

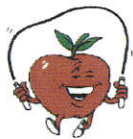
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Other inserts included in the newsletter are the November menus, November and December activity calendars.



Fit in some exercise



Physical fitness contributes to school success. Regular activity is linked to both higher self-esteem and attentiveness.

Get creative and find fun ways to get your child moving. Suggest games like tag or Simon Says. Turn on some fast music and race to finish a chore. Or just stop by the playground on the way home.

From the Desk of Mr. Todd Beck, Principal

Reprinted from the Truth Initiative, Inspiring Tobacco-Free Lives

4 Things Parents Need to Know About Juul and Nicotine Addiction

If you are a parent of a middle or high school student, you may already know that the popular new e-cigarette JUUL is reigniting concerns about nicotine addiction in youth.

JUUL has been making headlines and prompting crackdowns from the Food and Drug Administration for its popularity among teens. The device, which captured 68 percent of the e-cigarette market in just two years, has caused alarm in schools across the country due to widespread reports of its use on school property.

“I think parents really need to know what’s going on in the schools, and I think they’d be shocked,” said Dr. Judy Groner, chair of the American Academy of Pediatrics Section on Tobacco Control and a pediatrician at Nationwide Children’s Hospital in Columbus, Ohio. “We need to have teachers, principals, school personnel and parents all aware of what this product is, what it looks like and what it’s doing to the kids.”

We talked with Dr. Groner about four things parents should know about JUUL and nicotine addiction.

1. JUUL has a higher nicotine content than many other e-cigarettes.

While e-cigarettes are less toxic than cigarettes, they still contain toxins and the addictive chemical nicotine, which is harmful to adolescent brain development. The adolescent brain is also more susceptible to addiction.

The amount of nicotine in one JUUL cartridge is roughly equal to the amount of nicotine in a pack of cigarettes, or about 200 puffs, according to the product website. That’s double the concentration of nicotine found in other e-cigarettes, the American Academy of Pediatrics stated in its resource “JUULing: What Pediatricians and Families Need to Know.”

“I think everyone has been caught unaware as to how incredibly addictive JUUL is,” said Groner, who added that she and many pediatricians are “very concerned about addiction.”

2. The ability to hide JUUL enables frequent use.

JUUL is easy to hide from parents and teachers because it looks like a flash drive and can be charged in a USB port. It also does not produce a strong odor.

The characteristics enable discreet use, especially in schools. In fact, almost one-fifth of middle and high school students have seen JUUL

used in school, according to an April 2018 Truth Initiative survey of more than 1,000 youth between 12 and 17 years old.

“They can sneak it into their pocket and carry it with them all the time and take a couple puffs in the bathroom or even in the classroom,” Groner said. “They’re getting that much more nicotine over the course of the day.

3. Kids are attracted to flavored e-cigarettes and believe they are less harmful.

JUUL comes in a variety of flavors, such as fruit medley, mango, cool cucumber and crème brulee. Flavors in tobacco products, including e-cigarettes, have been found to attract kids.

Research shows that young people are more likely to try flavored e-cigarettes and believe that they are less harmful than tobacco-flavored e-cigarettes. Many youth e-cigarette users also incorrectly believe they aren’t consuming nicotine. The majority of youth e-cigarette users think they consumed only flavoring, not nicotine, the last time they used a product, according to an annual national survey of more than 40,000 students from the University of Michigan 2016 Monitoring the Future study.

“It is no wonder that JUUL e-cigarettes have rapidly caught on with youth—they look like a sleek USB flash drive, are easily concealed and come in youth-appealing flavors like mint, mango and crème brulee,” said Robin Koval, CEO and president of Truth Initiative. “Unfortunately, young people are unaware that JUUL packs a powerful nicotine punch with a single cartridge equal to an entire pack of cigarettes. This escalates the urgency for FDA regulation and public education regarding the risks for young people.”

4. Pediatricians are still learning about JUUL.

Detecting and monitoring JUUL use can be a challenge for pediatricians. A Truth Initiative study published in Tobacco Control found that many young people refer to the use of JUUL as

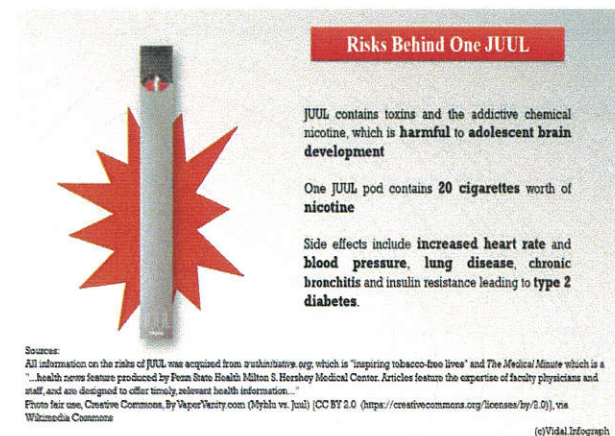
“JUULing,” indicating that it is so distinctive, it is perceived as its own category.

“The people who use JUUL don’t consider themselves smokers and they actually don’t consider themselves vapers. They use the term “JUUL,” and if pediatricians aren’t aware of what JUUL is, they might not even ask the right questions,” Groner said.

“They need to be able to have honest conversations with their patients about how difficult its going to be for them to quit and why they shouldn’t start,” Groner said, “especially if kids are in social circles where their friends are using it, but they themselves have not tried it, which is very common.”

E-cigarettes are putting an entire generation at risk of nicotine dependence. Truth Initiative, the American Academy of Pediatrics, other public health and medical groups and individual pediatricians filed a federal lawsuit challenging an FDA decision to delay fully regulating e-cigarettes until 2022—a full five years past the original deadline, and six years since the FDA finalized a rule to have regulatory authority over all tobacco products. The groups are also calling on the FDA to take immediate action to address the rising popularity of JUUL among youth, as well as a slew of copycat products that have been introduced in recent months.

The surgeon general declared in a 2016 report that e-cigarette use among young people “is now a major public health concern” because early e-cigarette use and nicotine addiction can harm brain development and increase the risk of young people smoking cigarettes.



Principal's Desk
Central Valley Elementary
Mrs. Connie Shafer

Welcome to November! I hope that your experiences with parent teacher conferences were positive and you were able to connect with your child's teacher. The connections between home and school are so very important! Working in partnership is the best way to help our children reach their potential!

Congratulations to all the elementary students that reached their AR goal for the first quarter. Students were awarded a picnic in the park and enjoyed a fun scavenger hunt in the community.

Students get the opportunity to visit the Scotia town library once a month throughout the year. Thanks to Julie Middendorf and our librarian, Mrs. Boyce for coordinating this added bonus. Mrs. Julie Middendorf does an excellent job of promoting reading and making reading fun for our students.

Mrs. Ryan's third grade class entertained at the North Loup community building in October with Mrs. Anderson accompanying them with their songs. The students put a lot of smiles on the community members faces.

Fire Trucks were seen at the school in October with the volunteer firemen giving the students information about fire safety. Students even got to spray water and view the trucks. A special thank you goes out to the volunteers that took time to come and share their knowledge with the staff and students.

Now that fall has officially arrived and the unpredictability of the weather is also here, I am asking for your help in making sure that warm clothing is sent to school with your child. It is not a bad idea to make sure that warm jackets, stocking hats, gloves/mittens are being sent with your child to school. Once the snow begins to fly, also make sure that boots and snow pants are making the trip with your child. We will continue to go out for recess during cold weather, so please help in making sure that

proper clothing is sent with your child.

We will host a Veteran's Day program at the Elementary school on November 12 at 9:30. This moving program recognizes and gives thanks to all of the veterans who have and are currently serving our country. It is truly an honor for our staff and students to share in this program.

Dates to remember:

- ◆ November 7- **No School** at the Elementary due to the One Act performances
- ◆ November 11- **Veteran's Day Program** at the Elementary starting at 9:30
- ◆ November 22 and November 23- **No School** Thanksgiving break

Supporting your child's education begins at home. Consider these everyday ways to talk about school, and deepen your child's learning.

Foster a positive attitude. If you're enthusiastic about school, your youngster is likely to be as well. Ask him about his projects and be sure to listen closely, and follow up with questions or comments.

Try to tie learning to his/her world. Show your child how what he learns is useful outside of school. If he's studying clouds, ask him to identify types you see in the sky and try to predict whether you'll need an umbrella. Or challenge him to spot vocabulary words on window signs or package labels, and talk about how they're used in different ways.

Stay up to date. Be aware of what's happening in your child's classroom. Read newsletters, check homework folders, Class Dojo and websites. Mention upcoming activities that you might attend together. Also, put important dates on your calendar. It will show your child that school is a priority. (*Home and School Connection Nov. 18*)

Continued from the Principal's Desk

If you have any questions about your child's experience at the Elementary school, please do not hesitate to give us a call, email or please stop by. Thank you for all that you do and allowing us to work with your child.

Instilling Pride! Inspiring Others!

Happy Thanksgiving

Media Mrs. Angela Boyce Specialist

This fall has been busy in the library. September was a busy month with the Scholastic Book Fair. There was a class coin drive before the fair and the students brought in loose change from home. Mrs. Ryan's third grade class brought in \$49! They won three books to keep in their classroom library for their efforts. Thank you to all who visited and made purchases at the book fair. Points earned for the school will be used to purchase books for the library.

Darlene Hill, local author of *Seeing Life in the 1940's and 1950's; Through the eyes of a Nebraska Child*, spoke to students in 4th, 5th, and 6th grade. It was fun to listen to the stories she told about growing up in the 1940's and 50's.

Then to wrap up the month of September, David Biedrzycki, author and illustrator came and spoke to Central Valley students. He spoke about how he turns his ideas into a book. All of his illustrations are done digitally on his iPad. It was neat to watch him create his characters. Everyone enjoyed his technology rich presentation.

During the month of October, students listened to two different nonfiction text about spiders. They listened to information on how spiders make a web. Students were able to make a web of their own using paper plates and yarn. The webs look frightfully, spooky hanging in the hall.

In November, students are going to learn about Macy's Thanksgiving Parade. They will research how the parade got started and why it is still enjoyed today.

Happy Thanksgiving from the Library!

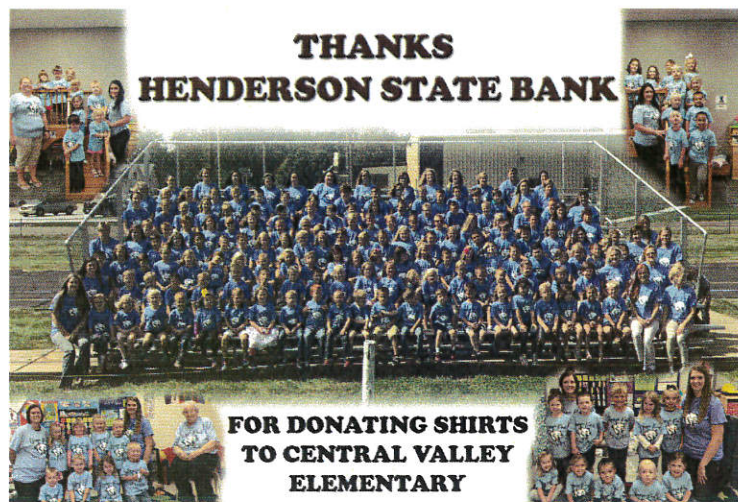
The first graders have had a great 1st quarter of the school year! They have adjusted well to being in a large room with the entire 1st grade class and a new teacher, Mrs. Kacia Callan.



The have had a busy start to the year. We had fun preparing for the Homecoming Parade and walking with our "Stomp the Cyclone" shoes. We also visited Helgoth's Pumpkin Patch with the Kindergarten and 2nd grade classes. It was a little chilly, but the kids had so much fun! Thank you to all of the parents that volunteered to join us!

In the classroom, we are becoming such great readers! We are also learning our addition facts and we just finished our Animals and Plants Unit. The students had fun making their own animal model.

Along with the rest of the classrooms, we have learned how to regulate our emotions by using the "Zones." Students can recognize if they feel in the blue, green, yellow, or red zone and what tools they can use to help them in those zones. I encourage you to ask a student to teach you about the Zones!!



In helping celebrate Henderson State Bank's 75th Anniversary, the bank offered to purchase new Central Valley t-shirts with the elementary's new theme "Choose Kind" for all elementary and preschool students and staff. Henderson State Bank is hoping the new shirts will greatly assist staff in identifying students on school activities and field trips.

#choosekind

Consumer Economics students complete checking account simulation.

A recent study by Financial Management (2017) shows that younger adults are more prone, than any other age group, to incur avoidable bank fees simply due to not managing their bank accounts.

Seniors completed an eight month paper, pencil and online simulation in which they opened a checking account, wrote checks, completed register entries and reconciled monthly bank statements. Transactions included fees for insufficient funds, stop payment, automatic loan payment and ATM transfers. In addition, students practiced legible check writing, endorsements, deposit slips and debit card transactions. The students also visited Henderson State Bank for Questions & Answers with Andi Moseman. Ms. Moseman stressed the importance of good banking principles and the need to be vigilant in checking account balances and monthly statements for errors and fraud.

Mrs. Kathleen Kennedy is most appreciative to the following community partners for their assistance in providing materials for the checking account unit.

- ◆ First National Bank for providing "Your Checking Account" student simulation packets
- ◆ Five Points Bank—debit card sleeves/transaction register
- ◆ State Bank of Scotia—"How to Do Your Banking: Instructional Work Book"

School Closings/Delays



At various times during the school year, the administration is called upon to make decisions to cancel or delay the start of school due to inclement weather. Regardless of the information sources the superintendent utilizes, this continues to be one of the most difficult decisions to make each year. In making weather related decisions, the superintendent always weighs the educational necessity of having students in attendance on a regular basis against the potential safety risks of having students in school when the weather is inclement. The superintendent will always attempt to error on the side of student safety. As a parent, you can always exercise your right to keep your child at home if you feel the weather conditions cause an unacceptable safety risk for your child. Please contact the school, as soon as possible, if you make the decision to keep your child home due to weather related safety concerns.

Whenever school has a non-scheduled closing, early dismissal, or a late start, parents/students will be contacted through our alert system. We will also use this communications tool if we need to provide important information to parents and students regarding school operations. We have found this new alert system to be very effective in communicating with parents and students in a very timely manner.

The superintendent will always attempt to make a weather related school closing or late start prior to 6:00am. If possible, the superintendent will attempt to make this information available for the 10:00pm news broadcast prior to the effected day.

Weather related school closing information will be carried on television stations WOWT 6 News NBC Omaha, KOLN/KGIN Channels 10/11, NTV/KFXL Channels 13 and 4, Channel 8 KLKN-TV and KNLV Radio Station. Please call the school at (308) 428-3145 with any concerns/questions or if you are not receiving these alerts.



**Teen
Driving**
Keep Them Safe



Teens Safe Driving Week

Central Valley FCCLA recognized "Teen Safe Driving Week" October 21-27, 2018

Motor vehicle crashes are the leading cause of death for U.S. teens. According to the center for Disease Control and Prevention, these accidents account for one in three teenage deaths. Teens do not always understand the dangers of distracted and impaired driving. Teen distractions include phoning or texting while driving, as well as listening to the radio and chatting with friends who are in the car. Teens should also be responsible passengers when riding in their friends' cars.

FCCLA activities included a seat belt safety check on Monday, October 21 as drivers arrived at school. 27 of 43 drivers wore seat belts as did 13 of 20 passengers. Smarties and dum-dums with attached safe driving messages were awarded.

Tuesday was Semi-Awareness Day and Wednesday was wear Green for Safe Driving. Thursday we had Driving Impairment Goggle activities and Friday was Safe Driving Pledge Day. Also during the week driving statistics and tips were displayed on the message boards, yard signs were displayed and daily giveaways were held.

FCCLA and Teens in the Driver Seat want you to avoid the 5 dangers.

- 1) Driving at night/tired driving
- 2) Speeding
- 3) Distractions, such as cell phones and passengers
- 4) Not buckling up
- 5) Driving Impaired



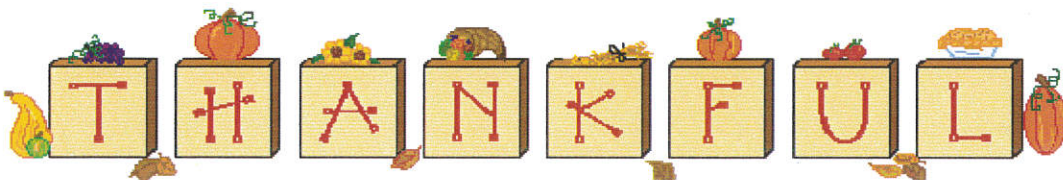
Dear Parents and Students,

We have recently implemented – Speak Up!, an anonymous anti-bullying monitoring and management platform enabling students, parents and community members to report bullying and cyber-bullying incidents. This two-way communication system is completely anonymous, masking your phone number and contact information to school administrators receiving the message.

When a message is received, the school will be alerted and able to respond. Please do not be alarmed when you receive a response, as the messaging system masks the phone number while still allowing for two-way communication. We hope with this new system we can assist our students in reporting incidents quickly and allow the school to respond appropriately.

To report an incident, please call or text **1-833-231-2227**. If needed, you may wish to add this phone number to your address book for easy retrieval.

If you have questions, please feel free to contact Mr. Todd Beck at 308-428-3145.





Quarter 1 Honor Roll

***All A's**

SENIORS

Brylee Barr
 Gage Bonge
 Allyson Dugan
 Devyn Erickson
 Ty Goodrich
 *Colby Grossart
 *Daniel Kehler
 Taya Kolar
 *Grant Marisch
 Jose Morales
 *Jadie Rother
 Kaitlin Roy
 Shaylee Schumacher
 Haley Thompson
 *Ragan Wood

JUNIORS

Esmeralda Abrajan
 *Kilee Ackles
 Alyssa Dehart
 Maya Dehart
 Tristan Klein
 Thad Post
 Kai Riechert
 Damyn Rother
 Kensey Wadas

SOPHOMORES

Taryn Barr
 *Cayton Butcher
 Trevor Cargill
 Demi Daniels
 Johanna Krebber
 *Jackson McIntyre
 Kyle Nekoliczak
 Ty Nekoliczak
 Danielle Wadsworth
 *Audrey Wood
 Ashlyn Wright

FRESHMEN

*Elaine Abrajan
 Kayla Boutin
 Carson Corman
 *Carly Johnson
 Kyle Oakley
 Neleigh Poss
 *Dilynn Wood
 Vanessa Wood
 Madison Young

8TH GRADE

Taya Engel
 Kennady Holley
 Tamryn Klein
 Ty Landers
 Bo Pokorny
 Kalli Schumacher
 Zandar Wolf

7TH GRADE

*Mia Butcher
 *Kendra Cargill
 Alexis Johnson
 *Dierks Nekoliczak
 *Natalie Poss
 Piper Sheppard
 Taylor Sliva
 Treyven Straka

Congratulations!



College Readiness Letter for:
CENTRAL VALLEY PUBLIC SCHOOL

October 17, 2018
Code: 280966

PRINCIPAL
CENTRAL VALLEY PUBLIC SCHOOL
PO BOX 160
GREELEY, NE 68842



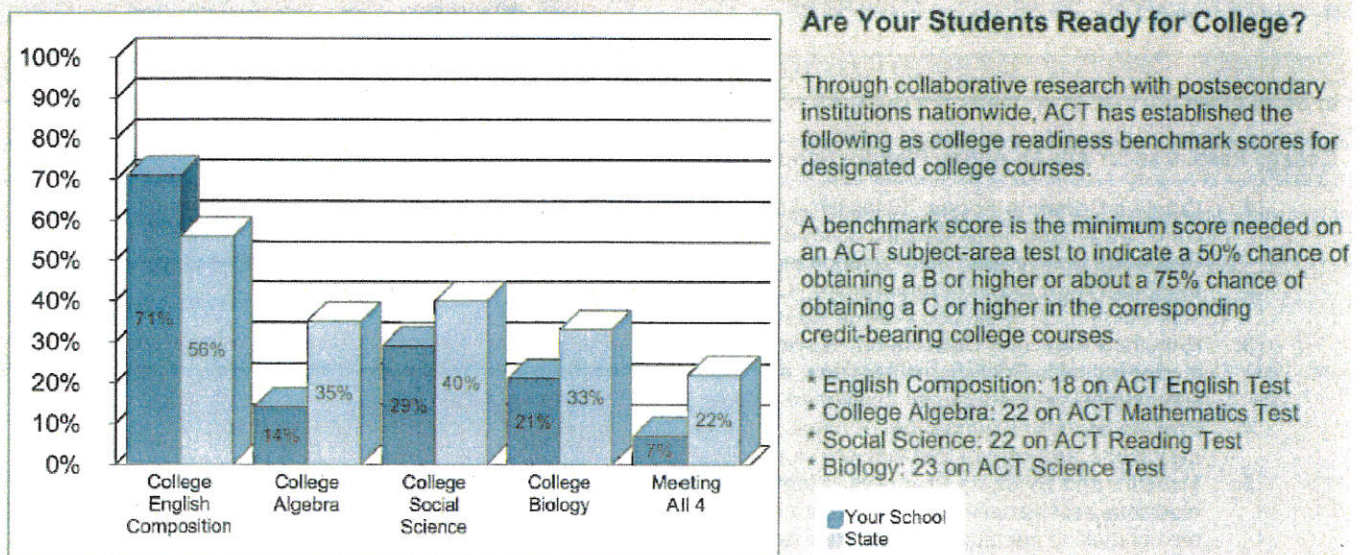
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This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2014	0	17,768		21.3		21.1		22.0		21.7		21.7
2015	13	18,347	19.8	21.1	20.6	21.0	22.8	21.9	21.8	21.6	21.5	21.5
2016	26	18,598	18.7	20.9	20.1	20.8	20.2	21.8	20.9	21.5	20.1	21.4
2017	15	18,993	19.9	20.9	23.0	20.9	21.7	21.9	22.5	21.5	21.9	21.4
2018	14	24,516	19.3	19.4	18.6	19.8	19.9	20.4	19.7	20.1	19.4	20.1

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework

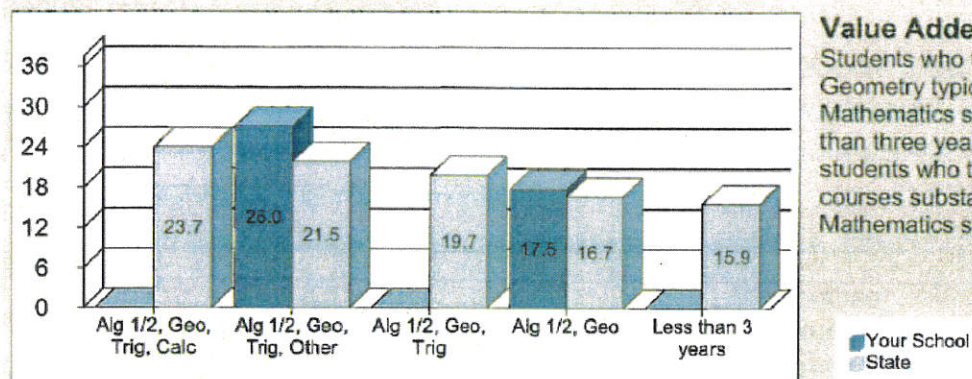


A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: CENTRAL VALLEY PUBLIC SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

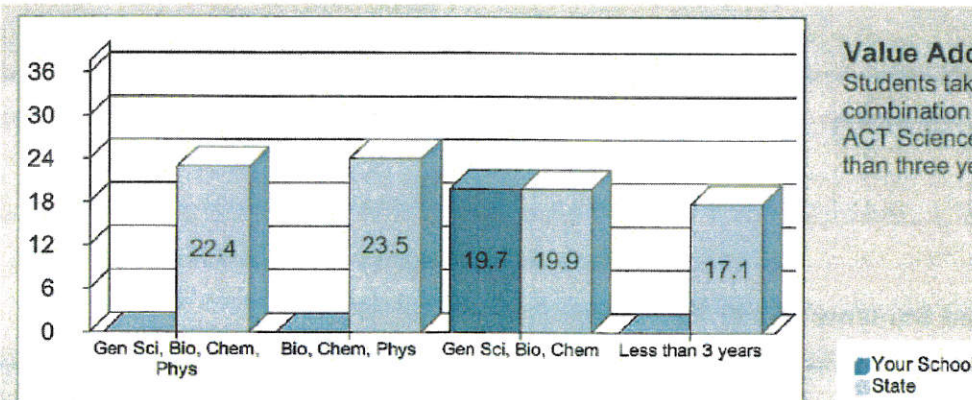
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.



9th Annual Girls' Night Out



Join the Central Valley Class of 2022

on

Saturday, Nov. 17th at the

Central Valley Elementary Gym in Scotia

6pm-8:30pm

**Tickets are \$10 in advance or \$15 at the
door.**

**Contact any 8th grade student for
advanced tickets.**

**Your ticket includes a mock tail, appetizers,
your chance to win, and a fun evening with
friends.**

**It's a great way to get a head start on your
Christmas shopping, buy locally, and
support the CV 9th grade class as they begin
to earn their way to Washington D.C.**

See you there!



**IT'S
NEVER
TOO
EARLY**

**To ask questions
about your baby's
development**

Early Development Network



Babies Can't Wait

**CALL TOLL FREE
1.888.806.6287**

All children develop at different rates.
Listed below are some guides to see
how your child is developing.

0-1 YEARS

- ✓ Holds head up by four months
- ✓ Picks up objects by six months
- ✓ Responds to sounds by six months
- ✓ Makes some of the sounds made by others by nine months
- ✓ Uses furniture to pull self to standing position by 12 months

1-2 YEARS

- ✓ Holds out arms and legs while being dressed by 18 months
- ✓ Points to objects he/she wants by 18 months
- ✓ Walks without help by 18 months
- ✓ Says two words by 18 months
- ✓ Drinks from a cup by two years
- ✓ Shows one body part (eyes, nose) when asked by two years

2-3 YEARS

- ✓ Speaks in 2-3 word sentences by three years
- ✓ Walks up and down stairs without help by three years
- ✓ Plays with an adult by three years
- ✓ Undresses self by three years
- ✓ Asks some questions by three years
- ✓ Speaks so non-family members understand most words by three years

For your questions or concerns contact your
doctor, your local school district or call

**NEBRASKA CHILDFIND
1.888.806.6287**