aesthetic appeal, and realism aims to depict the subject as it actually appears.

“For example, students looked at artworks created by Native American artists to better understand (symbolism as a) style of art,” said instructor Laura Holland.

Then they were instructed to use one of those art forms to construct their projects, a process that had students laughing and exchanging enthusiastic comments about their creations during a recent classroom visit.



Andrew Cummings carefully crafts his animal bowl from wet clay. Glazing and painting follow in the learning unit that focuses on abstract art, symbolism and realism.

“Students always look forward to working with clay in the art room each year,” said Holland. “They enjoy the unique challenges of working three-dimensionally and sculpting.”



Kaci Malo enjoys the sculpting process.



Belle Voight works on her sculpture. Various animals, from mice to dragons, were represented in the room.



Health reminders for the winter

By Delano Health Services

During the peak illness season, please be conscious of our policies to keep our students and staff healthy.

Students with vomiting, diarrhea, an undiagnosed rash, or a fever of 100 degrees or higher must stay home from school until they are symptom-free for 24 hours without the use of fever reducing medication and feel well enough to participate in the classroom.

As you may know, head lice cases are common among school-aged children. Recently, we have seen several cases of lice, so Delano Health Services would like to offer education to support you and your child if your home is impacted. The guidelines we follow are based on evidence-based practice and research by many reputable sources.

What are head lice?

Head lice are tiny, wingless insects that live close to the human scalp. The eggs, also called nits, are tiny tear-drop-shaped eggs that attach to the hair shaft. Nits often appear yellowish or white and can look like dandruff but cannot be removed or brushed off.

The nymph, or baby louse, is smaller and grows to adult size in one to two weeks. The adult louse is about the size of a sesame seed and is tan to grayish-white. An itchy scalp is a common symptom of lice. Although not common, persistent scratching may lead to skin irritation and even infection.

Who is affected by lice?

Head lice are not related to cleanliness. In fact, head lice often infest people with good hygiene and grooming habits. Infestations can occur at home,

school, or in the community.

Lice do not fly and are mostly spread by direct head-to-head contact -- for example, during play at home or school, slumber parties, sports activities or camp. Less often, lice are spread via objects that have been in recent contact with a person with head lice, such as hats, scarves, hair ribbons, combs, brushes, stuffed animals or bedding.

What to do about an infestation?

If you think your child has head lice, it is important to check your child's head for lice and nits. If live bugs are found, your student must receive a treatment before coming back to school. For questions about proper treatment options, either visit the Centers for Disease Control website (<https://www.cdc.gov/parasites/lice/>

[head/treatment.html](https://www.cdc.gov/parasites/lice/head/treatment.html)), or call your school nurse for resources.

What is a parent's role?

Parents should be checking their child's head regularly at home. Please inform the school if lice are found at home.

What is the school nurse's role?

If it is suspected that a child has head lice, your child's head will be checked along with their siblings' heads. If live lice are found, your child needs to be picked up from school to receive treatment.

Research no longer supports classroom-wide checks. We will happily provide resources reflecting evidence-based practice with facts, treatment options, and prevention and control information.

LUNCH

DECEMBER 2018

Delano Intermediate School

Delano Intermediate School

\$2.90

Monday		Tuesday		Wednesday		Thursday		Friday	
<div>Chicken Drumstick</div> <div>Brown Rice</div> <div>Peas</div> <div>Lettuce</div> <div>Pineapple</div>	3	<div>French Toast Sticks</div> <div>Sausage Links</div> <div>Tritater / Broccoli</div> <div>OJ Cup</div>	4	<div>Hamburger</div> <div>A)Lunch meat sandwich</div> <div>Sun Chips</div> <div>Baked Beans</div> <div>Lettuce / Tomatoes / Pickles</div> <div>Baby Carrots/ Fruit Cocktail</div>	5	<div>Chicken Alfredo</div> <div>Penne Pasta</div> <div>Roll / Lettuce Salad</div> <div>California Blend Vegetables</div> <div>Orange Wedges</div>	6	<div>Quesadilla</div> <div>Refried Beans</div> <div>Lettuce / Salsa</div> <div>Fresh Fruit</div>	7
<div>Hot Dog</div> <div>A)BBQ Rib Sandwich</div> <div>Sun Chips / Carrots</div> <div>Baked Beans</div> <div>Rosy Applesauce</div>	10	<div>Chicken Gravy</div> <div>A)Polish Sausage</div> <div>Mashed Potatoes / Peas</div> <div>Lettuce / Roll</div> <div>Baked Apple Slices</div>	11	<div>Chicken Nuggets</div> <div>Tritater</div> <div>Green Beans</div> <div>Veggies</div> <div>Fruit Cocktail</div>	12	<div>Pizza - Cheese / Pepperoni</div> <div>Corn</div> <div>Frosted Salad</div> <div>Pears</div>	13	<div>Tacos - Beef</div> <div>Lettuce / Cheese</div> <div>Salsa</div> <div>Frosted Graham Cracker</div> <div>OJ Cup / Fresh Fruit</div>	14
<div>Popcorn Chicken</div> <div>Brown Rice</div> <div>Steamed Vegetables</div> <div>Lettuce Salad</div> <div>Pineapple</div>	17	<div>Corn Dog</div> <div>Potato Smiles</div> <div>Baked Beans</div> <div>Veggies</div> <div>Rosy Applesauce</div>	18	<div>Italian Dunkers</div> <div>A)Fish Sandwich</div> <div>Corn</div> <div>Lettuce Salad</div> <div>Fresh Fruit</div>	19	<div>Chicken Patty - bun</div> <div>A)PB&J Sandwich</div> <div>Chicken Noodle Soup</div> <div>Crackers</div> <div>Lettuce Salad / Veggies</div> <div>Peaches</div>	20	<div>Hamburger</div> <div>A)Sloppy Joes</div> <div>Waffle Fries</div> <div>Lettuce/Tomatoes/Pickles</div> <div>Orange Wedges/ Cookie</div>	21
	24		25		26		27		28
	31								

New school newspaper launches

By Paul Downer

Communications Coordinator

When Delano Intermediate opened this year, it already had a well-established student media group from past years in the middle school.

The Growl might be considered the school's own TV station. Now, thanks to time provided by Zero Hour Wednesdays, the building also boasts its own newspaper.

The first edition of DIS Chronicles, a four-page spread including short articles, surveys and photos, was distribut-

'It's huge for writing. ... They're learning how to interview. They're learning how to ask effective questions.'

Lynsey Reiffenberger

ed to all intermediate students and staff on Monday, Nov. 12. Topics included a homecoming recap, reactions to the new play space and glass walls, teachers' impressions of the Clevertouch systems, and more.

"I like bringing entertainment to people," said sixth-grader Connor McAllister in explaining why he was interested in joining the newspaper. "I thought it would be fun to do interviews and write articles."

Fifth-grader Miriam Hoopman agreed.

"We just want to have fun with it," she said.

Language arts teacher and newspaper advisor Lynsey Reiffenberger said many students found the process of producing a newspaper more difficult than they had anticipated, but The Growl was an inspiration for some who decided to try the print version of media.



From left, Miriam Hoopman, Connor McAllister and Wyatt Nelson show off the first edition of DIS Chronicles, the school newspaper.



Charlotte Nelson, left, and Taylor Olson work together on their next story.

"I don't think they realized how much goes into putting out just one newspaper, but it's huge for writing," said Reiffenberger. "They're learning how to write articles. They're learning how to interview. They're learning how to ask effective questions. They're learning how much it takes – the work, the time, the commitment, the accuracy. Proofreading is something we need to improve on. It has taken them since September to get this first edition out."

The goal is to produce at least four editions during the

school year. Students meet once a week during the Zero Hour, but alternate between Reiffenberger and Jacob Olson's classrooms. During their meetings they form teams and pursue story ideas. What has been their favorite part of the process?

"Just working in groups and meeting new friends," said sixth-grader Wyatt Nelson.

The staff of approximately 15 includes students in grades four through six, so many students did not previously know each other. Once groups are formed, the students work

out their own duties among themselves.

"Everyone has their job," said McAllister. "Some people write, some people take pictures, some people ask the questions during interviews."

Olson handles the page layout, but the rest is done by the students. Reiffenberger said the stakes are higher than typical school assignments because the whole school sees the writing rather than just a student's teacher.

"There's a focus, a clear goal, an expectation, and there's a product at the end of it," she said. "They're learning something new, so it's a lot of work. But it's all worth it. When we finished the first paper they were so proud."

While the first edition showed there was room for improvement in certain areas, McAllister said getting one paper out has also boosted the confidence and enthusiasm among staff members.

"I just feel like everyone is doing a good job," he said. "I think we're working together well as a team. If we didn't have everyone, this wouldn't work out at all."

Honoring veterans

Delano Intermediate students enjoyed a brief Veterans Day program by the Delano Legion on Friday, Nov. 9. Legion members held a flag folding ceremony and explained the meaning of each fold. Students also participated. Reese Black spoke on 'What the National Anthem Means to Me,' Alex Barta read 'I Am The Flag,' and Lela Halonen spoke about 'What the Pledge Means to Me.'



Third clothing drive for veterans a success

The Third Annual Clothing Drive -- Honoring Those Who Served, Helping a Veteran in Need, was a success again this year.

Students and their families donated clothing, coats, hygiene kits and more, which were then delivered to two organizations, the St. Cloud Veterans Affairs Hospital and the Community Resource and Referral Center of Minneapolis.

A total of 114 hygiene bags were assembled and given to the center in Minneapolis after the Trick or Treat for Toiletries campaign organized by the Grade 7-8 Student Council. The Grade 9-12 Student council also contributed money to complete the hygiene bags.

"The CRRC was pleased with the amount of hygiene bags and several were distributed to veterans in need while we



Students gathered the hygiene bags for transportation to veteran centers.

were still at the facility," said Ginny Schuelke, who organized the three-week drive along with Karla Otterness.

A total of 420 new clothing items were similarly well received in St. Cloud.

"The St. Cloud VA Hospital was thrilled

and very thankful with the items that were delivered. As winter sets in, the needs increase and this helps to add to their available resources," said Schuelke.

Last year Delano's donations arrived just as the hospital's supplies were running out. This year statewide contributions have increased, so the overall stocks were in better shape.

"However, there continues to be a need for items and they are grateful for our continued support, particularly at a high-need time of the year," said Schuelke.

Overall, Delano donations were slightly down this year, but many donors also contributed hygiene bags.

"We are very grateful to be a part of such a generous and giving school community," the organizers said in a thank-you statement just prior to Thanksgiving.

Findley earns award for support staff

By Paul Downer
Communications Coordinator

Debbie Findley, an administrative assistant at DIS, recently received an Education Support Staff Award from Resource Training & Solutions during a recognition event in Sartell.

Findley is in her 13th year with Delano Public Schools, and was nominated for the honor by a co-worker.

The nomination said Findley is an integral part of everyday operations at DIS.

"She truly keeps the building running," the statement said. "Always willing to go above and beyond what is required of her, she has earned the trust of the staff. Everyone knows that when Debbie says she will take care of something, it will get done, and done right. Her ideas for managing the 'business side' of the school district are invaluable, both within the middle school and district at large. Her problem-solving and knowledge of our district's systems are an invaluable asset to the middle school office team."



Debbie Findley

See 'Once Upon a Broomstick' Dec. 7

Jr. high one act includes one hometown performance

By Paul Downer
Communications Coordinator

Following closely in the wake of the high school's fall production is the junior high one act "Once Upon a Broomstick" by Sylvia Ashby.

About 16 students in grades five through eight will perform one public show at 7 p.m. on Friday, Dec. 7, in the Performing Arts Center before traveling to Holdingford High School for a one act showcase the following day.

The show tells the story of Malvolia, a black magic-practicing witch, who falls in love with her young apprentice, Tobias. For his part, Tobias is smitten by Malvolia's maid, Belinda. Malvolia plots revenge by casting a spell against Tobias and Melinda on Halloween.

A professor who once practiced white magic might be able to help them, if only he can remember his spells. Complicating factors include Vinegar Tom mixing up the potions, the professor's aloof nature and a variety of apparitions who keep the storyline unfolding in unpredictable ways with their appearances.

"I chose this script because it is challenging and my kiddos can handle some-

thing like this," said second-year one act director Brooklyn Riggs. "The language, the varying characters and the Halloween theme make it both fun and engaging."

A call for auditions requested students with skills in juggling, gymnastics, dance and more to bring to life scenes one might find in a witch's workshop.

"This show is all about magic ... and there are many characters who make spectacular entrances with creative physicality," said Riggs.

Several newcomers join more established theatrical peers in the production, and Riggs said both new and experienced participants can benefit from the mix.

"I have a few new actors this round and I am hoping that they see what the world can offer them, that their thoughts and choices matter, and that their confidence grows as they take on new roles," said Riggs, adding that cast changes "can create new dynamics and lead to a cohesive and supportive theatrical team."

One act plays typically are less than 30 minutes in length, and there is no competition at the junior high level.

Tickets for the Friday, Dec. 7, performance will be available at the door.

Announcements

School closing information

School may be closed for the day, started late or dismissed early due to weather conditions, emergencies, utility outages or other conditions that threaten the health and/or safety of our students and staff.

Families will be notified by the school district's instant parent contact system for emergency school closings.

The following news media outlets will also be notified: WCCO 4 TV, KSTP 5 TV, KMSP 9 TV and KARE 11 TV.

Families are encouraged to have a plan in place for their students when emergency closings, late starts or early dismissals occur. Watch for calendar changes and possible make-up days due to school closings communicated via school publications, Skylert parent emails, phone calls, the district website, Facebook and Twitter.

If you would like to receive a text message, you must set this

option up in your family access account. Log into your account and on the left, click on Skylert. You can list your phone number under "Text Message Numbers" and check the categories for which you want this option applied. Then click "Save."

Volunteer at Delano schools

Whether you have just a few hours a year or several a month, there is no shortage of opportunities to share your skills and interests at Delano Public Schools. Volunteers are invaluable contributors to the success of our students and make a positive impact on the school and community. Last year volunteers contributed more than 8,000 hours in a variety of roles, such as classroom helpers, site base committee members and chaperones. Not sure what role interests you? Find additional information and descriptions on the Delano Schools website. For more information, visit www.delano.k12.mn.us/district/school-services/volun.

Voight

from Page 1

I've discovered throughout my career that those questions are not synonymous. When grades are the focus, we fall into the trap of "keeping score" and inevitably create assignments that will add to the overall point total and help us to further differentiate students from each other. These items can have very little to do with the content of the course at hand.

These grading conventions worked for decades when the economy required the educational system to sort students. The industrial economy required a workforce that was compliant and hardworking. As such, the educational system created a grading system that would help future employers differentiate their applicants based on these criteria.

Our world is changing. The economy now requires ideas and critical thinking skills. Compliance and effort are now being accomplished by machines. We need to develop the people that will create the machines and solve problems we don't even know about yet. Fortunately, there is a better way.

A new mechanism

Standards-Based Grading and Reporting (SBG/R) is the mechanism DIS will be using to refocus our efforts on learning. SBG/R is not the goal, but a tool that will enable our teachers to gather relevant information about what students already know and how we can inspire future learning.

SBG/R will also give teachers flexibility to provide more rigorous opportunities for students to develop their critical thinking skills through authentic experiences.

I invite you to visit the "Grading Practices" document on our school website to learn more about our beliefs and practices. Please keep in mind that this change is a process. I promised everyone at open house that we will not be perfect, we will not get everything right the first time. However, I also promised that we will keep working to get it right. While I can't fully explain every nuanced detail of our practices in this article, I would like to focus on one important point relative to some of the feedback I've received: retakes.

Retakes

As most of you know, our Grading Practices require that teachers provide multiple opportunities for students to demonstrate their proficiency toward the essential standards of a course. This, most often, takes the form of test retakes.

DIS staff believe:

- A grade is simply one form of communication to reflect student learning.
- Effective grading practices provide students ongoing opportunities to master grade level standards.
- A grade is representative of past evidence and not a guarantee of future performance.
- Grades should be fair, accurate, specific, timely, and consistently applied across grade levels and subjects.
- Learning occurs before, during, and after the assessment.

I've heard from parents who are concerned that a student can just keep retaking a test until he or she gets the grade they want. I've also heard that retakes aren't available in the real world and we should be preparing our students for such harsh realities.

To the first point, yes. I do think it is important for students to have the opportunity to redo tests until they get the "grade" they want. This helps to build perseverance, goal setting and more. Further, the remediation and effort applied in preparation for the retake will help them learn the necessary skills.

Rather than students or parents asking critical questions about what can be done to help them learn, the question tends to be, "What can be done to raise my grade?" I've discovered throughout my career that those questions are not synonymous.

This learning will be quantified by a better grade but, more importantly, it will also help them in the future as they will have the foundational knowledge and skills to be successful later in life.

To the second point, I disagree. If we assume the real world doesn't offer second chances (and I assume this argument is

referencing adults), should adolescents in their formative years be subjected to the same cruelty? I say no, but I also disagree with the premise. A close examination of pretty much every high-stakes assessment a person is likely to encounter throughout their lives reveals that second chances are offered, whether it is a driver's test, ACT, GRE, MCAT, LSAT, etc. All of these tests can be taken until the student gets their desired score. Why shouldn't we do the same in intermediate school?

Assessment based

I've also heard consternation from parents regarding the fact that grades are based entirely on summative assessments (i.e. tests). First, let me say that summative assessments do not necessarily equate to "tests." That being said, we have a ways to go here and are working on it.

Second, performance in a high-stakes environment is truly what matters. I encourage you all to reflect on your own occupations as they relate to this point. To further illustrate, I'll go back to the driver's test. We would never consider throwing a 16-year-old behind the wheel for their exam without having first practiced. Likewise, we don't seat students in a classroom and just expect them to perform well on a test. The practice comes first.

New drivers can spend up to a year practice driving, with a trusted adult by their side to provide encouragement, guidance, and feedback to promote better driving. The same is true in the classroom. Our teachers are working hard to identify the exact criteria students must achieve. They plan opportunities to learn and practice these skills, all while providing encouragement, feedback and guidance along the way.

On test day, none of that practice matters. A 16-year-old with 1,000 hours behind the wheel must still demonstrate the same skills as the driver that only spent 100. We continue coaching until the driver meets the expectations of the test. Some drivers need more practice. That's OK. A well-practiced driver with thousands of hours behind the wheel may still not have developed the skills necessary to pass the test on their 16th birthday. The good news is, with some more practice under their belt, they get to take it again.

Our theme for this school year is "Embrace the Discovery." This certainly applies to our grading practices, for this year and years to come. I am happy to speak with you to further dissect the details of our efforts in this area, or to discuss any other questions you may have. Thank you for your continued support of your children and their learning.

Executive Functioning Skills

Organization should improve with age

Organization, as an executive functioning skill, is the ability to create and maintain systems to keep track of information or materials.

For example, a young child with a reminder may be able to put away toys in a designated place. An adolescent may be expected to organize and locate sports equipment. On its face, organization is an obvious skill that develops with age. The expectations we have of our students certainly change as students develop and matriculate through the grades.

Delano Intermediate School was intentionally designed to meet the developmental needs of students and their growing skills with regard to organization.

As such, students should be expected to demonstrate organizational skills more independently as they become older. As the demands placed on our students increases, the organizational structures they employ must be able to effectively manage increasing demands of paper, materials and more.

In the classroom

How can we develop it in the classroom?

Delano Intermediate School was intentionally designed to

Impulse Control The capacity to think before you act; the ability to resist the urge to say or do something that allows us the time to evaluate a situation and how our behavior might impact it.	Working Memory The ability to hold information in memory while performing complex tasks. It incorporates the ability to draw on past learning or experience to apply to the the situation at hand or to project into the future.	Emotional Control The ability to manage emotions in order to achieve goals, complete tasks, or control and direct behavior.
Flexibility The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.	Sustained Attention The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.	Task Initiation The ability to begin projects without undue procrastination in an efficient or timely fashion.
Planning/Prioritization The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what's important to focus on and what's not important.	Organization The ability to create and maintain systems to keep track of information or materials.	Time Management The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.
Goal-Directed Persistence The capacity to have a goal, follow through to the completion of the goal and not be put off or distracted by competing interests.	Self-Monitoring (Metacognition) The ability to take a step back and take a bird's eye view of oneself in a situation - to observe how you problem solve. It includes self monitoring and self-evaluation.	

meet the developmental needs of students and their growing skills with regard to organization.

Fourth- and fifth-grade students use lockers within the classrooms so teachers can provide more intentional guidance with regard to organization. They also utilize material trays that they can bring from one class to the next as a means of simplifying the demands on their organizational schema.

Sixth-graders have lockers outside the classroom and are expected to demonstrate a more highly developed set of organizational skills. Nevertheless, our teachers utilize common homework pages and a common planner (updated daily) to assist students in developing organizational skills and routines.

That said, each student functions differently and we

know that what works for one student doesn't necessarily work for another. Teachers give students the freedom to utilize what works for them; this freedom has limits and is scaffolded so students become more independent as they get older. This practice continues at Delano High School.

At home

How can it be developed at home?

Concerns from parents regarding their child's organizational skills (or lack thereof) are not uncommon. Parents can assist the development of these skills by helping to reinforce the organizational systems set up by teachers.

If you find that a certain system is not effective for your student, please contact the teacher to learn more about how the systems are developed

and to potentially modify them to meet your student's need. Generically, it is always best if the student plays a role in determining the system to be used.

What works for one student doesn't necessarily work for another.

Also, it is helpful to consistently praise students for utilizing the systems they develop or those that are provided for them. It can also be helpful to pre-plan activities, giving students a designated allotment of time and having them help list the steps of items to be accomplished.

• For more, visit bit.ly/EFSatDIS.



This e-newsletter is published by District Communications Coordinator Paul Downer. Contact Paul at 763.972.3365, x1911, or paul.downer@delanoschools.org.



Delano Intermediate School
683 Tiger Drive, Delano, MN 55328
Phone: 763.972.7602
Website: www.delano.k12.mn.us