

TIGER TRACKS

Delano Intermediate School Newsletter



February 2019



Zero Hour has provided the opportunity for a group of students to study Engineering Design. See Page 7.

At a glance

Page 2

Students of the Month
MN Student Survey
Discovery unit

Page 3

Safe routes to school

Page 4

February menu

Page 5

DIS Party photos

Page 6

Positive mindset

Page 7

Engineering Design
Substitute workshop
Announcements

Page 8

Flexibility a key skill

Dates to remember

February

11.....IS PIE meeting, 6 p.m.

15.....Workshop day, no school

18.....President's Day,
school is in session

26.....Grade 4 concert, 7 p.m.



Party time

Students enjoyed the first Delano Intermediate School Party on Friday, Jan. 18, thanks to organizing efforts by the National Honor Society and the DIS PIE group. A wide variety of activities were available, from lego building to dodge ball. See Page 5 for more.

Zero Hour aids staff, students

By Barry Voight
Principal

I've used my newsletter articles this school year to help students and families understand the purpose behind some of the programs and strategies being utilized at DIS as we "Embrace the Discovery" of our first year.

This month, I'm choosing to highlight Zero Hour Wednesdays. Zero Hour has become a student highlight during the first half of the school year, but there is much more to this



Barry Voight

scheduling quirk than simply supervising students in a

variety of activities. Zero Hour Wednesdays are critical to the continuous improvement of our educational programs at DIS.

Teacher development

First and foremost, educators need time to collaborate with their colleagues in critical conversations about what we teach and how we teach it. Utilizing the Zero Hour schedule will provide an additional

See Voight
Page 4



Students of the Month

Delano Intermediate School recently named its Students of the Month for November (left) and December (right). Fourth-graders who received the honor for November were Priscilla Bjorklund and Levi Hayes. Fifth-graders were Carlie Cappelleri and Luke Gilliland. Sixth-graders were Lela Halonen, JJ Longstreet. On the right, fourth-graders who received the honor for December were Katelyn Nielsen and Jacob Barta. Fifth-graders were Nora Sipe and MacKay Hoglund. Sixth-graders were Adelyn Fiecke and Vincent Honga.

MN Student Survey coming on March 6

Delano Public Schools is asking students in grades five, eight, nine and 11 to participate in the 2019 Minnesota Student Survey (MSS).

Federal law requires school officials to notify parents of this school activity. The survey is conducted in schools across our state every three years.

Questions on the survey are about many topics relating to young people's lives. The survey asks about how well school is going, future plans, out-of-school activities, physical and mental health, relationships, substance use and more.

This useful information about their thoughts and behaviors helps communities and schools develop effective programs and provide better services.

The Minnesota Student Survey will be administered on Wednesday, March 6, at

Delano Intermediate School. If you have questions about the survey, or would like to review a copy of the survey, please contact the school office at 763.972.7602.

This survey is anonymous. To prevent individuals or families from being identified, students do not provide their names, student identification numbers or other personal information.

This survey is voluntary. You may choose to have your child not take the survey by completing and returning an opt out form available from the school office.

Students may also decline to take any part of the survey or the whole survey. They are informed of that option by staff.



Students simulate a windy ocean crossing.

Seeking the new world

Fifth-graders have been embarking on the journey taken by European settlers in the early 17th century. This simulation is referred to as Discovery.

Students begin by splitting into groups of four to six students to form their Spanish, French, or English colony. They load their ships and sail to the New World, hoping to keep all their ships afloat.

Once they land in the New World, the colonists must figure out how to survive and thrive in this new land. They

create their own laws and assign tasks to help support their colony. Individuals serve as governors, mappers, bankers, or traders who must negotiate with other colonies and the natives to acquire needed goods like land, guns, food, horses and farm animals.

Every year the colony must farm, fish, and hunt to feed itself, deal with the weather, make trades, defend occasional attacks, and hope for a little luck in trying to make this new land a success.

Use proper crossing areas for safety

Student safety is Delano Public Schools' greatest priority. In addition to emergency preparedness and response, providing safe routes to schools for students via the bus, parent drop off/pickup, walking and biking is critical to ensuring the safety of our students.

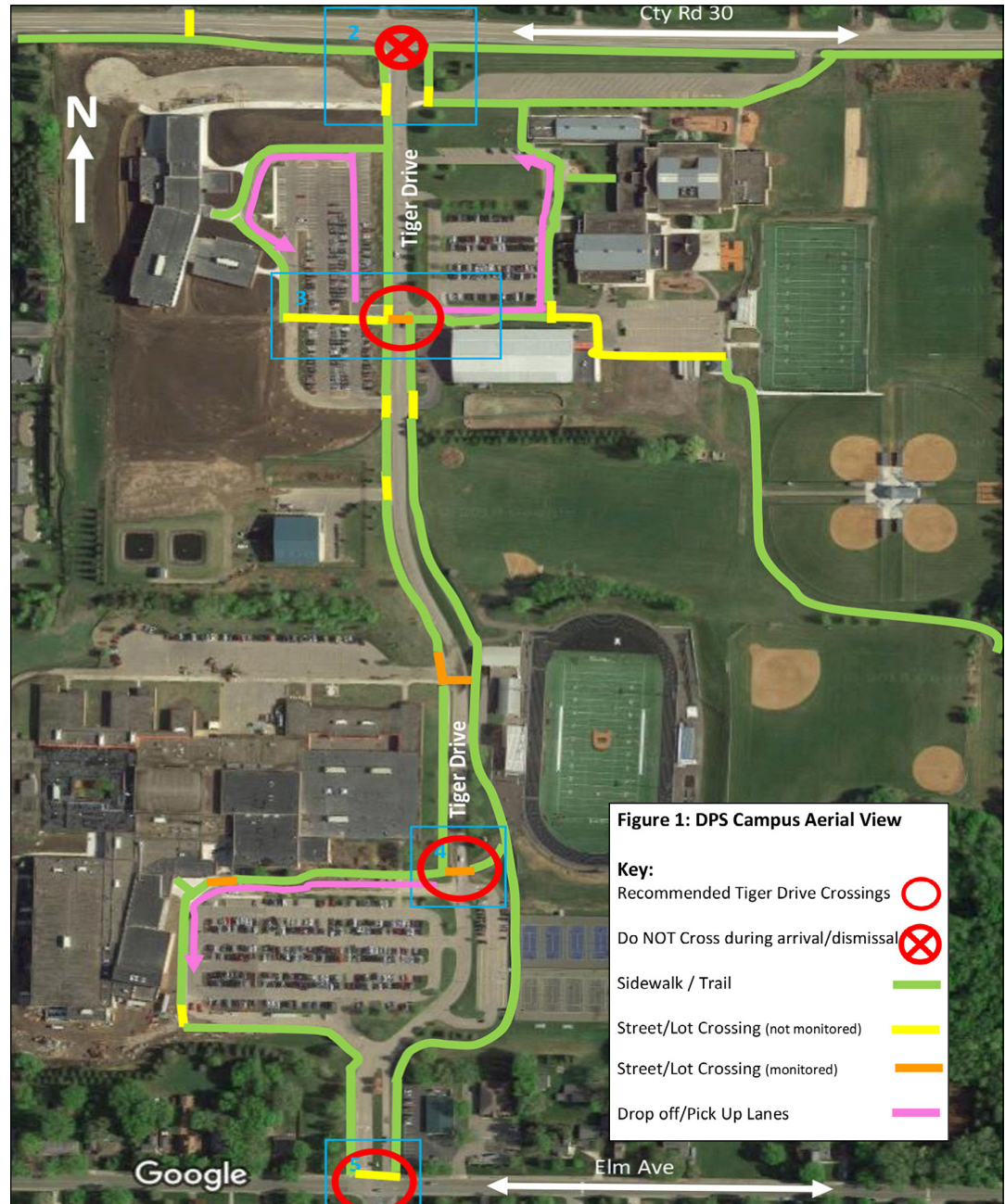
Delano Public Schools is working with officials from the City of Delano and Wright County to monitor these routes and develop improvements as demographics and traffic patterns change in the vicinity of the school campus.

The purpose of this article is to provide direction to all parents, students, and staff for the proper paths that should be used to safely access our schools during the critical times of arrival and dismissal (7:30 to 8 a.m. and 2:40 to 3:15 p.m.). **Please note that the crosswalk at Tiger Drive and County Road 30 should not be used by pedestrians during these times.**

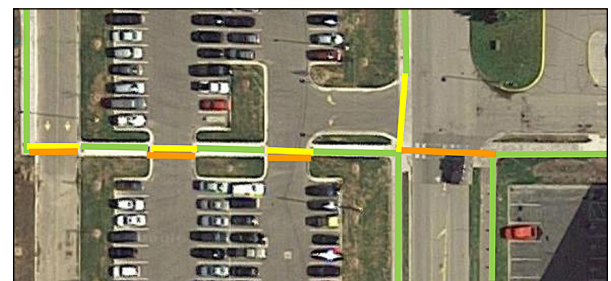
To effectively implement these routes, parents, staff, visitors, and students must work together to perform their respective roles.

Expectations

- District staff will communicate the expectations for safe travel to/from school and monitor/control the designated crosswalks.
- Parents will communicate the expectations set forth with their students and help students learn the proper routes to school. Parents will only use the drop off/pick up zones when getting students to/from school during arrival and dismissal times.
- Students should not enter the parking lot to meet parents during these high traffic times. Students will follow the expected paths to school, follow the directions of crossing guards, and be attentive to their surroundings.
- All visitors will drive slowly and attentively through campus roads and parking lots.



Crossing Tiger Drive at the crosswalk along County Road 30 is not recommended during drop off and dismissal times. Students should continue south on the sidewalks and cross Tiger Drive at the ice arena, which is monitored.



The crosswalk at the ice arena is the required Tiger Drive crossing for all students accessing DIS or DES. This crossing is guarded on school days during drop off and dismissal times. In addition, the internal parking lot crosswalks at DIS are guarded during dismissal on school days.

Voight

from Page 1

20-30 hours for most of our staff to analyze their work by the conclusion of the year.

I assure you that these additional hours are not being used to simply grade papers or manage the day-to-day business of educating our students. Rather, our staff is working together to answer four critical questions: 1) What do we want our students to know? 2) How will we know when they've learned it? 3) How will we respond if they don't learn it? 4) How will we respond if they already know it?

Teachers committed to solving these problems within their grade level teams will provide better opportunities for student learning. This first year at DIS, we are focused on answering questions 1 and 2.

As we build the capacity for our teachers to facilitate and engage in these processes, we'll be able to continue these conversations across grade levels and with student support services to provide more individualized student support and curriculum/program improvement.

As a result of this effort, teachers will be able to ensure that their curriculum is aligned across the district and provide more accurate and timely information to

Volunteer opportunities

Zero Hour has provided an opportune time for parents and community members to volunteer with our students and build connections through shared experiences. If you are interested in volunteering for Zero Hour, please contact our Volunteer Coordinators through the district website.

parents regarding a student's strengths and weaknesses, along with strategies to support growth.

Student benefits

While students will indirectly benefit from this important work down the road, they are experiencing immediate benefits as well. As stated in the introduction, Zero Hour has become a bright spot in their schedule since they have an opportunity to try new things that don't otherwise fit in the traditional scope and sequence of our curriculum.

As a result of Zero Hour Wednesdays, students have participated in the Newspaper Club, Growl, Engineering Club, Math Club, Dance Club, Arts and Crafts, Team

Sports, and more. Some of our students are even heading to the elementary school weekly to serve as project helpers, book buddies, and more.

Scheduling these activities has certainly presented challenges, and we are constantly looking for more efficient ways for students to sample a variety of activities.


Volunteer opportunities

Zero Hour has also provided an opportune time for parents and community members to volunteer with our students and build connections through shared experiences. If you are interested in volunteering for Zero Hour, please contact our Volunteer Coordinators through the district website.

Pursuing growth

Thank you again for allowing us to work with your students. It is an honor and blessing to share with you all in the opportunity to shape our future through your students.

We are excited about the growth our staff has already shown in dissecting our curriculum and strategies, and are expecting significant benefits in our students' learning opportunities moving forward as a result of this work.

<div>  LUNCH </div> <div> FEBRUARY 2019 Delano Intermediate School </div> <div> Delano Intermediate \$2.90 </div>				
Monday	Tuesday	Wednesday	Thursday	Friday
Soft Shell Chicken Tacos 4 Lettuce / Salsa / Onions Fiesta Beans Fresh Fruit	Cinnamon Roll 5 Cheese Omelet Steamed Broccoli Tritater Apple Juice Cup Orange Wedges	Italian Dunkers 6 Green Beans Lettuce Fruit Cup	Chicken Nuggets 7 Tritater Veggies Corn Fruit Cocktail	Crispy Chicken Wrap 1 Lettuce / Toppings Pineapple
Dominos Pizza 11 Cheese / Pepperoni Green Beans Lettuce Pears	Chicken Patty 12 Mashed Potatoes Country Gravy Carrots Roll / Lettuce Orange Wedges	Tomato Soup 13 Grilled Cheese Sandwich Goldfish Crackers / Carrots Lettuce Salad Fruit Cocktail	Teriyaki Chicken 14 Brown Rice Oriental Vegetables / Lettuce Pineapple Fortune Cookie Ice Cream Cup	Hamburger 8 A)BBQ Pork Sandwich Waffle Fries Lettuce / Tomatoes / Pickles Applesauce
Corn Dog 18 Potato Smiles Baked Beans Veggies Rosy Applesauce	French Toast Sticks 19 Sausage Tritater Broccoli OJ Cup	Hamburger 20 A)Chuckwagon Sun Chips Baked Beans Lettuce / Tomatoes / Pickles Baby Carrots / Fruit Cocktail	Cheese Ravioli 21 Cheese Twist Breadstick California Blend Vegetables Lettuce Pears	Teacher Workshop 15 No School
Hot Dog 25 A)BBQ Rib Sandwich Sun Chips / Carrots Baked Beans Rosy Applesauce	Chicken Gravy 26 A)Polish Sausage Mashed Potatoes / Peas Lettuce Salad / Roll Baked Apple Slices	Chicken Nuggets 27 Tritater Green Beans Veggies Fruit Cocktail	Cheese Pizza 28 Corn Lettuce Salad Pears	Walking Tacos 22 Lettuce / Cheese / Salsa Refried Beans Fresh Fruit Teddy Grahams



Party time

The DIS PIE group and National Honor Society organized the first DIS Party on Friday, Jan. 18. Games, prizes, food and music highlighted the afternoon event. Here are some of the activities.



Positive mindset bedtime activity

See biglifejournal.com for more options, along with more printable kits and activities



5 STEPS TO A *positive* BEDTIME ROUTINE with kids

1. START WITH YOURSELF

Before you tackle the bedtime routine, hit pause. Use the "3 Center Check-In." Close your eyes and take a few deep, full breaths. Turn your attention inward like a beam of light and focus on each of these 3 areas:

- Head**-What am I thinking? What am I aware of in my mind?
- Heart**-What am I feeling? What am I aware of in my heart? Imagine you can breathe in and out of your heart.
- Body**-What am I sensing? What sensations am I aware of in my body?

2. CREATE A SOOTHING ATMOSPHERE

Engage all five of your child's senses:

- Sight**: dimmed lights, candles, reading Growth Mindset illustrated story
- Touch**: warm bath, rubbing back, snuggling
- Smell**: lotions, diffusers, essential oil, lavender shampoo
- Sound**: soothing music, white noise, speaking in quiet voices, lullabies
- Taste**: mindful sip of cool water, notice the taste and sensation of toothpaste

3. CONNECT THROUGH RITUALS

- Say 3 things you love about each other ("What I love about you is...") and name a specific quality.
- Reflect on what went well today ("What is one good thing that happened today?") or choose 1-2 Cards from Big Life Journal's Three Seas Conversation Cards to discuss.
- Say goodnight to each other, the moon and stars, and those you both love.

4. FOCUS ON POSITIVES

To shift toward a growth mindset, make a list of positive bedtime affirmations with your kids. They might include:

- "My body knows just how to get comfortable and rest."
- "The light is low and perfect, just how I like it."
- "I feel relaxed in my body"
- "I have my sleeping music on."
- "I sleep well, and wake up feeling rested and ready for my day."
- "I grow my brain every time I sleep!"

5. LET THEM "OWN" THE ROUTINE

- Create a "checklist" of things that help them sleep—stuffed animal, comfortable room temperature, nightlight
- Make choices from limited options (which pair of pajamas, who wants to bathe first)
- Give specifics, like the exact number of books/songs/kisses they want
- Turn on soothing music and choose track
- "Pick a dream" to have tonight, or discuss their favorite ways to feel calm

Cube toss game can help foster healthy attitudes

By Nicole Gohman
School Social Worker

<https://biglifejournal.com> to see more options.

Next, fold on the solid black lines to make a crease.

Assemble into a cube by gluing or taping the sides together along the tabs. Don't glue the final flap before adding a light

To make the cube glow, add a glow stick or finger light. Poke sin-sized holes or "stars" for extra fun.

Each side of the cube has a question such as: "What did you learn today?" "How were you kind today?" "What are you grateful for?"

Have your child toss the cube every night before sleep. They will have fun answering the questions. This activity can also lead to open dialogue about what is on their minds in regards to school, friends, family and activities. Feel free as a parent/guardian to roll the dice and answer as well!

At DIS, our teachers and staff make a concerted effort to help each student develop a positive mindset.

Having a positive mindset helps students achieve their academic goals, overcome challenges, improve their overall well-being, solve problems, and can even boost their immune systems. At home, you can also help your child develop a positive mindset.

Here is an easy-to-create activity to use at home to help foster a positive mindset before bed, which is a great time to reconfigure our minds.

Goodnight cube

Print the top portion of this page to make a glowing cube and create a positive mindset bedtime ritual. Go to



By design

Engineering Design is a Zero Hour activity in which students learn critical thinking, creativity, innovation and problem solving. The groups have met every Wednesday since the beginning of the year to build their machines, learn about trial and error, design and teamwork.



Become a substitute

Have you ever wanted to try your hand at teaching?

A two-day workshop is planned for people with a non-education four-year bachelor's degree from an accredited college who would like to become a limited, short-call substitute teacher.

The workshop takes place from 9 a.m. to 3 p.m. on Tuesday, Feb. 19, and from 8:30 a.m. to 2:30 p.m. on Wednesday, Feb. 20, at Resource Training & Solutions (137 23rd Street S, Sartell).

The registration deadline for this course is Monday, Feb. 11.

There is a fee to attend. To register, go to www.resourcetraining.com, enter the course code in the "Search for Events" box located to the right on the homepage, then follow the prompts. The course code is 8683.

For more info, visit www.resourcetraining.com or the Minnesota Professional Educator Licensing and Standards Board website at <https://mn.gov/pelsb/>.

Announcements

Weather make-up days

After extreme cold resulted in the cancellation of school Tuesday through Thursday, Jan. 29-31, make-up days will be in effect.

Make-up days set before the beginning of the school year include Monday, Feb. 18, which is President's Day, and Monday, April 22. In addition, one day has been added to the end of the school year, so class will be in session on Wednesday, June 5.

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."

Free clothing, books available

Free clothing is available to all families with children ages 0-18 from 10 a.m. to 6 p.m. on Thursday, Feb. 14, at Zion Lutheran Church in Buffalo, located at 1200 Hwy. 25 S.

The Blessing Closet will offer many new and slightly used clothing items for kids and their parents with no restrictions, qualifications or requirements. In addition, all children will receive a new book and a pair of new, colorful crew socks. Everyone is welcome.

Trap team plans parent meeting

Mark your calendars for the Delano Tiger Trap Team parent information meeting at 7 p.m. on Tuesday, Feb. 19, in the high school media center. The league is open to students in grades 6-12, and registration runs from Feb. 19-March 6.

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.

Executive Functioning Skills

Flexibility helps in negotiating challenges

Flexibility is a foundational executive functioning skill that is represented by a student's ability to revise plans in the face of obstacles, setbacks, new information or mistakes.

It relates to his/her adaptability to changing conditions. At higher levels, it extends to a student's ability to take in various perspectives and the ability to consider that others have thoughts and feelings different from their own.

As with all executive functioning skills, students develop on a continuum. Some students will be very rigid in their thinking while others may be more open minded and able to adjust to changes in routines with little distress.

Our staff works with students across the spectrum as we help individuals to develop these skills. The daily schedule and expectations for students in grades four through six are established to assist students with their development.

Some students will be very rigid in their thinking while others may be ... able to adjust to changes in routines with little distress.

Fourth-graders have little change throughout their day, as they are grouped in home-rooms. Sixth-grade students transition much more frequently, as they are expected to demonstrate more flexibility.

Families may experience

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.	

challenges with flexibility in their students when they see him/her struggle when plans abruptly change or there is a disruption to the family's normal routines. It is important that students handle emotions and frustration in healthy ways when plans change.

Classroom and at home

How can we develop it in the classroom and at home?

First and foremost, we have to adjust the expectations for what students are developmentally able to do according to normal timelines. Younger students should have more routine and less novelty than older students, gradually increasing novel experiences over time.

We also work with our students to plan their day and share our thinking and

problem solving when adjustments need to be made. In the event that we know of a significant change to a schedule or routine, it is helpful to preview these changes with our students.

Previewing routine changes is an effective strategy at home as well, and will help students build on flexibility skills by providing consistency between school and home.

In addition, it is helpful to always preview new experiences with the set of expectations and walk through what the new experience is going to look, sound, and feel like.

In special circumstances, it may be helpful to use social stories to help students understand the perspectives of others and help them to understand what other people may be

thinking and feeling.

For those students who show continuous struggles with flexibility, it is helpful to develop a routine strategy that can be accessed as a default for those instances in which a novel experience creates anxiety. Coping strategies include relaxation, positive self-talk, deep breathing, and taking a break.

It is essential for coping strategies to be modeled and practiced, to allow time for feedback, and to allow for opportunities to generalize these skills.

For an overview of executive functioning skills at DIS, visit the overview page.

For more internet resources on executive functioning skills, visit the DIS collection at 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