

The Central Valley Chronicle

March 2019

From the Desk of Mr. Todd Beck



With the start of spring comes, once again, the window for the Nebraska Student Centered Assessment System (NSCAS). These assessments are used by the state to measure the effectiveness of our public schools. For the Central Valley Public Schools, it gives us more data to measure the effectiveness of our instruction, the preparation of our students, and the comparison of our students with the rest of the students in Nebraska. It is just one measure of these studies. However, it gives us all; parents, teachers, students, and the Nebraska Department of Education; information to help give Nebraska's young people a quality education. With that being said, I want our students to perform their very best on these assessments. Here are some ways that parents can help their child perform up to their potential:

- ◆ Ask your child when he or she will be taking the NSCAS Assessments. The window opens for the NeSA reading, math and science assessments from March 18 to May 3. Grades 3 through 8 will take the math and ELA test. The science test will be taken by grades 5 through 8. Teachers will start scheduling these, or at least have an idea of when they plan to administer these assessments, soon.
- ◆ All Sophomores will take the Pre-ACT and Juniors will take the ACT Test on April 2 and 10.
- ◆ Provide the importance of these assessments by talking to your child about them. Make sure that your child gets to bed on time and plenty of sleep the night before the assessment. Also, your child should eat a healthy breakfast before going to school on the day of the assessments.
- ◆ Finally, assure your child that it is not just about the scores they receive, but also the skills that they have developed throughout the school year. Skills that, hopefully, will be developed through their years in school and which will help them make their dreams become a reality. Our students do not obtain their skills for their careers in college or post-secondary training alone. The fundamental knowledge they acquire all the way through school helps create the foundation for them to be able to build skills after high school.
- ◆ **Make school a priority for your child.**

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Inserts included in the hard copy newsletter are the menus, activity calendars and The Parent Institute. Menus and calendars may be found on the CV Home page. Please be sure to check the calendars online as changes may occur!



Booster Club Meeting

Monday, March 18
at 7:00pm
CV High School

— EVERYONE IS WELCOME! —
BOOSTER CLUB MEETING
— —

Music Contest

Central Valley will be hosting the Goldenrod Conference Music contest on March 20. Schools participating in the contest will be Burwell, Central Valley, Elba, Fullerton, Heartland Lutheran, Humphrey St. Francis, Palmer, Riverside, Spalding Academy and St. Edward with performances beginning at 8:30am. The public is invited to attend any of the performances and support the students participating in the fine arts in our schools. A full schedule will be available during the second week of March.



On Monday, February 18, Central Valley Ag students traveled to Central Community College in Grand Island to compete in District CDE's (Career Development Events). Their competitions included Vet Science, Livestock Management, Floriculture and Welding. Competition results:

Vet Science 1 - 1st Place State Qualifying

- ♦ Kaitlin Roy - blue ribbon
- ♦ Kilee Ackles - blue ribbon
- ♦ Lexi Schaffert - blue ribbon
- ♦ Demi Daniels - white ribbon



Demi Daniels, Kaitlin Roy, Kilee Ackles, Lexi Schaffert

Vet Science 2

Madison Young, Larista Barner, Dani Wadsworth, and Carly Johnson.

- ♦ Larista Barner: 9th overall individual - blue ribbon

Livestock Management 1 - 3rd Place State Qualifying

Jackson McIntyre, Tristan Klein, Christina Lauria, Trevor Cargill and Johanna Krebber



Jackson McIntyre, Tristan Klein, Christina Lauria, Trevor Cargill, Johanna Krebber

Livestock Management 2

Madison Young, Miya Rocha, Carly Johnson and Airalee Evans.

Floriculture - 1st Place State Qualifying

Christina Lauria, Ragan Wood, Tristan Klein and Kaitlin Roy

- ♦ Kaitlin Roy: 1st high individual - purple ribbon
- ♦ Ragan Wood: 2nd high individual - purple ribbon
- ♦ Christina Lauria - blue ribbon
- ♦ Tristan Klein - blue ribbon



Christina Lauria, Ragan Wood, Tristan Klein, Kaitlin Roy

Welding— 3rd Place State Qualifying

Ben Wood, Shaye Wood, and Grant Marisch

- ♦ Ben: Tied for 1st in Arc Weldin
- ♦ Grant - Red ribbon in MIG



Ben Wood, Shaye Wood, Grant Marisch

March Is Red Cross Month American Red Cross

UPCOMING BLOOD DRIVE INVITATION:

FCCLA Blood Drive

March 29, 2019

9:00 am - 3:00 pm

Make an Appointment to Donate Blood

To schedule online: Visit www.redcrossblood.org - search sponsor code "00273" and log into your donor profile OR reserve a spot with Mrs. Kennedy at 308-428-3145 or 308-383-7917.



Finn Olson was born with a rare heart condition that required a heart transplant at 6 months old. He received many transfusions in his first year of life and is now a healthy baby. Right now, Finn is heart-healthy and doing well. His mother says he's the "happiest baby ever!" He will continue to

have regular checkups to monitor his progress. "Thank you just isn't enough to the blood donors who helped save Finn's life," said Ali. "You never know when you or your family is going to be the one in need. We want to help educate on the importance of blood donation and encourage others to give to help ensure patients like Finn have the lifesaving gift when they desperately need it."

Please make your appointment to #GiveBlood to help celebrate Red Cross Month and the organization's life-saving efforts.

Expert on Bullying To Be At Central Valley



The public is invited to attend a presentation on bullying featuring Chris Scheufele, a former teacher with over 10 years' experience, who travels the country using humor and his own personal experiences to teach students, parents, and teachers, "the truth about bullying." Scheufele's 45-minute presentation will be given at the elementary school in Scotia on Wednesday, March 6 at 8:30am and at the high school at 1:00pm.

Scheufele, who has authored several books, also hosts a podcast called Chris in the Classroom which is available on iTunes.

STOP BULLYING



Principal's Desk
Central Valley Elementary
Mrs. Connie Shafer



Spring is almost here and we are entering soon entering our last quarter of school! Thank you to everyone that helped in making our School Mall fundraiser a success!

Congratulations to the Greeley County Spelling Bee contestants. Contestants from the elementary were Darci Buck, Zaden Wolf, Hugh Thompson and Ky Cargill. Congratulations to Darci Buck for placing First in the oral competition of the Greeley County Spelling Bee. We are very proud of you!

Kindergarten Round Up will be held at Central Valley Elementary on March 20 at 3:00 **for parents only**. In Nebraska, the only requirement for kindergarten entrance is age-eligibility: your child turns five on or before July 31 of the incoming school year. https://www.education.ne.gov/oec/pdfs/Ready_for_Success_Booklet.pdf

- ♦ **Preschool Round Up in Scotia will be held March 29 at 9:00.**
- ♦ **Preschool Round Up for Greeley students** will be held **March 13** at the Greeley site at 9:00.
- ♦ **Preschool Round Up for Wolbach students** will be held **March 13** at the Wolbach site at 2:00.

If you know of someone that has 3 or 4 year old's that just moved in or is interested in attending that did not receive this information, please spread the news or have them give us a call at 308-245-3201. We accept 3 and 4 year old's. Your child must turn three on or before July 31 of the incoming school year.

Students should accompany the parents during registration, unless your three year old has already attended school this year then they will not need to come for this meeting.



As the third quarter comes to an end on March 15 and fourth quarter begins, we will be gearing up to take our NSCAS, (Nebraska Student-Centered Assessment tests), and our final MAP tests in April. Teachers have been preparing students all year for the educational growth we hope to see in the testing results. These scores become part of each child's BOE (Body of Evidence) to guide instructional decisions to best meet the needs of each child. These scores (along with other assessment data) are also used to analyze school wide programming and instructional practices. As we continue to work together, we are excited to see the continued educational growth of our students.

As Spring is approaching, beautiful weather comes. Please continue to have your child(ren) dress for changing conditions. It is important for children to have an opportunity to get some needed fresh air each day. There are many activities and events scheduled for the last quarter so please take time to frequently visit the Central Valley website and activity calendar, as well as read newsletters and information that comes home weekly in your students Friday/Monday folders to stay informed. Thank you for being a partner in your child's education.

Reminders:

- ♦ **North Loup Community Dinner** entertainment on March 18 - Sixth Graders to entertain.
- ♦ **Kindergarten Transition Day** March 28, 2019 @ 12:00.
- ♦ **Elementary Spring Concert** will be held April 12 @ 7:00.
- ♦ **Elementary Fun/Field Day** will be May 13.
- ♦ **Kindergarten graduation** will be May 15.
- ♦ **Students last day of school** May 17.

Instilling Pride, Inspiring others



Home & School

CONNECTION[®]

Working Together for School Success

March 2019

Central Valley Elementary
Connie Shafer, El. Principal

SHORT NOTES

Display schoolwork

Saving work your youngster brings home is one way to show her that school is important to you. Consider creating a hallway gallery of framed papers and artwork, or store her work in a coffee-table binder. *Tip:* Take photos of her sculptures, dioramas, and other 3-D projects. Display the photos, or add them to her binder.

A list-making habit

Get your child in the routine of making checklists in a student planner or notebook. Suggest that he write down tasks in the order he needs to complete them. Encourage him to check off each item as he tackles it—he will enjoy a sense of satisfaction as his list grows shorter.

Promote a work ethic

A good work ethic, or a belief in the value of hard work, will make your youngster better at any job she undertakes. Develop this trait by giving her regular chores like taking out the recycling or sweeping the floor. Then, let her know how her contribution makes a difference. (“The kitchen looks nice and tidy thanks to you!”)

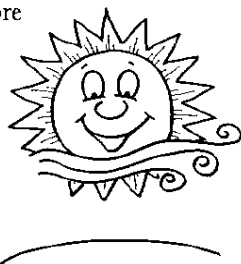
Worth quoting

“Why fit in when you were born to stand out?” *Dr. Seuss*

JUST FOR FUN

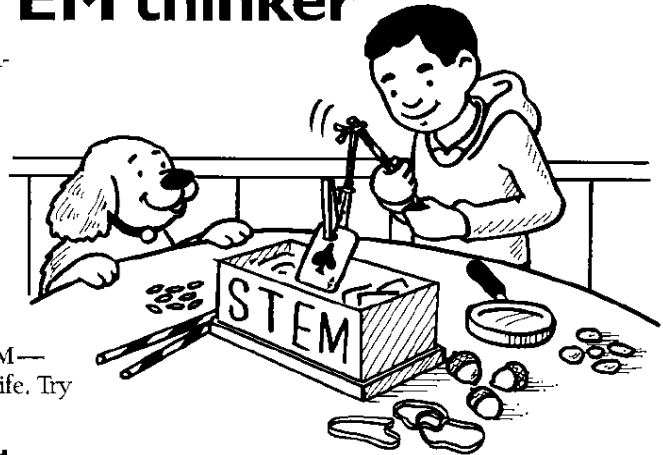
Q: “I pass before the sun but make no shadow. What am I?”

A: The wind.



Be a STEM thinker

With science, technology, engineering, and math jobs in demand, STEM is a hot topic these days. Being a curious, critical, creative thinker who can solve problems will help your child do well in STEM—and in every area of life. Try these ideas.



Wonder out loud

Bring out your youngster's natural curiosity by discussing what you're curious about. (“I wonder why rainbows are curved and not straight.”) Then, he could experiment to find out. Perhaps he'll create his own rainbows using a flashlight, a mirror, and a pan of water.

Make a “tinker box”

Your child will use critical thinking skills by tinkering with natural objects and loose parts. In a shoebox, let him collect items like pebbles, acorns, seeds, straws, rubber bands, and clothespins.

He could add new objects as he finds them. Maybe he'll design a “claw machine” that picks up small objects or examine an acorn under a magnifying glass.

Promote problem solving

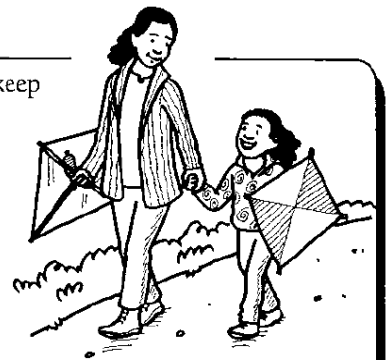
Treat everyday problems as learning opportunities. Say the TV remote won't work, even though you just replaced the batteries. Have your youngster think of solutions and test them. He might check that the batteries are inserted correctly, try batteries he's sure are fresh, or turn the TV off and on again. ♥

Parent-child chats

Regular conversations with your youngster keep the two of you close—and build her language skills. Here are suggestions for making chats more meaningful.

• **Phrase questions thoughtfully.** Questions that require more than a one-word answer will lead to more informative answers. Try “What made you laugh today?” rather than “Did you have a good day?”

• **Show you're paying attention.** It's easy for busy parents to respond out of habit without focusing on what youngsters are really saying. Instead, look your child in the eye, and stop to consider her words. She'll know that what she has to say matters to you. ♥



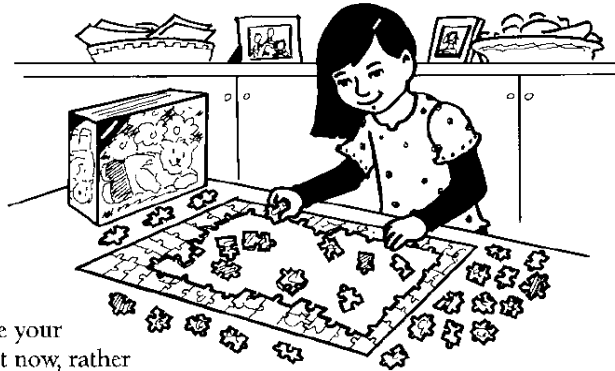
Home & School CONNECTION®

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Learning to be patient

Patience is a skill that can be learned. Kids who develop it tend to have greater self-control and even do better in school. Foster patience in your youngster with these tips.

Live in the moment. Encourage your child to enjoy what's going on right now, rather than looking forward to what will happen next. For example, she could look out the window at the sunset while she waits for you to get off the phone. Or if she's having trouble falling



asleep because she can't wait to visit her friend tomorrow, she might focus on how warm and cozy she feels in her bed now.

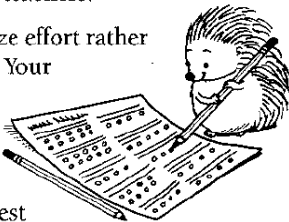
Enjoy the payoff. Have your youngster think of something that took her a while to master, such as learning to read music. Then, remind her of how good she felt when she succeeded. Share an example from your life, too. *Idea:*

Let her take on an activity or a project that requires patience, like growing a plant or putting together a jigsaw puzzle. ♥

Top tips for standardized tests

How can you help your child do well on standardized tests? Consider this advice from teachers:

- "Emphasize effort rather than scores. Your youngster will feel more confident and relaxed on test day if he knows that doing his best is what counts the most."



- "Have your child do any practice tests or packets that the teacher sends home. Ask him about the material, and look over the work to be sure it's complete."

- "Make sure he gets enough sleep, at least 9–11 hours, each night. He'll be more alert and focused during the test."

- "Give your youngster a balanced breakfast on test day so he has energy and isn't distracted by a growling stomach. Whole-wheat toast, fruit, and yogurt make a brain-boosting combination." ♥

OUR PURPOSE

To provide busy parents with practical ideas that promote school success, parent involvement, and more effective parenting.

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Q & A

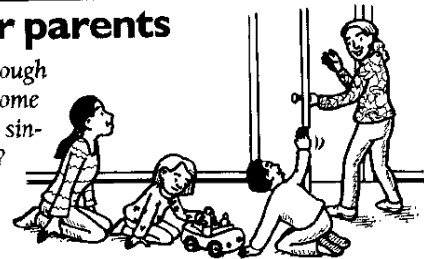
Autism: Support for parents

Q: My daughter has autism, and although she's making good progress, she has some behavioral challenges. I'm a working single parent—how can I handle the demands?

A: To take the best care of your daughter, you need to also take care of yourself. If possible, try getting up before she does. Take a warm shower, and enjoy a cup of tea. You'll feel calmer and ready to start the day on a positive note, which can help her behave better.

Also, look for people who will stay with your child while you recharge. You might run errands or try a new hobby. Ask friends, family, and neighbors if they're able to help or know anyone who can.

Finally, consider joining an autism support group. Connecting with other parents who face similar challenges will make you feel less alone, and you'll get information and advice for helping your daughter. Check online, or ask your child's doctor for referrals. ♥



ACTIVITY CORNER

Pump up your memory

A good working memory lets your youngster switch back and forth between tasks and do work that involves more than one step. Sharpen his memory with these activities.

Story chain

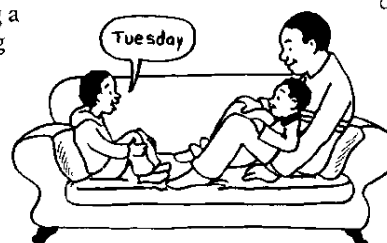
Build a "repeating story" by remembering what everyone before you has said. One person starts with a sentence like "I'm riding a _____ to the _____," filling in the blanks. ("I'm riding a kite to the moon.") The next person repeats the sentence and adds his own sentence. Continue until someone

skips a sentence, says them out of order, or can't remember one.

The last time I...

When was the last time you used a ruler or saw frost on a window? This game strengthens your child's power of recall. Take turns calling out a question, such as "When did you last eat an egg?" To answer, everyone needs to think about details and context.

("We had tacos in school on Monday. So it must have been Tuesday, when I got the salad bar and put hard-boiled egg slices on my lettuce.") ♥



Greeley County Spelling Bee

The 2019 Greeley County Spelling Bee was held on February 5 at Spalding Academy. Sixth grader Darci Buck of Central Valley was pronounced the winner of this year's contest, while Central Valley 8th grader Kennady Holley was Runner-Up. Central Valley students held five of the six seats in the oral rounds .

Central Valley students participating this year were:

Front row (l-r): 5th grader Ky Cargill, 5th grader Hugh Thompson, 6th grader Zaden Wolf

Back row (l-r): 6th grader Darci Buck, 8th grader Zandar Wolf, 7th grader Dylan Beaty, 8th grader Kennady Holley, 7th grader Kendra Cargill



Mrs. Sarah Hansen

I am always amazed at the growth that I see in my students from Fall to Spring and this year is no different. I have quite a group of accomplished learners this year!

In Science we are studying the genetic traits in Darwin's Bark Spiders. Students use an online simulator to manipulate genetics, traits, and proteins to make observations and draw scientific conclusions. We have built models of different protein structures and learned how our genes

dictate our traits. We have also done engineering internships where students learn how the engineering process works by designing energy bars to meet certain criteria in a simulated situation.

We have been doing quite a bit of writing this year! So far, we have written descriptive essays, biographies, narrative stories, persuasive essays, and Grannie Annie stories (family heirloom stories). For the Grannie Annie project, students interview a relative to learn about a family story to record. This year nine students submitted their work to the national Grannie Annie Project, if selected, they could be published in a book! Right now we are working on Americanism Essays that we will submit to our local American Legion Auxiliary.

In Social Studies, we have studied many ancient cultures including Ancient Africa, Greece, Egypt, Israel, Phoenicia, Mesopotamia, and India. We built canopic jars and have used primary sources to learn more about these ancient civilizations.

In May, we will be going on an overnight field trip to the Henry Doorly Zoo and Aquarium. During the campout, we will get several educational tours while we are on our morning and night hikes. Sixth graders sold raffle tickets to raise money for the three meals that we will eat while we're on our trip—thank you to everyone who supported our class! Congratulations to our three winners: Ann Holley, Michelle Wullenwaber, and Jan Carraher! The zoo admission and cost of the campout is paid for by a grant from Blue Cross and Blue Shield of Nebraska.

These are just a few of the amazing things that the sixth graders get to do this year. We are so lucky that we live in such a supportive community that provides all of these amazing opportunities for our students—we are truly blessed!



CENTRAL VALLEY ART TEACHER HELPS STUDENTS MAKE POTTERY AND FUTURE MEMORIES



Art teacher Kathy Rakness has taught students for the past 47 years and, like New England Quarterback Tom Brady, has no plans to retire. In 1972, she moved from her home State of North Dakota to North Loup where she still lives. She began her teaching career at North Loup-Scotia High School and now divides her time teaching middle, high, and Special Ed students at Central Valley in Greeley as well as elementary grades 4 through 6 in Scotia. Over the years, she has taught all forms of art, including dark room photography, printmaking, sculpture, Calligraphy, clay, acrylic and watercolor.

Rakness is passionate about her field of study. Ask her where the world would be without art, and her answer is unequivocal. "The only way we know about history is through art. Cavemen were our first architects. They used caves for shelter and told their stories by airbrushing paint through hollow bones." She said without cave drawings, we would never have known that back in the Stone Age people held religious rites before they went on a hunt. Ergo, she said, much of the Civil War would have gone untold if there hadn't been artists out in the battlefield.

Rakness' love for teaching is matched by her affection for her students. She enjoys their energy and optimism and appreciates that her Art classes give them a break from their other studies. "I think kids feel comfortable in Art because they can *express* rather than stress themselves here," she said. And while it's true that some students are more artistically gifted than others, Rakness said, to her, success isn't just about talent, "it's about a student's determination and willingness to follow a process through to completion."



ART CLASS

At this place in the curriculum, Rakness' students are following the process of pottery making, an ancient art that began back in the Neolithic period over 10,000 years ago. Rakness said she enjoys bringing this timeless form of art into the classroom where her students can create their own history. Before they begin any project, however, she said students first need to learn the basics about it. "Whatever form of art we are doing, we learn the vocabulary that is unique to that art and use it every day. After a while, it becomes second nature." That means before any of her students take a handful of clay and either slab, sculpt, pinch, coil, cloisonné or get their hands muddy at the potter's wheel, they must first learn about the clay, or greenware, they use. "It has to have the right consistency for it to form," Rakness said. This is done by taking a mixture of hard new clay and wet "reclaimed" clay that is stored in a large barrel in her classroom and combining them through a machine called an Extruder until the right consistency is reached. Once done, the students begin building their clay.

Over time, Rakness said, each student will be required to make several pieces of pottery using various methods of construction. However, for these—like most—students, the favorite way to form or throw the clay is on a potter's wheel. Rakness has two wheels in her classroom; one newly acquired this year while the other, she said fondly, she's had for 47 years, "and it still runs."

Once the clay is formed, it becomes greenware, and students get to carve or stamp the piece. Rakness said this is where kids get to personalize their work by adding clay for texture or burnishing the piece. When it's done to both the student and teacher's satisfaction, the greenware is set aside to dry for about a week. Once dried, it goes into a kiln that is kept in a small utility space for its first "bisque" fire, a process Rakness described as a slower heat which allows the

clay to thoroughly dry and harden. She said the students then choose a color to glaze, or paint, their pottery. The glaze, she explained, is a liquid suspension of glass which gives the pottery color and shine as well as a hard seal. After that, the pottery goes back in the kiln for a second, "faster fire" which sets the glaze into the bisque ware. Rakness said once it's removed from the kiln, the pottery is done and ready for grading.

Over the years, Rakness said her students have made everything from spaghetti coil pots to garden lamps to gravy boats and five-piece dinner sets. She said she hopes all her students will hold on to some of their pottery and, as their futures unfold, the pieces will become good reminders of a time they spent in her classroom learning and enjoying ways to be creative.

She noted while most of the art projects her students do go without incident, her pottery classes have had a few kerfluffles. "If a student's clay form is too thick, it can contain air bubbles." She said that's a problem because as the piece is firing in the kiln, her room will suddenly reverberate with a loud pop-popping noise. "That means someone's pottery has exploded, and it usually takes several other pieces out with it." On other occasions, she said she's watched students' expressions fall after they dropped their formed greenware or finished pottery on the floor, breaking them into pieces. And then there are the times when kids have spilled whole containers of glaze because the caps weren't put on tight enough. "Once," she said, "I picked up a container of glaze and went to shake it. The glaze went down my back and ruined my shoes." She joked the school still hasn't reimbursed her for those shoes.

Rakness said even though she oversees all the students' work, it isn't until later when she can really appreciate the progress they've made. Even after 47 years, she said she never tires

of seeing her students express themselves through their art. "I am always so thrilled when we get to see the Art Exhibit held each year at the Awards Banquet. I feel like I'm really looking at the students' work for the first time and thinking, 'Wow!'"



Rakness helps 9th grader Miya Rocha test the thickness of the bottom of her pot. Beside her, Dani Buck "throws" her clay.



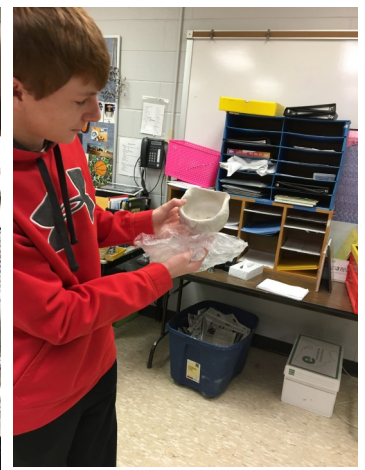
Emma Crome works on constructing her pot.



Hunter Limbach doing his cut and scoop pot.



Rakness' Art students working on their pottery.



Ty Nekoliczak unveils his green ware tiger.

'March Madness' - Speech Wise

Central Valley Speech Team has made it to March Madness! Well, 'Speech' March Madness! Our final three weeks have arrived, and we are proud of each and every one of our team members for their hard work and perseverance as we roll to the end of our season!

This Saturday, March 2, we head to Doniphan-Trumbull to compete with several area teams. Next, we take our talents to the Riverside Invitational Meet on Wednesday, March 6. The following Wednesday, March 13, we travel to Hartington for our District Speech Competition where our 15-member team will compete with 14 entries!

As a show of support and to give these gifted students an additional opportunity to present their talent and hard work, everyone is invited to attend our 'Home Show' on Monday night, March 11 from 6:30 - 8:30 p.m. Refreshments and dessert are to follow. Come cheer on our students!

With great pride, we applaud...

- ♦ Elaine Abrajan - poetry program on *'The Promise of America'*
- ♦ Haley Thompson - poetry program on *'Consent'*
- ♦ Becca Houtby - Humorous Prose, *'Camp Sunshine'*
- ♦ Kaitin Roy - Serious Prose, *'#223'*
- ♦ Airalee Evans - Serious Prose, *'I Love You Mommie'*
- ♦ Ashlyn Wright - Informative Speech on *'What's Up with Down Syndrome'*
- ♦ Dan Kehler - Informative Speech on *'Aerodynamics'*
- ♦ Kensey Wadas - Persuasive Speech on *'Gender Child Abuse'*



- ♦ Carly Johnson - Persuasive Speech on *'Organ Donation'*
- ♦ Ashlyn Wright and Kensey Wadas - Duet Acting, *'The Best Escape'*
- ♦ Audrey Wood, Dilynn Wood, Neleigh Poss - Drama, *'The Bible in Under 30 Minutes'*
- ♦ Lexi Schaffert, Zach Lauria, Kailin Roy - Drama, *'A Wedding Story'*
- ♦ Zach Lauria - Extemporaneous Speaking (Zach will choose a topic and write a 5-7 minute speech on the topic within the hour)

Districts is in Hartington, a 3-hour road trip to the Northeast side of the state. To accommodate our team, we will leave after school on March 12 and stay overnight in Hartington for the meet on March 13. We are hoping for a great showing at Districts and that Central Valley will be represented on Friday, March 22 at State Speech in Kearney at UNK!

Go Cougars!



**By Coach
Scott Wood**

Central Valley ended this season with 4 state qualifiers and 3 state medalists to include the schools first state champion.

Members of the wrestling team this year were Kyle Oakley (113 lbs., State Qualifier), Shaye Wood (120 lbs., State Champion), Trigger Pokorny (132 lbs., 5th Place at State), Enrique Martinez (138 lbs., State Runner-Up), Dodge Daniels (152 lbs.), and Grant Marisch (285 lbs.).

Kyle Oakley qualified for the state tournament as a freshman. He had one win and two losses in the tournament. It was great to get him to Omaha and get some experience in that atmosphere. I would look for Kyle to qualify in the coming years and eventually end up in the medal rounds.

Trigger Pokorny ended his senior year placing 5th at the state tournament. Pokorny is a 4th year state qualifier, but had never medaled at state. It was nice to see him achieve his goal of placing at state this year. Trigger had a tough first round match against Tayten Eggleston of South Loup who he lost to earlier in the season. He beat Eggleston with a score of 5-4, he then won his next match to get himself into the Semifinal Round and guaranteeing himself a place in the top 6. Trigger lost his semifinal match and met up with Eggleston again in the consolation bracket. This time Pokorny lost to Eggleston and ended up in the 5th/6th place match. Finally he finished his career defeating Damian Stewart of Thayer Central 8 - 6 to place 5th. Trigger also achieved his 150th career win this season.



Junior Enrique (Rico) Martinez returned the state tournament this year for his third time. Martinez had goals this year of getting all the way to the finals after losing last season in a close semi-final match. Placing first at districts put him in a good position to achieve this goal. Martinez won his first 3 matches by pin to make himself along with Shaye Wood the first state finalists for Central Valley. Rico had a tough finals match against Joel Ostrom from Burwell giving up the pin toward the end of the first period. Martinez finished the season as the 138 lb. state runner. I would look for him to return next year and build on his success from the past couple of seasons.

**Job
well
done!**



Junior Shaye Wood finished his season as the 120 lb. state champion. Wood was a second time state qualifier. Last year at state he had a tough first round loss, but was able to battle all the way back to place 5th. This year Shaye was able to defeat some tough opponents to make his way to the finals. He ended up with number 2 rated Ellis from Winside in quarterfinals and was able to defeat him by a pin toward the end of the 3rd period. In Semifinals, Wood then defeated Larson from Brady with a score of 2-1. Finally, Shaye defeated number one ranked Zach Hamilton of Archbishop Bergan with a score of 9-3 making him the first State Champion from Central Valley.



Central Valley had a successful end to their 2018-2019 season. I really look forward to the athletes we will have returning next year, and the new ones we hope to bring into the wrestling room. Look for these guys to continue building on this success and the accomplishments they have already achieved.

Stadium Chairs



Junior Class Fundraiser



*******Orders Due March 8*******



Are you encouraging responsibility?

One of the most critical things successful students do is take responsibility for their own learning. Are you fostering a sense of personal responsibility in your middle schooler? Answer *yes* or *no* to the question below:

- ___1. Do you expect your child to take care of her bedroom and belongings?
- ___2. Do you suggest that your child use planners and calendars to track her assignments and schedule?
- ___3. Do you encourage your child to get started on long-term assignments right away?

___4. Have you taught your child how to be responsible with money?

___5. Do you require your child to help the family by doing a few weekly chores? Middle schoolers are capable of cooking and doing laundry.

Loving your child also means respecting him as a person. Treat him with the same courtesy as would a friend.

Claudia Jones

Helping Children Learn®

ELEMENTARY SCHOOL

Tips Families Can Use to Help Children Do Better in School



March 2019

Title I Cooperative
Educational Service Unit 10

Share strategies with your child to boost success on tests

The tests your child takes in school are an important way for her to show what she knows. Teach her these strategies to help her get every point she deserves. Tell your child to:

- **Pay attention to the directions.** Whether they are written or spoken, your child should make sure she understands the directions before she begins.
- **Write down key facts.** If she has struggled to memorize a formula, a date or the spelling of a word, your child should jot it down as soon as she gets the test. Then she can refer to it when answering questions.
- **Read through all the questions before starting.** Then your child should answer all the questions she is sure of first. She can circle the ones she needs to come back to and spend more time answering.
- **Remember the true/false rule:** If any part of an answer is false, the whole answer is false.
- **Use multiple-choice strategies.** Your child can try to answer the question before looking at the choices. Or, she can eliminate the answers she knows are wrong, then choose among those that are left.
- **Allow time to go back** and double-check her answers.



Bring geography home

To spark your child's desire to learn about places she hasn't yet seen:

- **Help her collect** items from distant places, such as postcards or stamps.
- **Go around your home** and talk about where various items are made. Help her locate the places on a map.



Celebrate notable women

It's Women's History Month. Consider your child's interests and help him find a biography of a famous woman to match. If your child likes:

- **Computers,** he might like a biography of Ada Lovelace, a British countess who was the first computer programmer.
- **Sports,** he may be interested in learning about track and field athlete Alice Coachman, the first African American woman to win an Olympic gold medal.
- **Animals,** he may enjoy reading about Jane Goodall, who lived and worked with chimpanzees in Tanzania.



March weather offers a variety of learning opportunities

In many parts of the country, March brings changeable weather—so it's a great time to explore wind, rain and other weather phenomena with your child. Try these ideas together:

- **Make wind chimes.** Help your child punch a hole in the bottoms of four clean, empty cans (make sure the edges are smooth). Then have him tie a knot at the end of four pieces of string. Thread one string through the hole in each can and tie the cans to a hanger. Hang the chimes outdoors. Have your child chart the days he hears the wind activate the chimes.
- **Measure the rain.** Help your child use a ruler to mark off each quarter inch on the side of a straight-sided jar. Put it outside. Keep track of the March rainfall.
- **Go online** to learn more about weather. Weather Wiz Kids (www.weatherwizkids.com) and The Old Farmer's Almanac for Kids (www.almanac4kids.com/weather) offer information and activities.

Model smartphone limits

Today's parents use smartphones for just about everything. Research shows that this can lead to more stress and less time interacting with their children. Experts recommend that parents:

- **Make mealtimes,** bedtime and family downtime "no-device" times.
- **Enjoy activities** with their kids rather than trying to capture them in photos.
- **Wait until children** aren't around to use phones for tasks that may be stressful, like checking the news or email.



Source: J. Radesky, M.D. and M.A. Moreno, M.D., "How to Consider Screen Time Limits...for Parents," *JAMA Pediatrics*, nswc.com/smartphone.

Helping Children Learn®

Tips Families Can Use to Help Children Do Better in School

ELEMENTARY SCHOOL

March 2019

Q&A My child is in trouble at school. How can I fix this?

Q: My fifth grader shoved another kid to the ground. As a result, he will be suspended for a day. I understand that this is the school policy. But my son says the other child called him bad names first. Should I try to get this decision overturned?

A: When kids make poor choices, what matters is the lessons they learn from them. Trying to remove the consequences of your son's action can teach the wrong lesson. Instead:

- **Talk with your child** about what happened. Does he admit that he pushed the other child? It is important that he learn to tell the truth about what he has done.
- **Make it clear that pushing is not acceptable**—even if people call him names. Discuss other ways he could have reacted. He could have ignored the child, for example, or walked away.
- **Say that if the name calling continues**, he should tell his teacher or the principal. If he won't, then you should. Repeated name-calling is a form of bullying, and the school needs to be aware of it in order to stop it.
- **Let him experience the consequences.** On the day of his suspension, have him study during the time he would have spent in school. At day's end, let him know that the incident is over, and that you love him.



Parent Quiz

Do you encourage independent work?

When your child struggles with schoolwork, does she immediately call on you for help? Building her self-reliance can help her achieve. Are you encouraging her to try to work things out herself? Answer *yes* or *no* below:

1. **Do you tell** your child that you believe she can figure things out? her own, even if you would have done it differently?
2. **Do you help** her break problems and projects down into smaller, more manageable pieces?
3. **Do you remind** her of all the things she has learned to do in the past?
4. **Do you ask** questions to help her think instead of providing easy answers?
5. **Do you praise** your child when she solves a problem on

How well are you doing?

More yes answers mean you are teaching your child to be an independent learner. For each no, try that idea.

"Education is not an affair of 'telling' and being told, but an active and constructive process."
—John Dewey

Review results to empower your child to improve

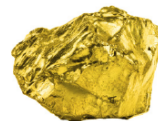
When your child brings home corrected tests, homework or projects from school, take time to review his work together. Discuss:

1. **The things he did right.** Notice these first. Talk about what he did well, even if the grade is disappointing.
2. **The teacher's comments.**
3. **The things he got wrong** and why he thinks he did. Does he need more practice with a skill? Did he misunderstand a question? Did he make careless errors?

Knowing why he got the results he did will help your child know what to do next time.

Pan for history gold on the internet

Have some fun as a family practicing internet research skills. Choose an event from history and give family members 15 minutes to search for interesting facts about the event. After each person takes a turn, share what you learned. Vote for whose "nugget" of information turned out to be gold!



Four steps help students stop procrastinating

Don't let your child get into the habit of putting off homework until the last minute. This four-step process can give him a jump start. Have your child:

1. **Choose just one assignment** to focus on.
2. **Set a timer** for 20 minutes, and use the time to work on that assignment.
3. **Avoid breaks** while the timer ticks.
4. **Reward himself** with a quick break when the timer rings.

Encourage him to repeat the process until the homework is complete.

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Helping Students Learn[®]

Tips Families Can Use to Help Students Do Better in School

MIDDLE SCHOOL

March 2019

Title I Cooperative

Educational Service Unit 10

Test preparation shouldn't stop when the test is over

Tests are an important way teachers, schools and school districts can see what students have learned. By middle school, most students are used to learning and studying *before* a test. But unless your child gets a perfect score every time, there is more he can learn from the tests he takes.

Educators agree that proper review *after* a test is one of the most effective ways to improve scores on future tests. When your child gets a graded test back, encourage him to:

- **Review his answers** and note which he got right and which he got wrong. Have him correct the wrong answers and make sure he understands them. If he isn't sure why an answer was marked wrong, he should ask the teacher.
- **Determine the types of errors** he made. Mistakes are generally caused by one of two things: carelessness or lack of preparation.
- **Adjust his study strategies.** Brainstorm with your child about ways to avoid careless mistakes—such as circling key words in questions, double-checking his answers, etc. For mistakes based on lack of preparation, the solution is probably more studying. Experts suggest that students begin to review five days before a test. The last day before a test should be spent reviewing a final time, not trying to learn new material.



Journals help students see the future

Most middle schoolers don't have a firm idea about what they want to do with the rest of their lives. But by sixth grade, it is helpful for kids to begin thinking about what they like and don't like, and what their strengths and struggles are. Writing in a journal is a great way to process these ideas.

Give your child a notebook, and encourage her to write down her thoughts about questions such as:

- **What are my strengths** in school?
- **What are my weaknesses?**
- **What do I love doing** outside school?
- **What am I good at doing** outside school?

- **What do I like** to learn about?
- **What would I like** to learn more about?
- **What is important to me** right now?

Ask your child to update the journal regularly. Over time, her ideas will change, and that's OK. But the things that don't change could provide clues to her future success.

Education is everywhere

Every meaningful experience can have an impact on your child's learning—from shopping for groceries to seeing objects from the past in a museum. On your next family outing, challenge your child to think of ways the things he is seeing and doing relate to what he is learning in school.



Make organizing a routine

Your child's organization skills can make the difference between doing well and struggling in middle school. To help her make organization a regular part of studying:

- **Sit down together** each Sunday to plan the week ahead. Bring your family calendar and mark deadlines and events.
- **Have your child write** all assignments and activities in a planner.
- **Teach her to use** checklists to keep track of daily homework tasks and long-range project steps.
- **Have her choose** specific places to keep school belongings, and expect her to put her things away each evening.

Ride out the ups and downs

In addition to physical changes, adolescence brings many emotional changes. Your child may be experiencing:



- **Self-doubts.** Help him get past these episodes by praising him when he does well and catching him when he stumbles.
- **A desire for respect.** Honor your child's need to feel more grown up. Give him real responsibilities and allow him to make some decisions on his own.
- **A need for independence.** As he separates a bit from you, remember that he still needs your love and support.

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Tips Families Can Use to Help Students Do Better in School

MIDDLE SCHOOL

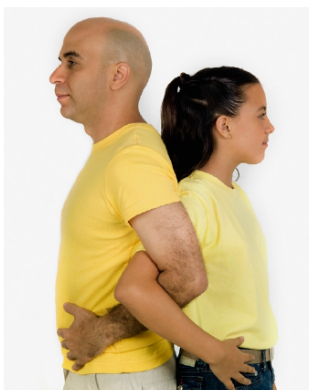
March 2019

Q&A My child wants me to stay away from school. Should I?

Q: I want to get involved at school. I thought that helping out in one of my child's classes could be good for both of us. But she says she'd be embarrassed. Should I volunteer, or not?

A: You don't want your involvement at school to sour your relationship with your child. However, there are many ways you can make a valuable contribution at school outside of the classroom. To pursue volunteering without making your child cringe:

- **Listen to her.** Sit down and ask her what she's feeling. "I realize you don't want me volunteering in your class, but I'd like to know why. Is there something specific you are worried about?" When you listen to her concerns, remember the huge social pressure to fit in that middle schoolers feel.
- **Discuss her feelings.** "Are you afraid your friends will think you're weird if they see me at school?" If she says yes, have her put herself in their shoes. Would she think less of her friends if their parents came to school? Would she even notice?
- **Work out a compromise.** Respect your child's feelings. If after you've talked she is still nervous about having you in class, volunteer in another part of the school. Call the office to ask how you can help. And if you see your child while you're there, just give her a smile and walk away.



Use strengths to inspire

Have you heard the saying, "Nothing succeeds like success"? If your child is struggling with a subject in school, point out the things she's doing right in another subject. Then help her apply her strengths to the situation. To begin the conversation:

1. **Ask your child** what subject she thinks she is best at in school.
2. **Have her list reasons** why this area is a strength. What strategies does she use to learn the material?
3. **Add some positives** you've noticed to her list, such as her persistence.
4. **Brainstorm together.** If she always reads the textbook in history, what about doing the same in math?

Careful reading gets results

Two reading strategies can help middle schoolers do better on tests, no matter what the subject. Encourage your child to:

1. **Read, then reread** the directions to be sure he understands exactly what to do.
2. **Read each question** carefully. He should think about his answer before reading the choices provided.



Be alert for cyberbullying

Bullying doesn't have to happen in school to affect a child's feelings about school. Research shows that bullying on the internet can make victims—and bullies—feel negative about school and learning.

Discuss cyberbullying with your child. Ask her to tell you if she sees cruel or threatening things about her—or anyone else—online. Your child should never respond to these posts. Instead, print them out and show them to school officials or the police.

Source: "Female cyberbullies and victims feel the most negative about school and learning," Science Daily, nswc.com/cyber.

Parent Quiz

Are you reinforcing healthy habits?

By this time in the school year, the positive habits your child established in September may have started to slip. Are you helping him stick with practices that support his health and success in school? Answer *yes* or *no* below:

1. **Do you serve** nutritious family meals that include non-starchy vegetables and lean protein?
2. **Do you make sure** your child gets eight to 10 hours of sleep each night?
3. **Do you promote** exercise for the whole family?
4. **Do you discuss** the dangers of alcohol and drug abuse?
5. **Do you encourage** your child to take part in fun activities that will help him reduce stress and enjoy life?

How well are you doing?

More yes answers mean you are helping your child stay in top form throughout the school year. For each no, try that idea from the quiz.

"Character is simply habit long continued."
—Plutarch

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Helping Students Learn®

Tips Families Can Use to Help Students Do Better in School



HIGH SCHOOL

March 2019

Title I Cooperative
Educational Service Unit 10

Thorough preparation for tests involves more than just studying

When your teen starts preparing for a test, he probably concentrates on studying. But that's not the only form of preparation that will help him do his best. Before any assessment, your teen should also take steps to be organized and physically ready for success.

To help your teen prepare physically, encourage him to:

- **Get plenty of sleep.** Brains work best when they are well-rested.
- **Eat breakfast.** Healthy food will give your teen energy and help him focus. He should avoid eating too big a meal, though, which could make him groggy.



Then, on testing day, have him:

- **Arrive early.** Five extra minutes will let him get settled, take a few deep breaths and start the test relaxed.
- **Read over the whole test,** noting the types of questions and their point value. He should pay special attention to the directions.
- **Write down any formulas,** dates or facts he has memorized so he has them to refer to when answering questions.
- **Plan his time.** That way he won't spend so much time on short answer questions that he doesn't have time to write the essay.



Don't accept poor attendance excuses

Some students seem to specialize in dreaming up reasons to miss school. But attendance is critical for achievement. Here are some ways to respond to common excuses your teen might use:

- **"I don't feel well."** Unless your teen can describe her symptoms exactly or she has a fever, send her to school.
 - **"I'd be more alert if I could sleep in for an extra hour."** Suggest that she avoid screen time today and get to bed an hour earlier.
 - **"I have a project due this afternoon that I haven't finished."** Tell your teen she isn't allowed to skip one class to finish an assignment for another. She'll need to get more organized.
 - **"I need to rest before the big game."** Remind her that classes take priority over extracurricular activities—even the big game.
- If your teen is constantly trying to stay home from school, talk to her teachers or counselor about what could be behind her reluctance.

Reading is worth the time

According to research, less than 20 percent of teens read for pleasure every day. But teens are spending an average of six hours a day online, texting, streaming videos and using social media.



To restore your teen's interest in reading, turn off electronic devices in your home for a half-hour every day. Use the time to read together and talk about what you read.

Source: J.M. Twenge and others, "Trends in U.S. Adolescents' Media Use, 1976-2016," *Psychology of Popular Media Culture*, niswc.com/more-reading.

All writing needs editing

When students' writing is full of careless grammar and spelling errors, grades suffer. Before your teen turns in any written work, she should review and edit it. Have her:

- **Proofread slowly.** Pointing to each word with her finger can help.
- **Double-check sound-alike words.** If your teen writes *their* when she means *they're*, spell-check won't catch the error.
- **Pay attention to punctuation.** Apostrophes, for example, shouldn't be used to make words plural. A primer is available at www.thepunctuationguide.com.

Promote time management

As teens progress through school, demands on their time multiply. Share these strategies to help your teen use time wisely:

- **Create a master calendar** of assignments, responsibilities and activities.
- **Make a daily to-do list.** Homework should be your teen's top priority.
- **Take advantage** of technology. A calendar app can enable your teen to set up reminders to alert him as deadlines approach or study time is about to begin.



Helping Students Learn®

Tips Families Can Use to Help Students Do Better in School



HIGH SCHOOL

March 2019



What should I be doing to make sure my teen is safe?

Q: High school life has changed since I was in school. How much monitoring should I do when it comes to my daughter's activities? Should I use her phone to track her location? Should I read her texts?

A: In our technological age, parents have lots of new ways to monitor their teens. If you choose to use them, keep in mind that there's a line between ensuring your teen's safety and spying on her.

To promote safety and respect your teen's privacy:

- **Network with the parents** of your teen's friends. Discuss your concerns. For example, before your teen goes to a party, you'd like to verify that an adult will be there and no alcohol will be served.
- **Establish clear rules** about car travel. Make sure your teen knows she should never get in a car with someone who has been drinking or using drugs. Tell her that she can always call you for a ride, no questions asked.
- **Monitor her social media activity** from time to time. Explain that if she doesn't want you to see what she posts, she shouldn't be posting it!
- **Make time to connect** with your teen. Spend time alone with her doing something you both enjoy. One-on-one talks will keep communication flowing—and help you keep tabs on your teen without spying.



Healthy risks lead to growth

Parents worry a lot about teens and risky behavior. Sometimes, though, risking failure can have positive results for your teen—by expanding her confidence and abilities. Encourage your teen to take healthy risks:

- **In school.** She might try out for a play or a sports team, or run for class president.
- **In life.** She could take on a physical challenge, like training for a 5K. Or try to learn a new skill, like playing the guitar.
- **In the community.** She could try to organize a volunteer effort or start her own business.

Source: "How to Encourage Healthy Risk Taking," Partnership for Drug-Free Kids, niswc.com/high_risks.

Be alert for dropout signs

In a recent study, researchers found that students with poor study skills and high levels of aggression were far more likely to drop out of high school than other students. If you recognize these signs in your teen, contact the school counselor. Make a plan to help your teen stay on track to graduate.

Source: R. Preidt, "The Traits That Hike High School Dropout Risk," U.S. News & World Report, niswc.com/drop.

Let go of power struggles

You want your teen to get his homework done before he does anything else. He wants to shoot hoops for a while first. Soon, you are locked in a power struggle.



Experts advise avoiding power struggles with your teen when you can. Instead, involve him in finding solutions that work for you both. "We are having dinner at Grandma's tonight. When will you finish your homework before we have to leave?"

Source: J. Whitlock and M. Purington, "Dealing with Power Struggles," The Cornell Research Program on Self-Injury and Recovery, niswc.com/power.



Is your teen coming down with a case of 'senior slump'?

As graduation nears, some students suffer from "senior slump." They don't want to complete assignments. They lose motivation to study and do well. Are you helping your teen avoid this condition? Answer *yes* or *no* below:

1. **Have you discussed** the fact that colleges can (and do) take back admission offers if a student's spring grades drop?
2. **Are you making sure** your teen gets to school on time, and that his class attendance doesn't slip?
3. **Are you working** with other parents to plan activities that will motivate seniors to stay active in school?
4. **Are you helping** your teen experience the working world by interning or volunteering?
5. **Are you making** your time with your teen enjoyable?

How well are you doing?

More yes answers mean you're helping your teen stay focused throughout his senior year. For each no, try that idea.

"Learning is not attained by chance, it must be sought for with ardour and attended to with diligence."

—Abigail Adams

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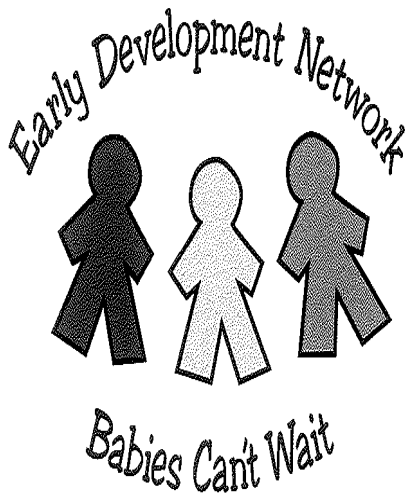
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IT'S NEVER TOO EARLY

To ask questions
about your baby's
development



CALL TOLL FREE
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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