



Horseheads Central School District

Golden Star Gazette

March 2018

Gardner Road Elementary School

541 Gardner Road, Horseheads, New York 14845 (607) 739 – 6347
ppatterson@horseheadsdistrict.com



Dear Gardner Road Families-

Are our schools safe? I know this is the question that goes through all of our minds, especially with the recent tragedies across the nation. I want to let you and your loved ones know that we take safety very seriously at Gardner Road and throughout the district. During the school day, we have one point of entry into the school and visitors have to be buzzed in. All of our doors are locked throughout the school day. We practice various drills throughout the school year including fire drills, lock downs, lock outs, weather drills and evacuation drills. Our staff and students know what to do to keep themselves safe in the event of an emergency. Our building safety team meets often to review our practices to see if we need to do anything better or different.

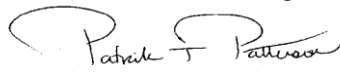
Our students look to the adults in their lives for guidance on how to act and what to do. We will continue to support our students with this at school by practicing our drills and highlighting safety. Together, we can help reduce fears in our kids by reaffirming to them that our school is safe and provide a sense of normalcy for them as they head off to school each day. For more talking tips, please check out the NASP resource I shared with you on the school [online version](#) of the newsletter which is also posted on the website. I also shared the attachment in my monthly email with the newsletter, which was sent on March 1st.

We just had our school talent show at the very end of the month and it was so much fun. Thanks to all of the students, staff and parents that helped make this a great experience for our kids, our Golden Stars are talented. Check out the video on our [Facebook](#) page!

March is upon us and we have more fun events for our Golden Stars. Members of our school will be marching in the St. Patrick's Day Parade on 3/10 starting at 2:00 at the high school. Also, best of luck to Nathan and Ibrahim as they represent our school in the regional Scripps Spelling Bee on 3/17. The end of the 3rd marking period is at the end of the month, which means we need to start getting ready for the end of the year already. Our current 4th graders will start learning about their transition to the Intermediate School at the Open House on 3/26 (see more details on page 4). Later in the spring, Mr. Bostwick and Ms. Doubrava will visit our school to answer our students' questions. Soon, the GRPTO will be sending home flyers about ordering school supplies for grades K-4. Parents are not required to purchase school supplies through SchoolKidz, but if you do they will be waiting for your child on first day of school at their desk. Orders are made online only. Parents are welcome to purchase their own supplies from local companies if you so choose. Supply lists will be put into the 4th marking period report cards.

We are looking forward to another great month at Gardner Road Elementary. Please feel free to contact me anytime with questions, thoughts or concerns.

Your Partner in Learning,


Patrick Patterson - Principal



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Included in the Online Newsletter:

- Lunch Menu
- Reading Connection
- Math and Science Connection
- Tips for Parents/Teachers- School Safety
- March Calendar



GENERAL INFORMATION:

Gardner Road School Hours

8:00 a.m. to 2:25 p.m.
Tardy Bell – 8:15 AM

Gardner Road Office Hours

7:30 a.m. to 3:30 p.m.

Elementary Lunches (K-6)

Breakfast: \$ 1.25
Lunch \$ 2.10

Moishe's Quote of the Month:

"With an education you all have everything you need to rise above all of the noise and fulfill every last one of your dreams." —Michelle Obama

Main Office Updates:

Class Placements for the 2017-2018 School Year:

In the near future we will begin to look at classroom placements for the year 2018 – 2019. We use a team approach for class placements and it is a long process. As you might imagine, we must take many things into consideration when making placements. We welcome your input on the learning environment your child learns best in and you are welcome to share this in a letter to me. Please do not include in your letter a request for a certain teacher as we do not honor these requests. Please know that we do value parent input and if you have any information about your child you want us to consider during placement, please put it in writing and drop it off to the main office by Friday, May 4, 2018.

Can and Bottle Drive – Gardner Road Children’s Fund:

Our school has a Children’s Fund which helps families during the holidays or during times of need. One way we raise money for this fund is through bottle and can donations. These donations can be dropped off at Can-Do located at 57 S. Carroll St. in Horseheads. Their hours are 10-6 Monday – Saturday. Can-Do gives back .06 cents per can/bottle. All you have to do is put the bag on the counter top and he sorts everything – you don’t even have to touch them. You may ask him to kindly add your return amount to the Gardner Road Children’s Fund and he will write the amount down and get it to us. Thank you in advance for any donations!

Spring New York Assessment Dates (Grades 3 & 4):

English Language Arts: April 11th & 12th

Math: May 2nd & 3rd

Grade 4 Science Performance: May 23rd

Grade 4 Science Written: June 4th



Horseheads Schools Budget Development

The Board of Education and district administration are currently developing the 2018-19 proposed school budget. The first of three board budget workshops was held February 8. Both the presentation and a video of the presentation, as well as budget and vote information, are available on our website [here](#). The remaining workshops are March 8 and April 5, both at 6pm in the High School Multi-Media Center located in the South Wing. The workshops are open to the public. A public hearing on the proposed budget will be Thursday, May 3, at 6pm in the High School Multi-Media Center. The Budget Vote/Board Election is Tuesday, May 15, 7 a.m. to 9 p.m. High School South Gym.

HOW TO SUPPORT YOUR CHILD'S MENTAL HEALTH

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LOVE

Be there for your child and show care and love



EXERCISE

Encourage play, exercise and sport



BEHAVIOUR

Keep an eye out for any changes in behaviour



SUPPORT

Regularly support, encourage and praise your child



REST TIME

Help your child to manage stress by building in some rest time



BE PROUD
Tell your child that you are proud of them



PATIENCE
Be patient. Don't pressure your child



HELP

Don't be afraid to seek help from professionals



FEELING

Get to know how your child is feeling



EDUCATE
Educate yourself about mental health problems



PROBLEM SOLVING

Help your child to effectively problem solve



LISTEN

Make sure you take time to listen to what your child has to say



COPING
Help your child to learn some simple coping skills such as relaxation



SYMPTOMS

Be aware of signs and symptoms



CONVERSATION
Encourage your child to engage in conversation



ENVIRONMENT
Provide a positive environment for your child where they can thrive



I can't do this...*yet.*
This doesn't work...*yet.*
I don't know...*yet.*
It doesn't make sense...*yet.*
I don't get it...*yet.*
I'm not good at this...*yet.*



Substitutes Needed:

The Horseheads Central School District is seeking applications for substitute teachers, bus drivers and substitute teaching assistants. For information, please visit:

<http://www.horseheadsdistrict.com/subteach.html>

Human Resources Office: 739-5601, x4211

e-mail: hcsdinfo@horseheadsdistrict.com

February Snapshots:



INTERMEDIATE SCHOOL PLACEMENT INFORMATION FOR 5TH GRADE

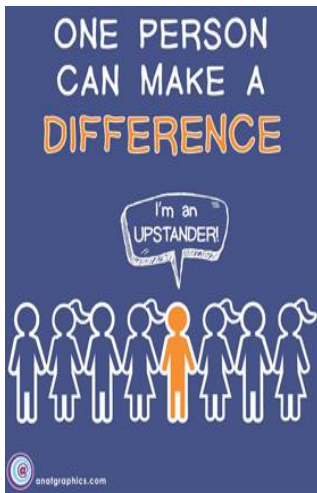
4th grade families are invited to attend the Intermediate School's Parent Presentation on March 26th at 6pm in the middle school cafeteria. There will be a brief presentation for 4th grade families and opportunities to take a self-guided tour around the school afterwards. More details will be coming home soon from the Intermediate School. The Intermediate School will soon be completing 2018-2019 classroom placements for students. They create class selections with the intent to achieve a mix of students by ability, gender, personality, and individual special needs. While they are unable to honor specific requests for teachers, we value your input from a parent's perspective. If you have specific information about your child's needs which should be taken into consideration or a specific previous personal experience, please put them in writing and send them to the Intermediate School by Friday, April 6th. The Intermediate School looks forward to working with you to ensure your child's academic success!



Interested in running for the Board of Education?

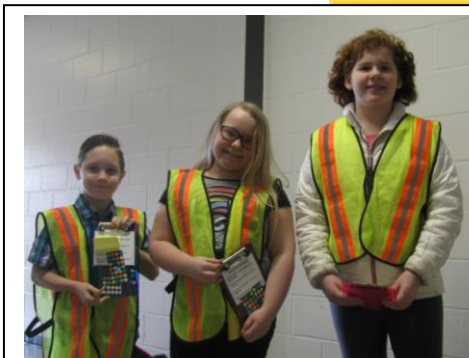
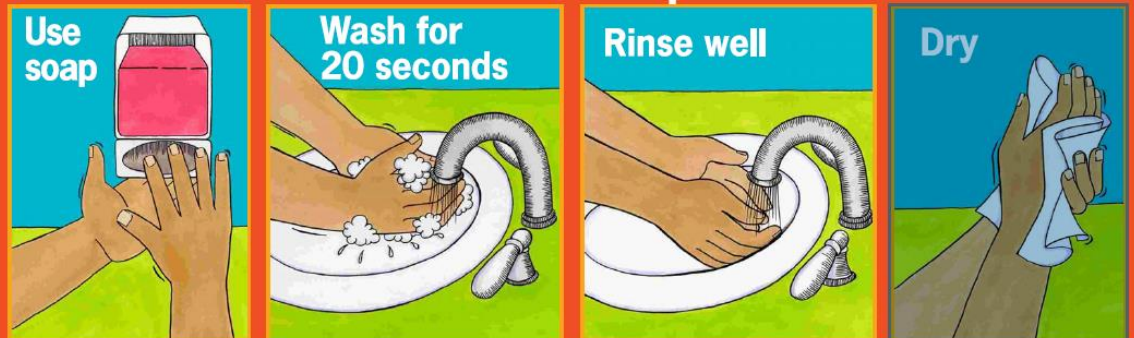
Voters will elect three members to the Board of Education on May 15. If you're interested in running for the board, petitions and other information will be available in the Business Office beginning March 1. Interested residents must submit petitions with the appropriate number of signatures of qualified district residents to the Business Office by April 16. Petitions will be available for pick-up March 1.

Questions? Email hcsdinfo@horseheadsdistrict.com or call (607) 739-5601, x4260.



Stop Germs, Stay Healthy!

Wash hands often with soap and warm water



Here are a few of our safety patrol students who volunteer in the morning to remind students to walk. Thank you for your service to our school!

Cover coughs and sneezes



When sick, stay home



"We Succeed Because The Stars Lead!"



Character Education Bingo:


This past month, students earned golden tickets for demonstrating trustworthiness throughout the school. Be sure to ask your child how and why they earned their certificate. This month we earn certificates for showing respect!

March's Character Trait is:

Character Education

Respect

- Treat other people the way you want to be treated
- Listen to what other people have to say
- Be accepting of others
- Be kind and courteous




Horseheads Central School District's Mission & Vision:

Horseheads Central School District sets the standard of educational excellence by fostering innovative thinking, curiosity, and a passion for learning to maximize the potential of each individual. We engage with our local and global communities to provide a student-centered, nurturing environment.



Explore Empower Excel



To report child abuse or neglect call toll free 1-800-342-3720 or go to ocfs.ny.gov/main/cps



Be Your Own Hero!



Each week a class earns the chance to eat on stage as role models to the rest of the school for being Golden Stars in the cafeteria. This is Mrs. Muehl's 3rd grade class a few weeks ago.

Thank you to our Golden Stars!
We collected 994 pounds of food for the foodbank of the Southern Tier during our 100 cans for 100 days drive!

The Horseheads Central School District offers educational programs without regard to gender, race, color, national origin, or disability. Inquiries regarding this policy may be made to Megan Collins, Title IX/DASA Coordinator and Co-Civil Rights Compliance Officer; Anthony Gill, Co-Civil Rights Compliance Officer; or Kim Williams, Section 504 Coordinator, Horseheads Central School District, One Raider Lane, Horseheads, NY 14845, (607) 739-5601.

The Dignity Act Coordinator (DAC) for Gardner Road Elementary is Patrick Patterson. Complaints regarding discrimination, harassment, or bullying of any student should be referred to Patrick Patterson at (607) 739 – 6347. The Dignity Act Coordinator for the Horseheads Central School District is Megan Collins. Mrs. Collins may be reached at One Raider Lane, Horseheads, NY 14845, 607-739-5601, x4211.



Math+Science Connection

Intermediate Edition

Building Understanding and Excitement for Children

Gardner Road Elementary School
Principal



INFO BITS

Open-door angles

Doors in your house are the perfect place for hands-on practice with angles. Take turns opening or closing a door and asking, "Acute, right, or obtuse?" Partially open a door, and it's an acute angle. Open it straight out, and it's a right angle. Open it wider, and it's obtuse.

Habitat for rent

Help your child think about what animals need to survive (shelter, food, water). Then, have her choose an animal (monkey) and write a classified ad for a home that will meet its needs. *Example:* "Tall tree in a tropical rain forest. Large river nearby for drinking. Plenty of leaves, fruit, and insects to eat."

Book picks

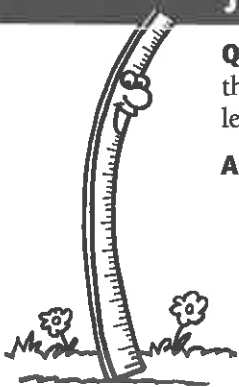
■ *The Man Who Counted: A Collection of Mathematical Adventures* (Malba Tahan) combines an adventure story with interesting math puzzles.

■ Learning about the solar system is fun when planets tell the story themselves. Dan Green's *Astronomy: Out of This World!* contains fascinating facts and details along with cartoon illustrations your youngster is sure to love.

Just for fun

Q: What has three feet but no legs or arms?

A: A yard.



Fractions of fun

Understanding fractions is much easier when your child can visualize them. Here are ideas to help her see—and use—fractions.

Keep a diary

Show your youngster that fractions are a part of everyday life. For a week, have her record and illustrate each one she notices. For instance, she might write, "We had a half day of school today," or "Mom asked for $1\frac{1}{3}$ pounds of turkey at the store." How many examples can she find and draw?

Play a game

Have each player cut a sheet of construction paper into six horizontal strips. She should leave the first one whole and then cut the second one in half (fold it, and cut along the fold), and the others into thirds, fourths, sixths, and eighths. With bits of masking tape, label a die: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$, and "wild." To play, roll the die,



and lay the matching piece of paper on your whole strip (for "wild," choose any piece). The goal is to be the first one to fill your strip without overlapping any pieces (*example:* $\frac{1}{2} + \frac{1}{4} + \frac{1}{4} = 1$ whole strip).

Put in order

Together, make a set of fraction cards, with one fraction per index card ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1, $1\frac{1}{4}$, $1\frac{1}{2}$, $1\frac{3}{4}$, 2). Shuffle the cards, and see how quickly your child can put them in order. Then, while she closes her eyes, lay the cards in order but leave out a few. Give her the missing cards, and have her put them where they go.

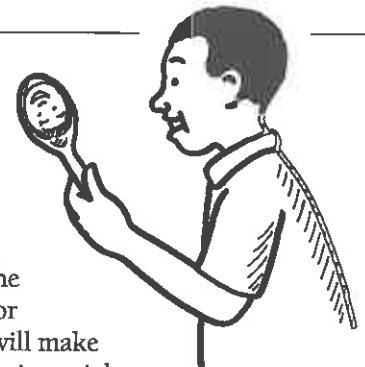
Look at me!

Help your youngster learn about the science of optics with this mealtime activity.

Have him look at himself in a clean spoon. What happens if he looks in the bowl of the spoon? (He's upside down.) What happens on the other side? (He's right side up.)

Next, have him bring his finger toward the spoon and watch what happens on each side. The bowl (the *concave* side) will magnify his finger, or make it look larger. The back (the *convex* side) will make his finger look smaller. Ask your child how scientists might use this information to make eyeglasses, cameras, or telescopes.

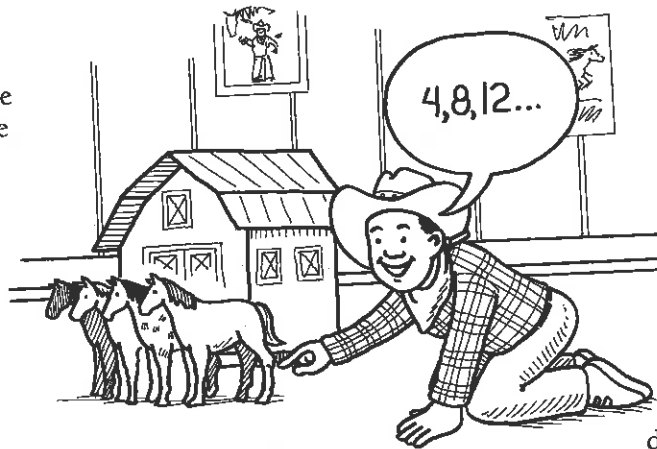
Tip: He can remember which side is which by thinking of concave as "caves in."





Multiply and divide

Learning to multiply and divide can be more about *thinking* than memorizing. Strategies like these can help your child practice.

Make it fun. Practice using toys or food. If your child collects toy animals, you might ask, "How many legs do 4 horses have?" He can "skip count" the legs by 4s (4, 8, 12, 16) to see that $4 \times 4 = 16$. If he has 17 pretzels and wants to give 3 friends an equal amount, he can "deal them out." He'll see that each person gets 5, and there are 2 left over. ($17 \div 3 = 5$, remainder 2)



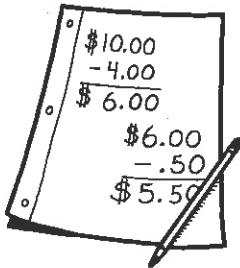
Use what you know. Encourage your youngster to look for clues to help him solve problems. For 8×7 , he could consider other facts he knows. "I know 4 groups of 7 = 28. I need 8 groups, so I can double that answer. If $28 + 28 = 56$, then $8 \times 7 = 56$." For $30 \div 5$, he might say, "I know $10 \div 5 = 2$. There are three 10s in 30, and $3 \times 2 = 6$. So $30 \div 5$ must be 6." 


56." For $30 \div 5$, he might say, "I know $10 \div 5 = 2$. There are three 10s in 30, and $3 \times 2 = 6$. So $30 \div 5$ must be 6." 

Q & A Ask math questions

Q: I've never felt comfortable with math. How should I talk to my children about what they're learning in math class?

A: Try to show enthusiasm for what your youngsters are doing in math. You might ask them each day at dinner or homework time what they studied in math that day. Let them explain the concepts they're working on, and follow up with questions. For instance, if they're learning about decimals, you could ask how decimal points are used in money (they separate the parts of a dollar from the whole dollar).




Then, when your children finish their homework, have them show you how they solved a few problems. As they explain their methods to you, they'll be reinforcing their own skills. And they'll be proud to be teaching you something! 

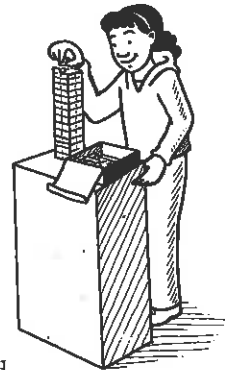
MATH CORNER

Find, build, compute

What do a shoebox, book, and refrigerator have in common? They are all rectangular prisms, or solid shapes with rectangles for their faces (sides). Encourage your child to explore geometry with this common shape.

Volume. Let her build a rectangular prism out of dice, sugar cubes, or same-sized Legos. Her model should be solid, with no hidden spaces. When she finishes, have her figure out the volume (count the cubes along the height, width, and length, and multiply the three numbers together). To check her math, she can take apart her structure and count all the cubes.

Dimensions. Give your youngster 36 blocks, and see how many different sizes of rectangular prisms she can build. Have her record dimensions of each one. *Examples:* $2 \times 2 \times 9$ and $2 \times 3 \times 6$. What do the sets have in common? (Each product equals 36.) 



SCIENCE LAB

Save your breath


Your youngster can inflate a balloon without using his breath. A chemical reaction will do the job for him!

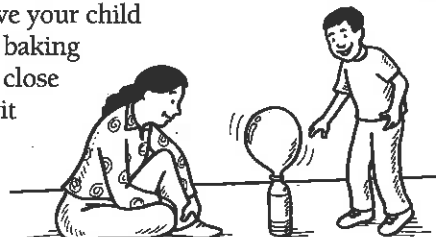
You'll need: empty plastic soda bottle (20 fl. oz.), $\frac{1}{4}$ cup water, 1 tsp. baking soda, uninflated balloon, lemon juice

Here's how: Have your child add the water and baking soda to the bottle, close the cap, and swirl it around until the water is cloudy. Then, help him stretch out the

balloon and place the opening over the top of the bottle, leaving a small space. He should very quickly add a little lemon juice, seal the balloon completely over the bottle, and shake lightly.

What happens? The balloon inflates.

Why? When you mix an acid (lemon juice) with a base (baking soda), they create carbon dioxide. The molecules spread out as the gas forms, pushing against the walls of the balloon and causing it to inflate. 



OUR PURPOSE

To provide busy parents with practical ways to promote their children's math and science skills.

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Reading Connection

Tips for Reading Success

Beginning Edition

Gardner Road Elementary School
Mr. Patrick Patterson, Principal

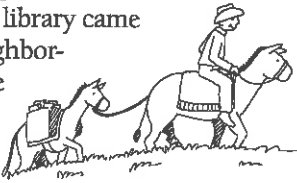
Book Picks



Read-aloud favorites

■ **Biblioburro: A True Story from Colombia** (Jeanette Winter)

What if the library came to your neighborhood on the back of a donkey?



This is the true story of a Colombian school-teacher's traveling library that brought books to children in remote villages. (Also available in Spanish.)

■ **Dragons Love Tacos** (Adam Rubin)

When a little boy discovers that dragons like to eat tacos, he decides to host a taco party for them. But if a fire-breathing dragon accidentally gets a bite of spicy salsa, look out! A silly story about a dragon party that turns into a disaster.



■ **Just a Second** (Steve Jenkins)

In just a single second, a bumblebee flaps its wings 100 times and the earth travels $18\frac{1}{2}$ miles. This nonfiction book will help your child think about time in fascinating ways. She'll also discover different methods of measuring time.

■ **Bedtime Is Canceled** (Cece Meng)

Maggie and her brother write their parents an official-looking note: "Bedtime is canceled." Somehow, the note blows out the window, lands in a newspaper office, and ends up in a headline. Soon, bedtime really is canceled, and exhausted children quickly discover the importance of sleep.

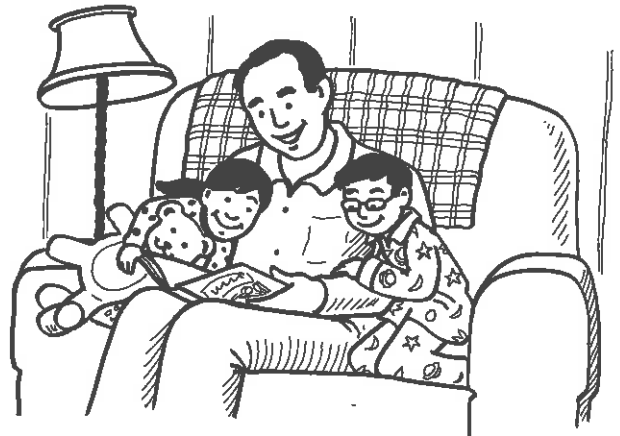


Time for a story

Want to spend time with your youngster, build her reading skills, and help her learn to love books? You can do all three when you read aloud. Here are suggestions.

Read regularly

Try to read to your child every day. You might aim for 10–15 minutes of bedtime reading for a peaceful end to the day. Bring along a book, and read to her during a sibling's sports practice. Or curl up together with a book when you get home from work.



the story and look at the illustrations. She'll enjoy read-aloud time more if she plays an active role.

Take turns choosing books

Your youngster may want to hear old favorites again and again. Use your turn for new titles and variety, such as nonfiction or poetry.

Be playful

You can use different voices for different characters (a high, squeaky voice for a mouse or a deep, booming voice for a horse). Or substitute your youngster's name for the main character's name, and use family members' names for other characters.

Let her participate

Ask your child to turn the pages while you read. Also, she can finish sentences that rhyme or fill in words she knows. Go slowly so she has time to understand

Note: You don't have to be an expert reader—your child will love it when you read aloud because it's *you*.♥

Writing that makes sense

As your child first learns to write, his stories may not always make sense to others. Help his writing flow logically with these two ideas.

1. Even if your youngster isn't writing sentences yet, he can tell you stories. As he describes the new class pet or something funny that happened at lunch, you can jot down his tale.

He'll practice relating events in a logical order, and that can help when he puts his thoughts and ideas down on paper himself.

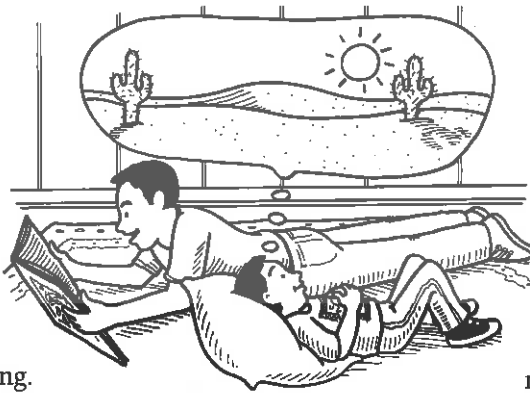
2. Let your child read his stories to you. Ask questions to encourage him to add information ("What did you do with your friends at recess?") or to clear up a confusing part ("Who said, 'Let's go home'—you or your brother?").♥



Read between the lines

Learning to infer, or “read between the lines,” is one key to good reading comprehension. Consider these tips for helping your youngster make inferences.

Describe the setting. Pick a book, and read a few sentences to your child (without him looking). Leave out words that name the setting. *Example:* “Sand stretched in all directions...cacti dotted the landscape.” Can he infer where the story is set? If he isn’t sure, give him a hint. (“Where do you see lots of sand and cacti?”)



Look for lessons. Fables are great for reading between the lines. Read one by Aesop, and help your youngster figure out the lesson. For instance, *The Tortoise and the Hare* teaches that even if you’re slow, you can win if you just keep going. Have your child point out parts that he used to make his inference. (“The tortoise never stopped, and he took one good step after another.”)

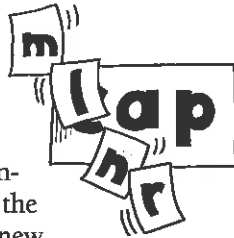
Use prompts. Questions that start with “Why do you think...?” or “How do you know...?” can encourage your youngster to infer. You might ask why he thinks a character behaved the way he did or how he knows it’s going to snow. Together, look for clues in the book that may help him answer the questions.♥



Wonderful wordplay

Use these activities to build your child’s phonemic awareness—her ability to hear sounds in words:

- Choose a three-letter word, such as *cap*. Have your youngster substitute different beginning sounds from the alphabet to make new words (*lap, map, nap, rap, sap, tap, zap*). How many can she think of?



- Pick a long word, and tell her to clap once as she says each syllable. For *mozzarella*, she would clap four times: *moz-za-rel-la*.
- Ask your child to say a word without the first sound. *Example:* “Can you say *sit* without the *s*?” (*Answer: It*)
- Think of a word, and give your youngster a “sound” clue to figure it out. For instance, “I’m thinking of a word for something that you chew but don’t swallow. The word has an *uh* sound in the middle.” (*Answer: Gum*)♥

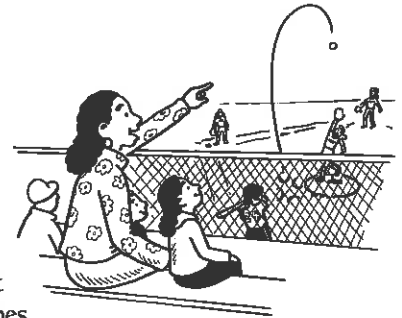


Vocabulary boosters

A large vocabulary can turn your child into a better reader and writer. Try these everyday ways to help her learn new words.

Keep your ears open

When you and your youngster go places, point out words that people use. Maybe a waiter describes an *entree* or the dentist talks about *molars*. Encourage your child to figure out what the words mean by the way they’re used.



Go beyond nouns

Help your youngster add adjectives and verbs to her vocabulary. Sports and games offer opportunities to use action words. Let your child hear you comment on the softball that *soars* or the runner who *sprints*. When she sends thank-you notes or greeting cards, suggest descriptive words (a *polka-dotted* shirt, a *fantastic* birthday).♥



Build, read, and write!

My son James loves to play with blocks. At our parent-teacher conference last month, his teacher suggested that we use blocks to fit in extra reading and writing practice.

We found books about things he could build, such as castles, skyscrapers, and monuments, and I put them with his blocks for inspiration. At first, I thought he’d just look at the pictures, but he has started pointing

out facts that he reads, like how moats kept enemies away from castles. I also encouraged James to write signs to go with his buildings. When he made an airport, for example, he wrote “Tickets,” “Bags,” and “Taxi” on slips of paper and taped them to the blocks.

I’ve noticed that James’s buildings are more creative—and I’m happy that he’s reading and writing while he plays.♥



OUR PURPOSE

To provide busy parents with practical ways to promote their children’s reading, writing, and language skills.

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NATIONAL ASSOCIATION OF
School Psychologists

Talking to Children About Violence: Tips for Parents and Teachers

High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved-ones are at risk. They will look to adults for information and guidance on how to react. Parents and school personnel can help children feel safe by establishing a sense of normalcy and security and talking with them about their fears.

1. **Reassure children that they are safe.** Emphasize that schools are very safe. Validate their feelings. Explain that all feelings are okay when a tragedy occurs. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.
2. **Make time to talk.** Let their questions be your guide as to how much information to provide. Be patient; children and youth do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings.
3. **Keep your explanations developmentally appropriate.**
 - **Early elementary school** children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety like reminding children about exterior doors being locked, child monitoring efforts on the playground, and emergency drills practiced during the school day.
 - **Upper elementary and early middle school** children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools.
 - **Upper middle school and high school** students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. Emphasize the role that students have in maintaining safe schools by following school safety guidelines (e.g. not providing building access to strangers, reporting strangers on campus, reporting threats to the school safety made by students or community members, etc.), communicating any personal safety concerns to school administrators, and accessing support for emotional needs.
4. **Review safety procedures.** This should include procedures and safeguards at school and at home. Help children identify at least one adult at school and in the community to whom they go if they feel threatened or at risk.
5. **Observe children's emotional state.** Some children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can also indicate a child's level of anxiety or discomfort. In most children, these symptoms will ease with reassurance and

time. However, some children may be at risk for more intense reactions. Children who have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk for severe reactions than others. Seek the help of mental health professional if you are at all concerned.

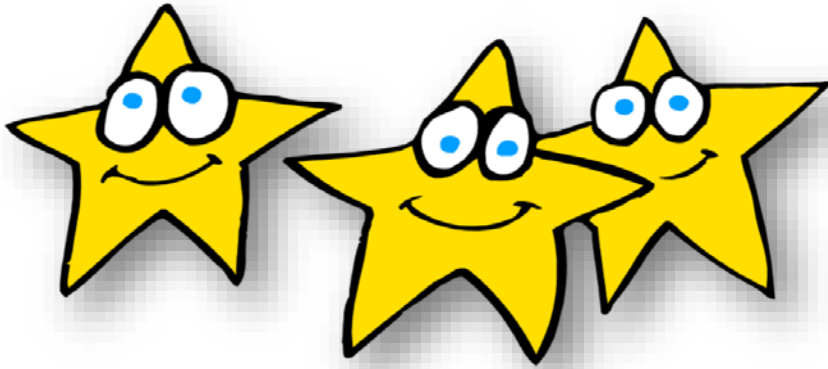
6. **Limit television viewing of these events.** Limit television viewing and be aware if the television is on in common areas. Developmentally inappropriate information can cause anxiety or confusion, particularly in young children. Adults also need to be mindful of the content of conversations that they have with each other in front of children, even teenagers, and limit their exposure to vengeful, hateful, and angry comments that might be misunderstood.
7. **Maintain a normal routine.** Keeping to a regular schedule can be reassuring and promote physical health. Ensure that children get plenty of sleep, regular meals, and exercise. Encourage them to keep up with their schoolwork and extracurricular activities but don't push them if they seem overwhelmed.

Suggested Points to Emphasize When Talking to Children

- Schools are safe places. School staff works with parents and public safety providers (local police and fire departments, emergency responders, hospitals, etc.) to keep you safe.
- The school building is safe because ... (cite specific school procedures).
- We all play a role in the school safety. Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous or frightened.
- There is a difference between reporting, tattling or gossiping. You can provide important information that may prevent harm either directly or anonymously by telling a trusted adult what you know or hear.
- Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the **possibility** of something happening and **probability** that it will affect you (our school community).
- Senseless violence is hard for everyone to understand. Doing things that you enjoy, sticking to your normal routine, and being with friends and family help make us feel better and keep us from worrying about the event.
- Sometimes people do bad things that hurt others. They may be unable to handle their anger, under the influence of drugs or alcohol, or suffering from mental illness. Adults (parents, teachers, police officers, doctors, faith leaders) work very hard to get those people help and keep them from hurting others. It is important for all of us to know how to get help if we feel really upset or angry and to stay away from drugs and alcohol.
- Stay away from guns and other weapons. Tell an adult if you know someone has a gun. Access to guns is one of the leading risk factors for deadly violence.
- Violence is never a solution to personal problems. Students can be part of the positive solution by participating in anti-violence programs at school, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.

NASP has additional information for parents and educators on school safety, violence prevention, children's trauma reactions, and crisis response at www.nasponline.org.

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**GARDNER ROAD PTO MARCH 2018
NEWSLETTER**

SPIRIT WEAR!!!

Show your school pride and order your Gardner Road spirit wear!!!

BOXTOPS!!!

We hope you are all diligently clipping and saving your boxtops. Well-trimmed boxtops are greatly appreciated, but not required. You can send them in at any time. Please make sure they are clearly marked with your child's name and teacher's name. Enlist your family and friends to help you by clipping them as well. Remember EVERY Boxtop counts.

March 9:
No School

March 14, 15, 20
and 21:
Pre-K Registration
at the High
School

March 22: Board
of Education
Meeting

March 30: No
School Easter
Break

PTO BOARD:

President: Jennie O'Herron
Vice President: Lita Mata
Treasurer: Courtney Bola
Secretary: Stacy Witzel

pto.gardnerroad@gmail.com



HORSEHEADS SCHOOL
DISTRICT - GRADES PK-4TH



March 2018

AVAILABLE DAILY

- Chef Salad w/Bread Choice
- Vegetarian Chef Salad w/Bread Choice
- Yogurt w/Bread Choice
- Hummus w/Veggies, Chips & Bread
- Cheese Pizza
- PBJ Sandwich
- Turkey & Cheese Sandwich
- Ham & Cheese Sandwich
- Tossed Salad
- Fresh Vegetables
- Fresh Fruit
- Fruit Cups
- 100% Fruit Juice
- Chilled Milk

WEEKLY SPECIALS

- M,W,F** - Baked Chicken Nuggets w/Bread
- T,Th** - Baked Crispy Chicken Sandwich
- Bread Choice = Breadstick, Soft Pretzel or Bagel**

PRICING

Grades K-6th	\$2.10
Grades 7th-12th	\$2.35
Reduced	\$0.25
Breakfast	\$1.25
Milk/Ala Carte Sides	\$0.75
Snacks	\$0.50-\$1.30

BREAKFAST MENU

- MONDAY:** Mini Waffles or Pancakes
- TUESDAY:** Breakfast Sandwich
- WEDNESDAY:** Cinnamon Bun
- THURSDAY:** French Toast Sticks
- FRIDAY:** Breakfast on a Stick
- DAILY OPTIONS:** Bagel, Goldfish Graham, Cereal, Oatmeal, Muffin Top, Oatmeal Bar, Yogurt, Fruit, 100% Fruit Juice & Milk

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Contact the FS Office if you have any questions, comments or concerns. We can be reached at (607) 739-5601 ext. 5671 or Email: sblunt@esthoces.org</p>	<p>THIS DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER & PROVIDER</p>		<p>Baked Mozzarella Sticks w/Pasta & Marinara Sauce BBQ Pork Rib on a Roll Green Beans Fresh Cucumber Slices</p>	<p>Pizza Dunkers w/Marinara Sauce Sloppy Joe on a Roll Carrot Coins</p>
<p>9 Chicken Philly Sub Italian Meatball Sub Carrot Coins Green Beans</p>	<p>6 TEX-MEX DAY! Meat or Bean Taco w/Rice Chicken BLT Salad w/Bread Choice Golden Sweet Corn Refried Beans</p>	<p>7 ASIAN RICE BOWL! Chicken Teriyaki w/Rice Hot Dog on a Roll Steamed Broccoli Florets Fruity Jello w/Whipped Topping</p>	<p>8 Homemade Macaroni & Cheese w/Bread Fish Treasures w/Bread Green Beans Fresh Baby Carrots</p>	<p>CONFERENCE DAY NO SCHOOL</p>
<p>School Breakfast Week is March 5th - 9th!! Come Check out what your school cafeteria has to offer!!</p>				
<p>12 BREAKFAST 4 LUNCH! French Toast Sticks w/Sausage Cheeseburger on a Roll Carrot Coins Tater Tots</p>	<p>13 TEX-MEX DAY! Meat or Bean Nacho Grande w/Rice Chicken Caesar Salad w/Bread Choice Golden Sweet Corn Refried Beans</p>	<p>14 Hot Turkey & Gravy w/Bread Buffalo Wrap Steamed Broccoli Florets Mashed Potatoes w/Gravy Homemade Fruit Crisp</p>	<p>15 SOUP & SANDWICH DAY! Toasted Cheese Sandwich Popcorn Chicken Bites w/Bread Hot Tomato Soup Fresh Cucumber Slices</p>	<p>16 Pizza Dunkers w/Marinara Sauce BBQ Pork Rib on a Roll Carrot Coins</p>
<p>10 Italian Meatball Sub Turkey Club Wrap Carrot Coins Overl Fries</p>	<p>17 TEX-MEX DAY! Meat or Bean Taco w/Rice Chicken BLT Salad w/Bread Choice Golden Sweet Corn Refried Beans</p>	<p>17 ASIAN RICE BOWL! Sesame Chicken w/Rice Hot Dog on a Roll Steamed Broccoli Florets Cinnamon Applesauce Jello</p>	<p>18 Pasta w/Meatsauce & Cheese Pasta w/Marinara Sauce & Cheese Chicken Ranch Wrap Green Beans Fresh Pepper Strips</p>	<p>19 Pizza Dunkers w/Marinara Sauce Ham & Cheese Wrap Carrot Coins</p>
<p>20 BREAKFAST 4 LUNCH! Mini Pancakes w/Sausage Buffalo Wrap Carrot Coins Tater Tots</p>	<p>21 TEX-MEX DAY! Meat or Bean Walking Taco w/Rice Chicken Caesar Salad w/Bread Choice Golden Sweet Corn Refried Beans</p>	<p>20 Hot Turkey & Gravy w/Bread Egg Salad Sandwich Steamed Broccoli Florets Mashed Potatoes w/Gravy Homemade Fruit Crisp</p>	<p>22 Baked Mozzarella Sticks w/Pasta & Marinara Sauce BBQ Pork Rib on a Roll Green Beans Fresh Cucumber Slices</p>	<p>NO SCHOOL</p>



The Healthy Kids Lunchroom

March 2018

Top 10 Reasons to Eat Breakfast at School

1. **Save Time in the Morning**

Eating breakfast at school allows you to save time in the morning and let your kids sleep in a little bit longer.

2. **Healthier Kids**

Research shows students who eat breakfast make less trips to the school nurse and miss fewer days of school.

3. **Stay Full All Day**

People who skip breakfast are more likely to eat extra calories throughout the day.

4. **Lower Your Risk of Diabetes**

According to the American Heart Association, people who eat breakfast are significantly less likely to develop diabetes than people who skip breakfast.

5. **Maintain A Healthy Weight**

A study by the National Weight Control Registry shows that eating breakfast helps people control their weight.

6. **Enhanced Memory**

According to experts, eating breakfast improves memory and learning.

7. **Improved Test Scores**

According to the USDA, eating breakfast can help improve math, reading, and standardized test scores.

8. **Enhanced Concentration**

According to the Academy of Nutrition and Dietetics, people who eat breakfast are better able to concentrate throughout the day.

9. **Exercise Better**

Researchers believe that people who eat breakfast have higher energy levels as well as more strength and endurance to engage in physical activity.

10. **Better Nutrition**

Studies have also shown that kids who eat breakfast consume more vitamins, minerals, and fiber throughout the day.



**Gardner Road
Elementary School
REVISED 3/2/2018**



Monday		Tuesday		Wednesday		Thursday		Friday	
<p><u>Character Education Monthly Focus: Respect</u></p> <p>- Show respect for the Earth. - Point out and praise children for showing respect.</p>						<p>1 Day 2</p> <p>4th Grade Swim Unit during PE Class 2/28 - 5/4 (not on state assessment days)</p>		<p>2</p> <p>SNOW DAY</p>	
<p>5 Day 3</p> <p>4th Grade Poet Visit</p>		<p>6 Day 4</p> <p>4th Grade Poet Visit</p>				<p>7 Day 5</p>		<p>8 Day 6</p> <p>In—School Talent Show</p> <p>BOE Budget Workshop—HS— MMC 6pm</p>	
<p>12 Day 1</p>		<p>13 Day 2</p>		<p>14 Day 3</p> <p>UPK Registration 9am—2pm *scheduled appointments HS—MMC</p>		<p>15 Day 4</p> <p>UPK Registration 4—6pm *scheduled appointments HS—MMC</p>		<p>16 Day 5</p> <p>March 17: Regional Spelling Bee—Corning MS</p>	
<p>19 Day 6</p> <p>2nd Grade—Clemens Center</p>		<p>20 Day 1</p> <p>UPK Registration 4—6pm *scheduled appointments HS—MMC</p>		<p>21 Day 2</p> <p>Special Olympics Bowling</p> <p>UPK Registration 9am—noon *scheduled appointments HS—MMC</p>		<p>22 Day 3</p> <p>BOE Meeting—HS MMC 6pm</p>		<p>23 Day 4</p>	
<p>26 Day 5</p> <p>PK & K Poison Control Visit</p> <p>4th to 5th Presentation and Open House MS Café 6:00 PM</p>		<p>27 Day 6</p> <p>PK & K Poison Control Visit</p>		<p>28 Day 1</p>		<p>29 Day 2</p> <p>End of Marking Period 3</p>		<p>30 NO SCHOOL</p> <p>Easter Recess</p>	