



Calhoun R-VIII Newsletter

September-October 2019



Important Dates:

Oct 8 – Smokey the Bear
@ 9:30 am
– Volleyball @ 6:00 pm
– Senior Night

Oct 11 – UCMO Rep
@ 2:30 pm

Oct 15 – College and
Career Fair @ Clinton

Oct 17 – Early Release
@ 12:30 pm
– Parent-Teacher
Conferences
@ 2:00-7:00 pm

Oct 18 – No School

Oct 18-19 – Haunted Trail

Oct 24 – REAL Simulation
@ 12:30 pm

Oct 25 – Volleyball Mid-State
Tri-Match @ Chilhowee

Oct 25-26 – Haunted Trail
(Possibly)

Oct 31 – Elementary Fall
Parties @ 2:00 pm

Desi

Destinique Dawn Baumgarden, known as Desi throughout the school, is the kind of girl who loves to sleep, eat, and paint. Honestly, you give her a chance to do any kind of art, and she will be ready and willing to get to work (especially when she gets to demo with the elementary kids). Everyone has their struggles, and Desi's biggest challenge over the last four



years has been learning how to balance her mental health while trying to focus on school. Because of her struggles, Desi's most influential role models have been her older sister and her nana. Her older sister taught her how to pull through and create the best version of herself. Her nana was always the one person who could help others, even when she struggled; Desi has always believed, "If I could be half of the person she was, I would thrive forever." As far as what she will remember most about Calhoun R-VIII, her many adventures with her classmates stand out, and there are too many amazing ones to pick from to settle on a favorite.

At this point, Desi is currently undecided on her future plans, but she knows that in 10 years she wants to have figured out what she is doing

with her life, have a family, and be thriving in everything (and thrive she will). Her advice to the underclassmen: "It's okay to have opinions; just don't argue to the point you're the problem."

Mrs. Frintz



Mrs. Mary Frintz is the newest Social Studies teacher at Calhoun R-VIII. She is coffee's biggest fan, and she loves when her history and government kiddos make connections between her class and English class. When asked about the best comment she has ever received from a student or co-worker, Mrs. Frintz replied, "Seriously? I hear fantastic things daily....can't choose just one." One key to success with any teacher is knowing expectations. The key to passing a class with Mrs. Frintz: being present, prepared, & engaged (a good rule of thumb for any part of life). Finally, the best way to have a good student-teacher relationship is to avoid pet peeves. The biggest pet peeve for Mrs. Frintz is trying to sleep in class "(If... [she] can't sleep, neither can you...)."

Cross-Country

Wyatt finished in the middle of the pack as a 6th grader amongst 7th and 8th graders. His time was 11:45 for the 1.6-mile course. We are proud of Wyatt's great start to his cross-country career.



Haunted Trail

Haunted Trail will be October 18-19, and possibly again October 25-26. Anyone wanting to help or donate please contact Shawn Duensing or Melissa Hicks at the school at 660-694-3422.

NHS Trail Clean-Up

Honor students Derrick House and Brennan Hartgrave (Juniors) worked hard to clean up the nature trail as a community service project. Sponsor Shawn Duensing stated "This trail is utilized by High School, Elementary, Early Childhood Center, and open to the entire community." Preschool Teacher Tabitha Phegley said, "I am proud to work in a district that gives such valuable opportunities for the students, both those who maintain the trail, and those who get to enjoy using it! Can't wait to get the Preschoolers out there!"



Nurse in Training

After school had been underway for a bit, CTS in Clinton sent out a newsletter. Our very own Jenna Smith (Junior) was in one of the Health Occupations photos. She is seen helping Mrs. Foster and her classmate Jennifer demonstrate a dental technique.



Professional Development OPEN training provided by American Heart Association and Inter-State Studio

From the Desk of Stephanie Jumps, Youth Market Director of the American Heart Association:



“Thank you to our host—Clay Heishman and Martin Warren Elementary. It was a great turnout of PE Teachers for the wonderful professional development session that the American Heart Association and Inter-State Studio provided.... The Education Pack...[the] PE Teacher[s] received along with free additional curriculum access through OPEN will give them a vast array of curriculum to use for their classes.... It was a fun and learning event...[and we are] glad you could make it!”

Newest Eaglet Girl Welcomed to the Nest



On September 15, Kindergarten Teacher Ashley Wynn and Jesse Harris had a new baby. Eva Mae Harris came into the world at 7 lbs. 6 oz., 19.5 in. long, and she is perfect. Mom and Dad said she came out fussing, but the only other time she cried was during her shots. She looks just like Big Sister Lexi, who is completely smitten with her. She is an awesome sleeper and hardly ever cries. Her family is obsessed with her. Welcome to the family, our newest Eaglet!



CALHOUN R-VIII SCHOOL DISTRICT

409 South College

Calhoun, Missouri 65323

Phone: 660-694-3422 Fax: 660-694-3501

IDEA Public Notice

Mr. Shane Stocks
Superintendent
660-694-3422 Option #3
ssstocks@calhoun.k12.mo.us

Amber Russell
K-12 Principal/SPED Director
660-694-3422 Option #4
arussell@calhoun.k12.mo.us

Rebecca Crump
ECC Director
660-694-3344 Option #1
rcrump@calhoun.k12.mo.us

Ron Kreisel
Activities Director
660-694-3422 Option #1
rkreisel@calhoun.k12.mo.us

Lisa Braden
K-12 Counselor
660-694-3422 Option #1
lbraden@calhoun.k12.mo.us



All responsible public agencies are required to locate, evaluate, and identify children with disabilities who are under the jurisdiction of the agency, regardless of the severity of the disability, including children attending private schools, children who live outside the district but are attending a private school within the district, highly mobile children, such as migrant and homeless children, children who are wards of the state, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Calhoun School District assures that it will provide a free, appropriate public education (FAPE) to all eligible children with disabilities between the ages of 3 and 21 under its jurisdiction. Disabilities include autism, deaf/blindness, emotional disorders, hearing impairment and deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment/blindness and young child with a developmental delay.

The Calhoun School District assures that it will provide information and referral services necessary to assist the State in the implementation of early intervention services for infants and toddlers eligible for the Missouri First Steps program.

The Calhoun School District assures that personally identifiable information collected, used, or maintained by the agency for the purposes of identification, evaluation, placement or provision of FAPE of children with disabilities may be inspected and/or reviewed by their parents/guardians. Parents/guardians may request amendment to the educational record if the parent/guardian believes the record is inaccurate, misleading, or violates the privacy or other rights of their child. Parents have the right to file complaints with the U.S. Department of Education or the Missouri Department of Elementary and Secondary Education concerning alleged failures by the district to meet the requirements of the Family Educational Rights and Privacy Act (FERPA).

The Calhoun School District has developed a Local Compliance Plan for the implementation of State Regulations for the Individuals with Disabilities Education Act (IDEA). This plan contains the agency's policies and procedures regarding storage, disclosure to third parties, retention and destruction of personally identifiable information and the agency's assurances that services are provided in compliance with the General Education Provision Act (GEPA). This plan may be reviewed at Central Office, 409 S. College, Calhoun, MO 65323.

This notice will be provided in native languages as appropriate.

NWEA testing is underway at Calhoun R-VIII. The following information can help students and parents alike have a better understanding of what this form of testing is all about.

A family guide to MAP Growth

Children learn better—and faster—when teachers have a clear picture of what each student knows and is ready to learn next. That's why a group of educators and researchers founded NWEA®, a not-for-profit organization that has created some of the most trusted and reliable assessment solutions available. More than 11 million students in the US and in 140 countries worldwide use MAP® Growth™.

How it works

MAP Growth is a computer-adaptive test. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers without overwhelming students whose skills are below grade level.

MAP Growth begins with a question at each student's grade level and adjusts the level of difficulty based on individual performance.

What it measures

MAP Growth uses a RIT scale to accurately measure what students know, regardless of their grade level. It also measures growth over time, allowing you to track your child's progress throughout the school year and across multiple years. Once your child completes a MAP Growth test, they receive a RIT score.

The RIT scale precisely measures student performance, regardless of whether they're performing on, above, or below grade level.

Your child's RIT score

RIT scores have the same meaning across grade levels. If a fourth-grade student and an eighth-grade student have the same RIT score in reading, then they are testing at the same level in that subject. This stable scale allows teachers to accurately measure each student's academic growth throughout the school year and over time.

You can use your child's RIT score to help them meet their goals. For example, students can enter their RIT scores into our college explorer tool to see which colleges and universities they're on track to enter. You can also check out online resources that use RIT scores to provide students with book recommendations and web-based exercises, such as YourReadingPath.com and KhanAcademy.org.

COMMON QUESTIONS

How do schools and teachers use MAP Growth scores?

Teachers can use the score to inform instruction, personalize learning, and monitor the growth of individual students. Principals and administrators can use the scores to see the performance and progress of a grade level, school, or the entire district.

Can MAP Growth tell me if my child is working at grade level?

Yes, but please note that MAP Growth scores are just one data point that teachers use to determine how a student is performing. Please discuss any questions that you have about your child's performance with their teacher.

How often will my child take MAP Growth tests?

Most schools give MAP Growth tests to students at the beginning, middle, and end of the school year (in the fall, winter, and spring). Some schools choose to administer tests only twice a year.

What are norms?

NWEA provides schools with norms by utilizing anonymous data from more than 10 million students around the US. Knowing the top, middle, and bottom scores of all these students combined allows teachers to compare where your child is to other students and help them grow. In addition, NWEA provides comparison data for private, accredited, English-based, international schools using MAP Growth outside the US.

Is MAP Growth a standardized test?

MAP Growth is administered periodically during the school year. Instead of asking all students the same questions, it adjusts to each child's performance—giving a more accurate measure of what they know. Teachers also receive results right away, which enables them to react more quickly.

What types of questions are on MAP Growth tests?

The MAP Growth tests include multiple choice, drag-and-drop, and other types of questions. For sample tests, visit Warmup.NWEA.org.

For tips on getting ready for MAP Growth testing, check out our blog:
nwea.org/blog/category/supporting-families

Find more family resources at nwea.org/familytoolkit

NWEA is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.

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Earlier this month, a Home and School Connection newsletter was sent home with the students. This newsletter highlights how students and their families can work together for school success.

Home & School CONNECTION®

Working Together for School Success

October 2019

Home & School CONNECTION®

Calhoun R-VIII School District

Secrets of better behavior

It's no secret that parents want their children to behave appropriately. But what really works? Try focusing on teaching your child to behave rather than punishing him for misbehavior, and you're likely to see better results. Consider these tips:

Be a mirror
Your youngster looks to you for guidance, so model the behavior you expect. For example, if he sees you saying "calm down" when you're angry, he'll be less likely to throw fits when he's upset. Talk through your actions, too. You might say, "I had a stressful day at work. I'm going to relax with my book for a little while so I'm not cranky."

Make rules together
Children find it easier to remember and follow rules that they have a role in creating. Sit down together and write a list. Be sure your youngster understands the reason behind each rule. For instance, ask, "Why shouldn't we leave things on the stairs?" (Because someone could trip.)

Highlight success
When you praise your child, emphasize the good feelings he gets from behaving well. Saying "You must be proud of yourself for waiting so patiently" gives him a sense of accomplishment. That feeling of pride will motivate him to repeat the behavior in the future.

Mistakes make your brain grow
Did you know that mistakes actually help kids learn more? Use these ideas to encourage your youngster to make the most of her mistakes:

- Give your child room to "mess up." You might suspect that muddling tips isn't strong enough to hold her project together. But she'll gain more from the experience if she tries, fails, and comes up with a new solution all by herself.
- Help your youngster put mistakes in perspective. Perhaps she forgot to include an important point during her class presentation. Ask her what part went well—maybe her graphics were cool and her classmates seemed interested in her topic.

Homework solutions

Whether your child is new to homework or has been doing it for years, your support can help her do her best. That's important, because homework reinforces what she's learning in school. Here's how to set her up for success:

Find a good schedule
Set aside a specific time for homework so it becomes a habit, perhaps right before or after dinner. Also, suggest that she figure out a plan that works best for her. She could start with the easiest assignment to gain momentum or get the hardest one out of the way first.

Eliminate distractions
Make sure your child turns off electronics before she starts homework. Also, you might encourage everyone in the house to have "quiet time" while she does her assignments. Maybe you'll read or pay bills while younger siblings color, for instance.

Troubleshoot problems
When your youngster gets stuck, offer to help—but avoid telling her the answers. If she's confused by the directions, try reading them together. Or if she's struggling with an addition problem, offer to walk her through a few sample problems in the back of her math book.

Be a true friend

Children who learn friendship skills with classmates tend to do better in school. Inspire your youngster to "treasure" his friends with this writing activity:

1. Draw: Have him draw a treasure chest on a sheet of paper and make "coins" by cutting circles out of yellow paper.

2. Identify: Like turns naming things you each value in a friendship. Examples: Being loyal, enjoying the same things, helping each other. Your child can write each idea on a separate coin.

3. Discuss: Let him glue the coins onto his treasure chest. As he adds each one, you can both share real-life examples from your own friendships. Your youngster might say, "Raul and I like to read together at language arts time," and you could say, "My friend Jess helped us by bringing meals over after your sister was born."

Hang up his treasure chest as a reminder of qualities he'll look for in his classmates—and will remember to show in himself.

The parent-teacher team

Q: I want to be more involved in my daughter's education. Where should I start?

A: Teaming up with your child's teacher is a great way to get started. Send the teacher a nice email, perhaps about a classroom activity your daughter enjoyed, and let him know you'd like to stay in touch throughout the year. You might ask if you can volunteer in the classroom or from home. Also, look over papers the teacher sends home. You'll see how your child is doing in various subjects. Then, if she's struggling with anything, you can reach out to the teacher for advice. Finally, tell your daughter that you and her teacher are a team, with the same goal—helping her succeed in school.

Home & School CONNECTION®

Working Together for School Success

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Calhoun R-VIII School District

Estimate everything!

Weave estimation into daily life to build your youngster's math skills. While cooking, you might ask, "How many cherry tomatoes do you think are in that container?" Or in a waiting room, challenge her to estimate the number of telling tales. Have her count to check. The more she practices, the better she'll get at estimating.

Take initiative
Part of developing initiative is learning to recognize what needs to be done. Instead of guiding your child through each step in a task, get him in the routine of figuring out what to do next. If he's clearing the table and forgets to wipe it off, say, "Take a look at the table—what's the last step?"

Family fire drills
Use National Fire Prevention Week (October 6-12) to create a fire escape plan with your youngster. Encourage her to draw a map of your home with two exits per room and a meeting place outside. Then, hold a fire drill. Note: Studies show that many kids sleep through smoke alarms, so be sure your plan includes waking everyone up.

Worth quoting
"Learning is a treasure that will follow its owner everywhere."
Chinese proverb

JUST FOR FUN
Q: What do you get when you cross a stream and a brook?
A: Wet feet.

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FINANCIAL STATEMENT FOR THE MONTH OF AUGUST 2019

| | INCIDENTAL FUND 1 | TEACHER FUND 2 | DEBT SERVICE FUND 3 | CAPITAL IMP FUND 4 | TOTAL |
|---|----------------------|-------------------|------------------------|-----------------------|--------------|
| Beginning Bal August 1, 2019 | | | | | |
| Receipts through August 31, 2019 | \$345,447.22 | (\$20,875.45) | \$0.00 | \$2,089.30 | \$326,661.07 |
| | \$99,819.38 | \$118,462.82 | \$0.00 | \$0.00 | \$218,282.20 |
| TOTALS | \$445,266.60 | \$97,587.37 | \$0.00 | \$2,089.30 | \$544,943.27 |
| Disbursements through August 31, 2019 | \$114,841.00 | \$114,691.07 | \$0.00 | \$0.00 | \$229,532.07 |
| Balance August 31, 2019 | \$330,425.60 | (\$17,103.70) | \$0.00 | \$2,089.30 | \$315,411.20 |
| Beginning Balance July 1, 2019 | \$321,781.18 | | | | |
| YTD Receipts thro th August 31, 2019 | \$337,579.28 | | | | |
| TOTALS | \$659,360.46 | | | | |
| YTD Disbursement through Au gust 31, 2019 | \$343,949.26 | | | | |
| TOTALS | \$315,411.20 | | | | |
| LESS INVESTMENTS | \$0.00 ** | | | | |
| Operating Balance September 1, 2019 | \$315,411.20 | | | | |
| \$17,236.78 CERTIFICATE OF DEPOSIT | | | | | |
| \$200.00 PETTY CASH | | | | | |

October Menu

“This institution is an equal opportunity provider.”

Breakfast and Lunch Menus are subject to change.

Milk options are Fat-Free Chocolate Milk or 1% White Milk. Juices are all 100%.

October Breakfast Menu

Monday, Pizza, fruit, juice, milk.

Tuesday, French toast sticks, fruit, juice, milk.

Wednesday, Choice of cereal, toast, fruit, juice, milk.

Thursday, Pancake sausage on a stick, fruit, juice, milk.

Friday, Biscuit and gravy, fruit, juice, milk.

October Lunch Menu

10/1, Tuesday, Spaghetti and meatballs, salad, peas, fruit, milk

10/2, Wedn., Breaded chicken patty, mashed potatoes, gravy, green beans, peaches, bread, milk

10/3, Thursday, Chicken wrap, lettuce, tomato, broccoli, fruit, milk

10/4, Friday, Hotdog on bun, fries, corn, fruit, milk

10/7, Monday, Baked ham, tator tots, broccoli, bread stick, fruit, milk

10/8, Tuesday, Chicken tomato bake, salad, carrots, pear, milk

10/9, Wedn., Salisbury steak, mashed potatoes, gravy, green beans, peaches, roll, milk

10/10, Thursday, Cheesburger on bun, baked beans, fries, fruit, milk

10/11, Friday, Turkey and cheese sub, lettuce, tomato, corn, fruit, milk

10/14, Monday, Chicken nuggets, mac and cheese, broccoli, baby carrots, fruit, milk

10/15, Tuesday, Burrito, nachos, salsa, corn, fruit, milk

10/16, Wedn., Breaded chicken patty, mashed potatoes, gravy, green beans, peaches, bread, milk

10/17, Thursday, Ham and cheese sandwich, corn, grape tomatoes, cucumber slices, fruit, milk

10/18, Friday, NO SCHOOL

10/21, Monday, Pulled pork, baked beans, broccoli, fruit, milk

10/22, Tuesday, Chicken alfredo, salad, carrots, bread stick, pears, milk

10/23, Wedn., Salisbury steak, mashed potatoes, gravy, green beans, peaches, bread, milk

10/24, Thursday, Pizza, corn, salad, pineapple, milk

10/25, Friday, Grilled cheese sandwich, soup, veggie, fruit, milk

10/28, Monday, BBQ rib, baked beans, tator tots, fruit, milk

10/29, Tuesday, Goulash, salad, carrots, pears, milk

10/30, Wedn., Breaded chicken patty, mashed potatoes, green beans, peaches, bread, milk

10/31, Thursday, Chicken nachos, corn, lettuce, salsa, fruit, milk