



Longfellow Newsletter

March, 2018

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<http://www.longfellow.ecasd.us>

**Sarah Lynch, Principal
Brenda Wallace, Secretary
Michele Hazen, Secretary**



Dear Longfellow Families,

I have a few updates for you as we head into March. First, I want to congratulate Holly Larson, who was voted Longfellow's Golden Apple Award Winner for this year; her colleagues appreciate all of the great things she does for Longfellow students and the Longfellow community as a whole. The Eau Claire Public Schools Foundation created The Golden Apple Award to recognize excellence, and Mrs. Larson certainly fits that description!

Second, I want to take a moment to explain how we are using the Professional Development / Instructional Planning (PD/IP) days throughout the year. Have you ever had the sense that you are multi-tasking to the point that, though you are doing many things at once, you are not doing any one thing well? The challenges of setting goals and then developing and working on plans to improve student achievement has felt much like this in past years. We go through the process of reviewing student data, setting goals, and then trying to carve out blocks of time to engage in meaningful work around the goals. On these PD/IP days, staff are at school pouring over student learning data, determining which goals were met and which goals were not, setting new goals for learning, and planning instruction to meet those goals. This behind-the-scenes work translates into meaningful instruction that is specifically tailored to the students' needs. By devoting significant amounts of time to our own professional development and instructional planning, we have the opportunity to do critical work around our individual students and our school improvement plans. Having that time makes our work more focused and productive for adults and students alike!

All of that school improvement work is paying off in terms of student learning. We are making good progress on our School Improvement Plans: Reading, Math, Student Engagement, and Parent Engagement. We are working very hard in all four areas and are seeing positive results. I will include more specific updates in the newsletter on each in the next few months. Please feel free to stop in and ask if you'd like more information on any of that work.

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March 2018



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1 ♦ CLC	2 • Grade 1 to Play at the Oxford Kid's Meals
5 ♦ Blazing Lions ♦ CLC	6 ♦ CLC	7 ♦ Grade 3 to Chippewa Valley Museum ♦ Blazing Lions ♦ CLC	8 ♦ 7:00 ECASD Special Ed PTA at Robbins School ♦ CLC	9 Kid's Meals
Superior Smiles Cleaning & Sealants — All Grades				
12 ♦ Blazing Lions ♦ CLC	13 ♦ CLC	14 ♦ Blazing Lions ♦ CLC	15 ♦ CLC	16 Kid's Meals—Double Pack
19	20	21	22	23
No School ————— Spring Break				
26 ♦ Blazing Lions ♦ CLC	27 ♦ Longfellow's Dairy Queen Day—Birch St. ♦ CLC	28 ♦ Blazing Lions ♦ CLC	29 • CLC Kid's Meals	30 NO SCHOOL—Break

The Eau Claire School District does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion or handicap.



Public School Open Enrollment: February 5 – April 30, 2018

Wisconsin residents in grades 4K -12 may apply to attend school in a school district other than the one in which they live. For example: a child that lives in the Altoona School District could apply to attend the Eau Claire Area School District (ECASD). Students in pre-kindergarten may participate in limited circumstances; parents should call Sandy LaValley at 852-3003 to find out if their preschool-aged child(ren) qualify.

Students who are currently attending the ECASD through open enrollment DO NOT need to reapply.

The open enrollment application for the 2018-19 school year is February 5 – April 30, 2018. An online application will be available to the public beginning Monday, February 5, and closing at 4:00 pm on April 30, 2018. For more information about open enrollment, please go to: <http://dpi.wi.gov/open-enrollment>.

Have you moved outside of the Eau Claire School District this year? If so, you need to complete a **Tuition Waiver** form. Contact Sandy LaValley for more information at 715-852-3003.



**Don't Forget to
Move Your
Clocks Ahead
on
March 11th**



How Much Sleep Do I Need?

Although there is no 'magic number' as individual sleep needs vary, the CDC recommends that people time their sleep requirements according to the following chart. These estimates should put you in a ballpark range of whether or not you're getting enough sleep.

Age	Recommended Amount of Sleep
Newborns	16-18 hours a day
Preschool-aged children	11-12 hours a day
School-aged children	At least 10 hours a day
Teens	9-10 hours a day
Adults (including the elderly)	7-8 hours a day





The Jeanne Richie Memorial Puddle Jump

Mark your calendars! Saturday, April 21st is Longfellow's 12th annual Jeanne Richie Memorial Puddle Jump 5k fun run/walk! Please note time changes from previous years races.

9:00 am-Duckling Dash

9:30 am-5K Wheelchair division

9:40 am-5k run/walk

Proceeds from the Puddle Jump benefit Longfellow's 21st Century Community Learning Center (CLC) and student scholarships for community programs. Registration forms can be downloaded from: <http://www.longfellow.ecasd.us>, you may also register on line at www.signmeup.com/reg/form/123404/registration. Advanced registration closes on Thursday, March 17th. Questions? Contact Holly Larson at 715-852-3800 or via email: hl Larson@ecasd.us. See you there!!

ARE YOU MOVING OR IS SOMEONE YOU KNOW HAVE A NEW/INCOMING STUDENT FOR NEXT YEAR?

If you change an address during the school year or over the summer and that change takes you out of the Longfellow area and your child will be attending a different ECASD school:

- On-line enrollment can be started through the District web site to enroll them at the new school.
- You must stop at the Board of Education (BOE), 500 Main Street, with proof of your new address to complete the change of address and/or the enrollment process.

If you want your child to remain at their current school:

- Request the "Alternate School Request" form and "Verification of Student Information" form from their current school and return to the Board of Education or their school with proof of your new address to complete the change of address process.

For any new or incoming students (including 2018-19 kindergarteners who are NOT active in the EC4T program at the end of this school year), the enrollment process can again be started on-line but will not be complete until you stop at the BOE to complete the process. Feel free to call the enrollment office at 715-852-3063 with any enrollment or change of address questions!



Top Ten List for Managing Your Child's Behavior

The following is our top ten list of guidelines for managing your child's behavior. While we consider each of them to be equally important, we purposely listed the first three ahead of the others as we consider these to provide the base upon which parents can successfully manage children's behavior.

#1 Parent/Child Relationship

We put this one at the top of the list because all of the others are dependent upon it. Basically, if you have not established a solid attachment between you and your child that is characterized primarily by positive regard (on your part), you do not have the foundation necessary from which to successfully manage behavior. Children do what their parents say primarily because they care what their parents think of them or how they feel about them.

#2 Spending Time

This one goes along with the one above. You must spend time with your child on a regular basis that is not centered around behavioral problems, and this time should be used for play, conversation, and relationship-building activities. The more loved and understood your child feels by you, the easier it will be to manage his or her behavior.

#3 Developmental Knowledge

Be sure that you know what your child is actually capable of doing depending on his or her age. Very often parents personalize their children's misbehavior as something they are "doing on purpose." Sometimes this is true, but more often the behavior is quite natural for the developmental age. Knowing this helps you look at behavior management more objectively and less reactively.

#4 Clear Delineation of Rules

This may seem like a given, but it is very easy to find yourself in the position of waffling on rules you have set. Likewise, it is equally problematic if you do not state every part of the rule in a clear and concise way. Don't lump a lot of rules together, especially for younger children. Make one very clear statement. The younger the child is, the more exact the wording must be.

#5 Positive Reinforcement

Use positive reinforcement whenever possible. This is most helpful when a child successfully behaves in the way you have prescribed. Be careful, however, not to use material inducements for good behavior (such as buying new toys, etc.). Reinforcements should be centered around feelings of self-esteem, accomplishment, and cooperation. Do something with your child such as play a game, go to the park, or simply give verbal praise and appreciation.

#6 Providing Consequences

For rules that don't seem to be followed using positive reinforcement, the parent must establish consequences for failure to comply. These must be realistic, match the nature of the infraction, and teach something if at all possible. Further, they must be consistently enforced. Start with small, time-limited consequences, and then slowly increase the time or intensity of the consequence for repeating the same infractions. When you can, use natural consequences. An example would be having your child work to earn the money to replace something he or she has destroyed.

#7 Repetition

Repetition is an integral part of all learning and mastery. "If at first you don't succeed, try again." Decide how many times you will repeat a command before acting on it. It really shouldn't be more than two or three times for the smaller child and less for the older child. You might start by giving a warning of what will happen if the rule is not followed, and then following through with your consequence after the warning is ignored.

#8 Consistency

This is another given, but perhaps the most difficult to facilitate. Consistency in rules and consistency in following through with consequences are both extremely important. Children naturally look for loopholes such as trying your patience when you're tired, but these are the times consistency is most important and effective.

#9 Parental Accord

If two parents are involved, they must be in accord with what the rules are, what the consequences are, and what the procedures are for carrying out these consequences. Never let a child restate what the other parent has said without first checking to be sure of the accuracy of the statements, and be sure that you and your partner are in complete agreement with rules before trying to enforce them.

#10 Model Behavior

As always, who you are and how you act is the most potent guide and teacher for your child. Treat him/her with respect in all situations, and strive to manage his/her behavior with a calm attitude that comes from your understanding that self-control is ultimately necessary and good for your child.

Happy St. Patrick's Day!

