

Parent Night - September, 2014

Welcome!

GES Mission Statement

The mission of the school is to develop in each child:

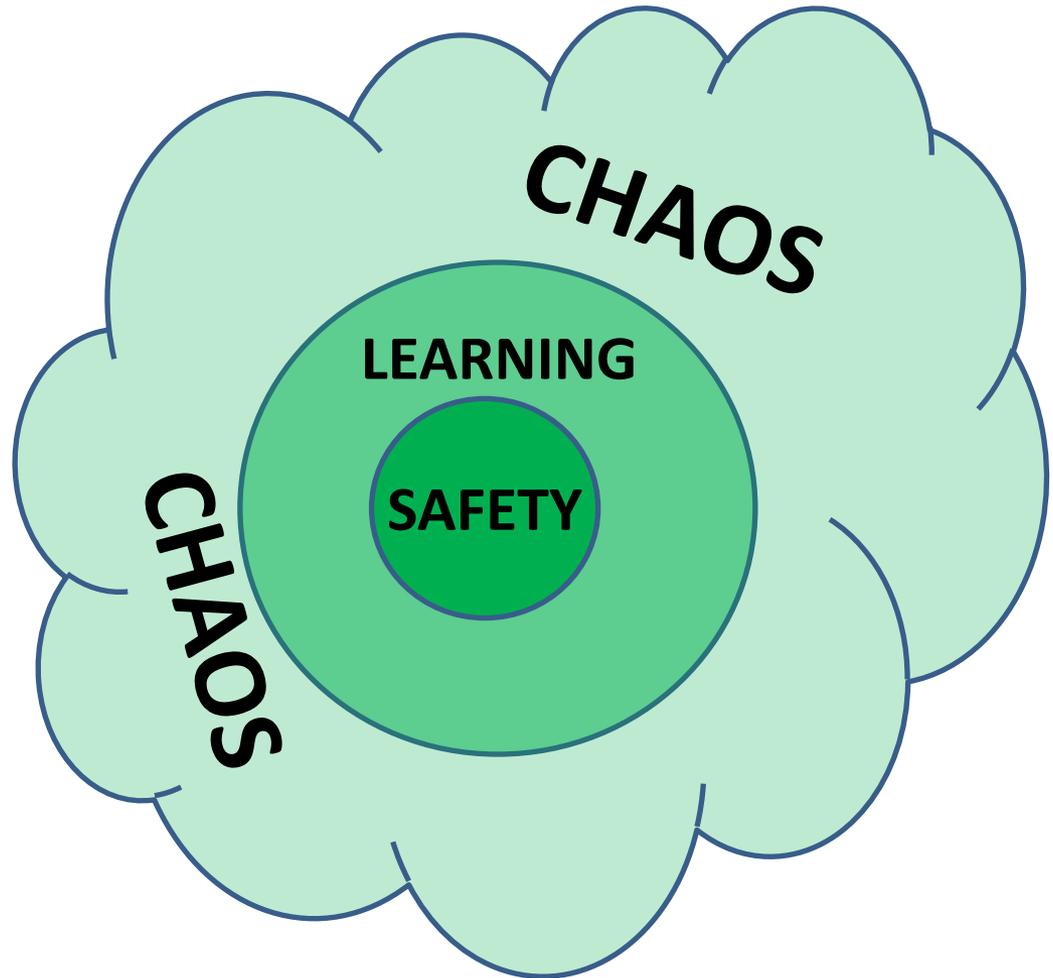
- a love of learning;
- critical and creative thinking skills;
- mastery of the academic building blocks;
- the ability to nurture family, friends, and self;
- a strong commitment to being a contributing member of a community;
- open-heartedness toward others;
- and a passion for life-long learning.

“Growing Hearts and Minds, One Child at a Time”

Learning Occurs Between Safety and Chaos

Learning Dynamics:

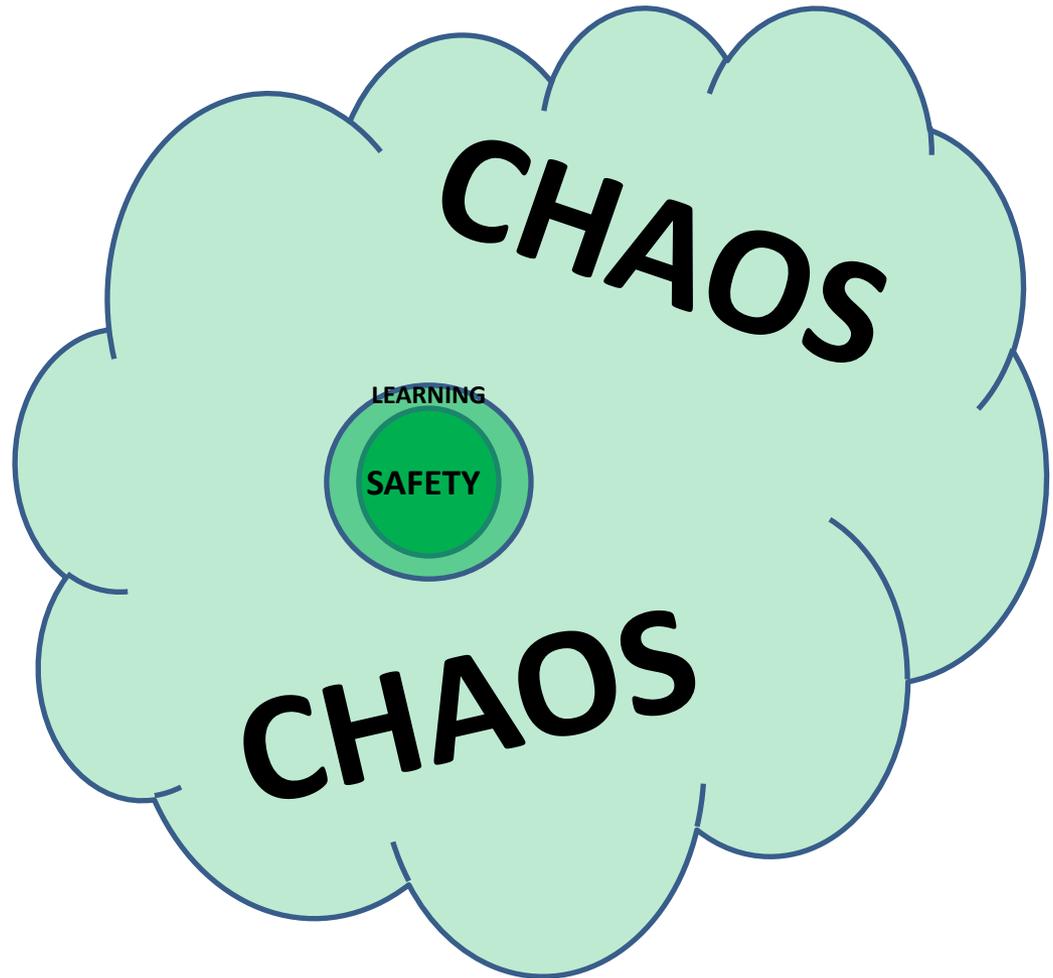
- In order to take the risks necessary to learn, people need an established zone of safety.
- Safe zones exist where we are comfortable with our environment – people, systems, expectations, etc. – and our capabilities.
- When encountering chaos, we are too afraid, angry, confused, or upset to do anything but react – our underlying fight or flight behaviors take over.
- Learning requires we leave our safe zone adequately prepared to avoid chaos.



People Can't Learn Without Safety:

- We need a place where we are secure in our ability to be successful.
- Success involves interpersonal as well as intrapersonal measures of competence, connection, and purpose/meaning.
- Different people come with both different size safe zones and different tolerances for risk, so a system must allow for these differences.
- Safety and trust are linked, so establishing high levels of trust is essential.

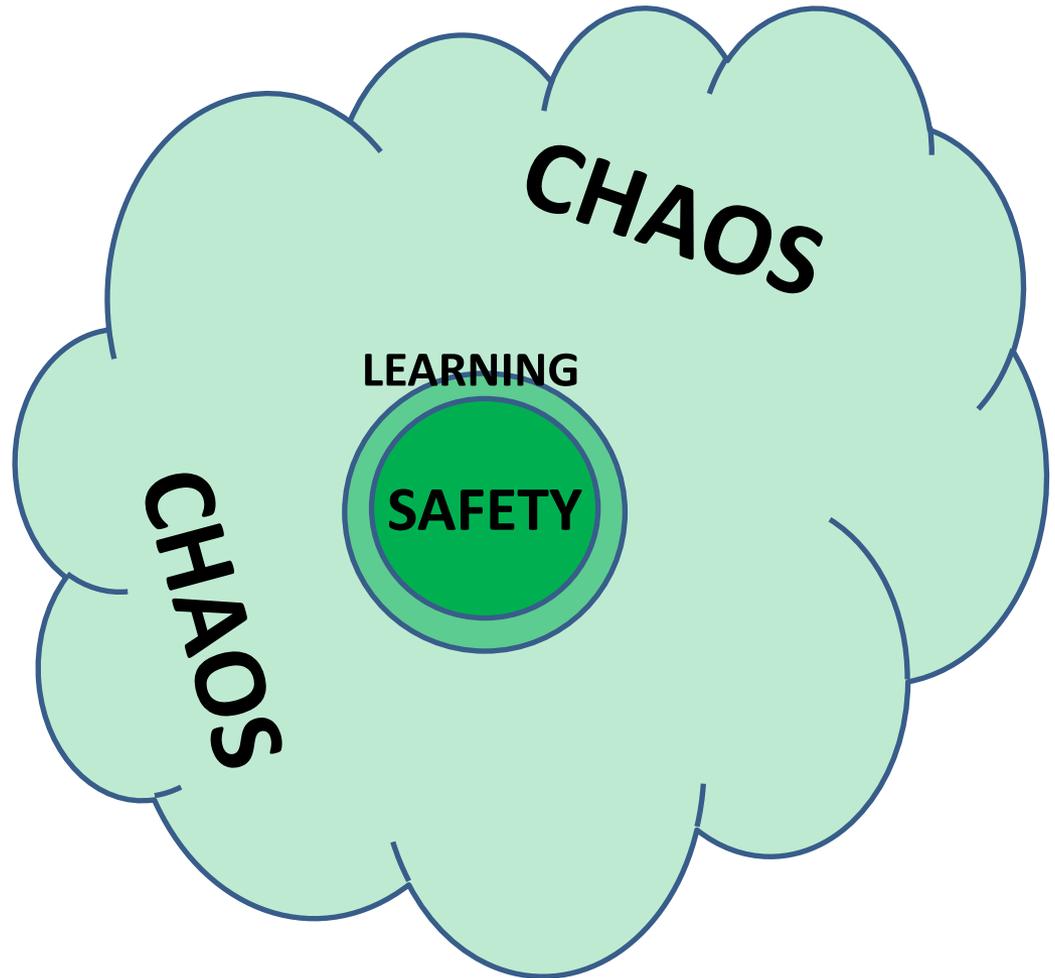
Establishing Safety Must Be the First Priority



People Must be Taught & Encouraged to Take Risks:

- Risk-taking is not intuitive, nor are the steps to learn always apparent.
- An acceptance of “failure” as a necessary component of skills development not only reinforces trust, but encourages reflection and refinement of strategies.
- Approaches to risk-taking vary by person, as do the perceived benefits or goals of their efforts. As a result, support for development efforts need to be responsive to the novice’s preferences and priorities.

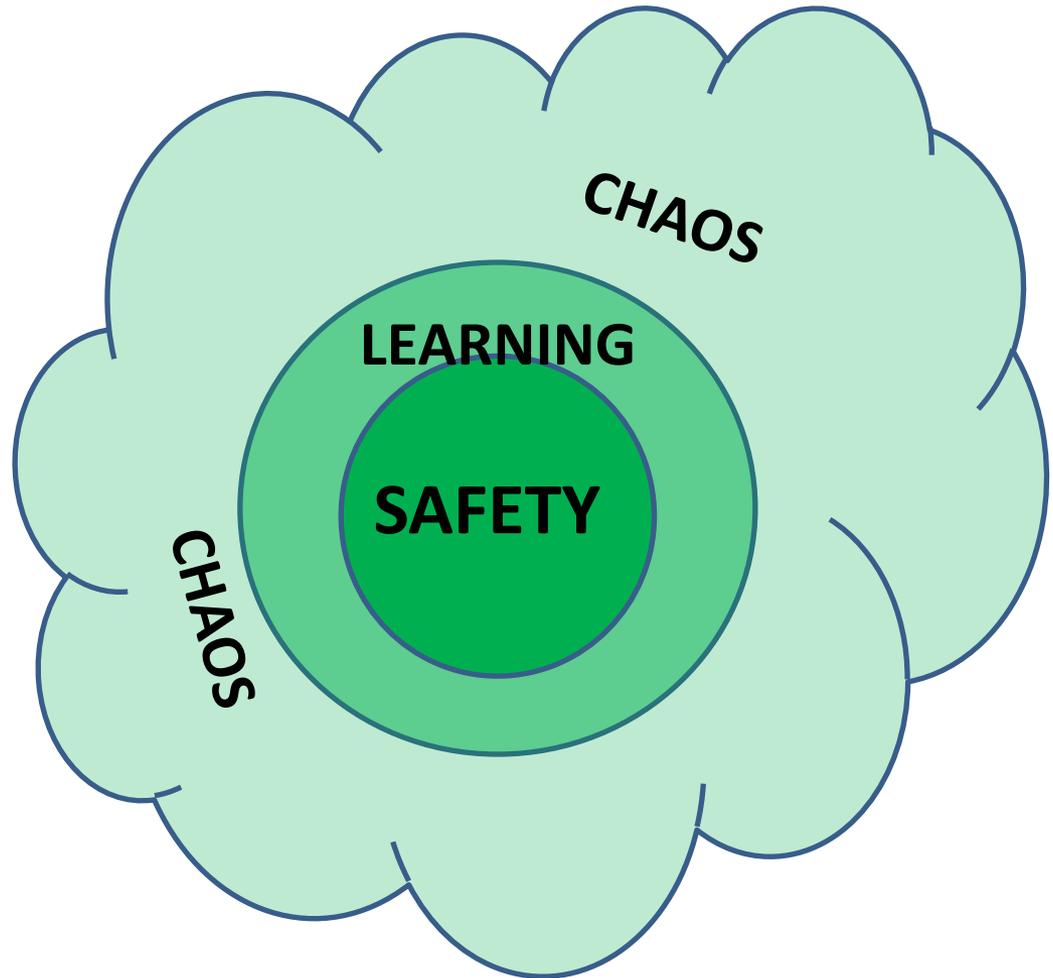
Safety Alone Will Not Ensure Learning



Overcoming Challenges Builds Skills & Resilience:

- Early success develops confidence and reinforces benefits of engagement.
- Involving others often promotes commitment to persevere beyond setbacks, and shared success inspires further actions.
- An increasing shifting of focus away from risks and toward opportunities reduces the impact “chaos” has on decision-making and new efforts.
- The zone of safety often expands along with new learning .

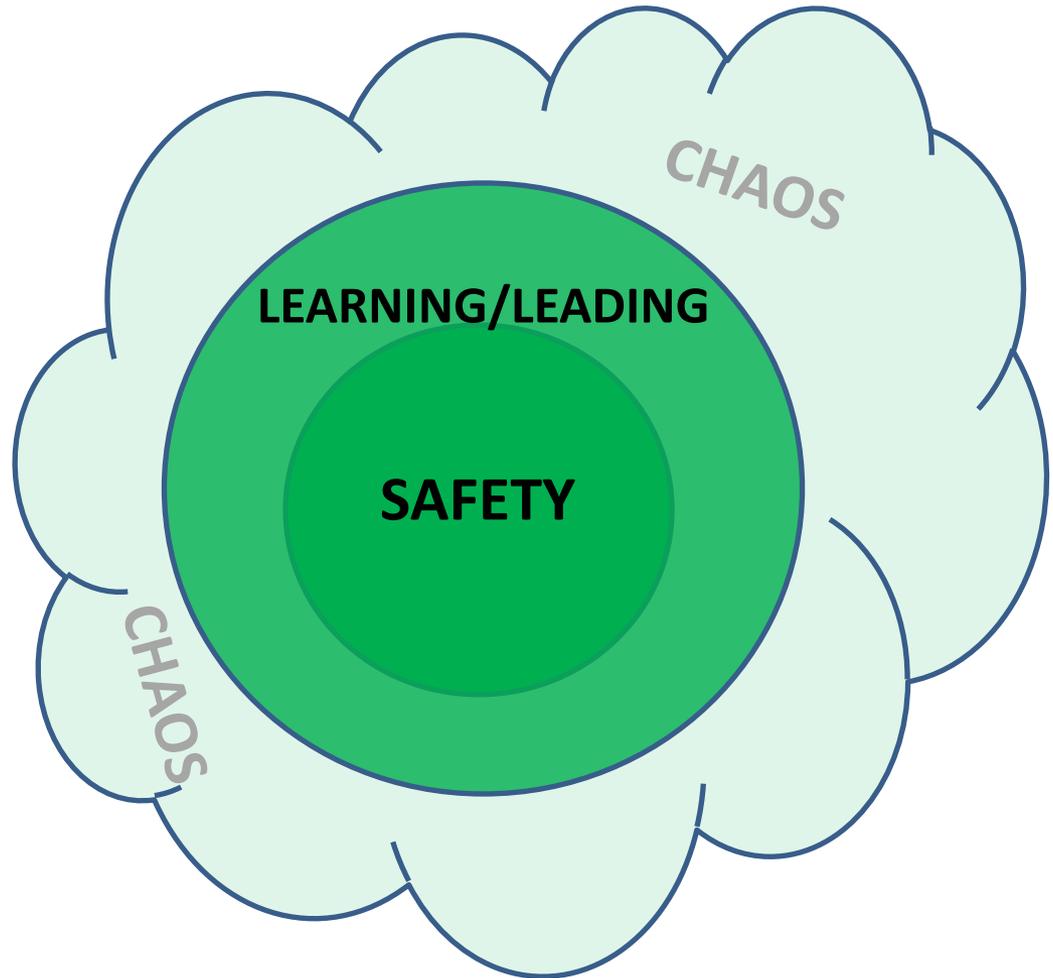
Success in Learning Will Change Perception of Chaos



Cultures That Support Learning Support Leading:

- Organizations that are focused on all learners develop systems that support independence and leadership, and encourage the risk-taking and innovation that result in significant growth.
- In such organizations, the differences between safe zones and the activities of learning begin to diminish and chaos, while it still exists, is not a threat.
- Leading – taking action toward a vision of a better future – becomes the norm

Learning Communities Create Safe Environments for All



The Responsive Classroom Framework

The seven key principles of the Responsive Classroom approach are:

- * The social curriculum is as important as the academic curriculum.
- * How children learn is as important as what they learn: process and content go hand in hand.
- * The greatest cognitive growth occurs through social interaction.
- * Children need certain social skills in order to be successful academically and socially. These include: **C**ooperation, **a**ssertion, **r**esponsibility, **e**mpathy, and **S**elf-control.
- * Knowing the children we teach -- individually, culturally, and developmentally -- is as important as knowing the content we teach.
- * Knowing the families of the children we teach, and inviting their participation, is essential to children's education.
- * How the adults at school work together is as important as individual competence: lasting change begins with the adult community.

Beyond CARES – Grit and More

- [Dr. Angela Duckworth on Grit](#)

KIPP's Character Strengths and Behaviors

GRIT:

Finished whatever s/he began
Stuck with a project or activity for more than a few days or weeks
Tried very hard even after experiencing failure
Stayed committed to goals
Kept working hard even when s/he felt like quitting

ZEST:

Actively participated
Showed enthusiasm
Approached new situations with excitement and energy

SELF-CONTROL:

School Work

Came to class prepared
Remembered and followed directions
Got to work right away instead of waiting until the last minute
Paid attention and resisted distractions

Interpersonal

Remained calm even when criticized or otherwise provoked
Allowed others to speak without interrupting
Was polite to adults and peers
Kept temper in check

OPTIMISM:

Believed that effort would improve his/her future
When bad things happened, thought about things to make it go better next time
Stayed motivated, even when things didn't go well
Believed that s/he could improve on things they weren't good at

GRATITUDE:

Recognized what other people did for them
Showed appreciation for opportunities
Expressed appreciation by saying thank you
Did something nice for someone else as a way of saying thank you

SOCIAL INTELLIGENCE:

Was able to find solutions during conflicts with others
Showed that s/he cared about the feelings of others
Adapted to different social situations

CURIOSITY:

Was eager to explore new things
Asked questions to help s/he learn better
Took an active interest in learning

General Communication Guidelines

1. Be *direct* and *authentic*
2. Convey *faith* in children's *abilities* and *intentions*
3. Focus on *action*
4. Keep it *brief*
5. Know when to be *silent*

New and Notable

- Changes to Progress Reports
- Enrollment and Related Challenges
- World's Best Workforce Plan and Report
 - Required of All Minnesota Public Schools
 - Contains Elements of Several Initiatives
 - Reporting on Status This Fall (web and meeting)
- New Math Curriculum
- YMCA Changes – Students on a Family Plan
- Google Apps for Education

Reminders

ATTENDANCE:

If your child is going to be absent, please call or email the office by 9:00 a.m.

If your child arrives after the bell rings at 8:10, they will be marked tardy and you will need to sign them in at the office.

If your child leaves for an appointment during the school day, you must sign them out – and back in, if applicable – at the office.

LUNCH:

There is a limit of one borrowed lunch ticket per student. It must be paid back before the student can borrow another ticket.

Wednesday is community lunch day – all are welcome! (12:00 – 1:00)

Prices for lunches are the same as last year: \$4 adults/\$3 students.

Individual milk cartons are 30 cents each.

The lunch menu is available on the school website and newsletter calendar.

TRANSPORTATION:

Student drop off (7:50 – 8:05) and pick up (3:25) on north side of 5th street
The parking lot should be used for mid-day arrivals or departures.

If your child is getting off at a bus stop other than home, we need a note or phone call from you with the name and address of their destination.

Students will not be allowed to initiate “last-minute” changes in plans.

NEWS FLASH! Picture Day (individual photos) will be Tuesday, September 16th.