

August
2013

**SCHOOL STARTS 9/3/13
8:40 A.M.**



FLEMING NEWS

FLEMING MIDDLE SCHOOL MISSION STATEMENT

We, the parents and staff of Fleming Middle School, see ourselves as a family committed to guiding our students through the successful transition from elementary school to high school. We will endeavor to balance intellectual, social, emotional and physical growth in a positive, safe, nurturing environment that promotes self-discipline, self-esteem and integrity.

FLEMING MIDDLE SCHOOL VISION STATEMENT

That Fleming will be known for academic excellence and ethical conduct. That it become a place where personal responsibility, accountability and good judgment (common sense) are taught, modeled and expected of all. That it is a place where respect and safety are the norm.

CALENDAR

6th Grade Orientation	8/29
PTO Meeting	9/15
Cookie Dough Fundraiser	9/19
School Pictures	9/20
Open House	9/26

LUNCHESES & SUPPLIES

Breakfast	\$1.15
Lunch	\$2.40
PE Uniform	\$17
Agenda Book	\$ 5

6001 Monument Dr. * 541-476-8284

<http://www.threerivers.k12.or.us/SectionIndex.asp?SectionID=128>

MESSAGE FROM THE PRINCIPAL

Hello and welcome back,

The start of the 2013-2014 school year is upon us. The first day of school is September 3rd and as we the staff of Fleming prepare for another great year I would like to inform you of a few upcoming events as well as a few changes that have occurred since June.



First, we will be hosting an enrollment day on August 20th for all students from 8:00am until 2:00pm. New and returning students can beat the first day of school chaos on that day by showing up, filling out enrollment paperwork, and purchasing their agenda books and PE uniforms. Our amazing PTO will be assisting us on that day and I would like to thank them in advance for their efforts.

Also, we will be hosting our new student / 6th grade orientation on Thursday August 29th. All new students that will be attending Fleming this year can come to the orientation which runs from 10:00am until 11:30 am. This orientation will serve to provide information about FMS, classes, schedules, activities and the upcoming year. In addition, students will be able to meet our teaching staff, tour campus, and try out their lockers.

We have a few new members to our Fleming family this year. I would like to welcome Mr. Darrell Erb (Assistant Principal) to Fleming. Mr. Erb comes to us from Lorna Byrne and in addition to Assistant Principal he is also our Athletic Director among many other jobs. He is a welcome addition to our exceptional team. We also have a new face in our education department. Ms. Sierra Harvey will be assuming the duties of 6th grade Language Arts teacher. They are both high quality individuals and I would encourage you to take the time to get to know them and all of our EXCEPTIONAL staff members when you can.

Now that we have finished our first year with State of Oregon Common Core Standards. For years, all districts and schools in the state have based their curriculum upon, had student performance measured by, and have been rated upon how well their students have performed on assessments which measure student learning on state standards. That has not changed with this switch. However, what has changed is that the standards are now national, the content at specific grade levels has been restructured and the "rigor" or difficulty of that content has increased. This change will result in a better prepared and more knowledgeable student exiting Fleming, moving into high school working towards post secondary success. More information on all of this can be found on the State Department of Education, Three Rivers School District and FMS website.

Lastly, I would like to congratulate the staff and students of Fleming for another exceptional year last year. Recently released information by the Department of Education shows that Fleming Middle School students achieved, and showed growth academically, on pace with the finest schools in the state. We look forward to continuing, and improving upon that success for the upcoming school year.

We the staff of Fleming look forward to a great year and as always, if you have any questions please don't hesitate to call.

Sincerely,
John George
Principal

Fleming Welcomes New Assistant Principal/Athletic Director

Darrell Erb is the new Assistant Principal/Athletic Director at Fleming. Prior to joining the Fleming team, he was the Dean of Students/Athletic Director at Lorna Byrne Middle School.

Mr. Erb brings experience to his new position, including eight years as a high school English Language Arts, Speech and Journalism teacher as well as nine years as a Dean of Students. He has also worked for seven years across North America, Central America, Europe and Asia as the executive director of a private non-profit dedicated to children, the arts, and the environment.

He earned a Bachelor's Degree in Secondary Education at Western Oregon University, and a Master's Degree in Educational Leadership at George Fox University.

"I am so pleased and honored to serve as the Assistant Principal/Athletic Director at Fleming," Erb said. "I look forward to contributing in a way which helps Fleming further its reputation as a school of excellence and as a great place for students to learn and grow."

Darrell Erb Jr.

Assistant Principal/Athletic Director
Fleming Middle School

6001 Monument Drive
Grants Pass, Oregon 97526
541-476-8284
541-471-2458 (fax)



Fall Sports at Fleming Middle School

During the fall, the **Fleming Middle School Rogues** compete in football, volleyball, and cross country in the *Southern Oregon Middle School Athletic Conference (SOMSAC)*. Conditioning work outs will begin August 19, times to be determined.

Our student athletes compete against other middle schools across the Southern Oregon region in football, volleyball, cross county, boys' and girls' basketball, wrestling, and track & field. Regional championships are held for cross country, wrestling, and track & field.

We encourage each of our students to get involved in extra-curricular activities!

In order to participate, a student athlete will have to have all **paperwork completed**, as well as proof of **insurance**, a current **physical**, and payment of the \$75 participation fee. Students with no health coverage may purchase insurance through the main office.

The Fleming Middle School office will provide **paperwork** for athletes starting **Monday, August 12 from 8:00 am until 2:00 pm.**

Physicals can be scheduled through the Siskiyou Community Health Center available for the reduced cost of \$20. Call 541-472-4777 to make an appointment

Students may NOT begin practices without paperwork, proof of insurance, a current physical, and payment of the \$75 participation fee.

INFORMATION & UPCOMING EVENTS

FUNDRAISING & RECYCLING

We collect
**Box Tops for
Education**



Campbell's Labels



Ink Jet Cartridges



**Drop them off
in the
Fleming office!**



Home of the Rogues

SCHOOL HOURS— *8:40am to 3:10pm*

EARLY ENROLLMENT

Tuesday, August 20 from 8:00am to 2:00pm, you may fill out enrollment packets, buy PE clothes and agenda books. Please bring your student as there will be forms for him/her to sign.

6TH GRADE ORIENTATION

Thursday, August 29 from 10:00am to 11:30am. Please bring your student and tour the Fleming campus and meet teachers. You may also complete enrollment packets at that time as well as purchase PE clothes and agenda books.

SCHOOL PICTURES

School pictures will be taken by Newcomb Photography on Friday, September 20. Order packets will be sent home the week of September 16. All students will be photographed, even if they are not purchasing a packet, for their student identification card.

OPEN HOUSE

Fleming Open House is September 26th at 6:30pm. Please come to meet your child's teachers and get information to help make your student's school year a success!

SPORTS NEWS

Volleyball

We are starting open gym this week on Thursday the 22nd from 5-7 pm in the gym. We've also set up Mon 26th and Wed the 28th from 5-7 pm.

Sep 3-6 after school until 5:30

Sep 9-13 : after school until 5:30

Cross Country

Aug 20, 21, 22 7-8 AM

Aug 26-29 7-8 am (Aug 29 possible in the afternoon)

Sept 3-6, 9-13 TBD

Football

Aug 21-23 6-7:30 pm

Aug 27-29 6-7:30 pm (No August 26th as right now we have only 1 coach who is available that day)

Sep 3-6 after school until 5:30

Sep 9, 10: after school until 5:30

Sept 11: Game 1 vs. Ashland

COMMON CORE STANDARDS

The Three Rivers School District, as is the entire state of Oregon is in the process of restructuring curricular offerings from Kindergarten through the 12th grade. Our staff has undergone extensive professional development during the 2011-2012 school year to ensure an in depth understanding and smooth transition to the Common Core State Standards (CCSS). The CCSS are a set of shared K-12 learning expectations for students in English-language arts and mathematics. The standards are the result of a state-led effort coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO). The CCSS for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, state education leaders, teachers, school administrators, and parents. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn in K-12 math and English language arts. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The CCSS supports the college and career ready expectations of Oregon's new graduation requirements.

Parents, students and the community should be aware that these new standards require a higher level of master of information and concepts at all grade levels. This higher bar will impact student achievement and state assessment scores, at least initially. Over time as this change is fully implemented we are certain that our students will once again rise to the top in terms of student performance.





Q: *What are the Common Core State Standards?*

A: The Common Core State Standards (CCSS) are a set of shared K-12 learning expectations for students in English-language arts and mathematics. The standards are the result of a state-led effort coordinated by the National Governor's Association (NGA) and the Council of Chief State School Officers (CCSSO). The CCSS for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, state education leaders, teachers, school administrators, and parents. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn in K-12 math and English language arts. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The CCSS supports the college and career ready expectations of Oregon's new graduation requirements.

Q: *Why does Oregon need common educational content standards?*

A: Today, each state has its own process for developing, adopting, and implementing standards. As a result, what students are expected to learn can vary widely from state to state. We know that our graduates will compete for jobs with students from other states and countries with more rigorous standards. Common standards help ensure that all students, no matter where they live, are prepared for success in postsecondary education and the workforce. Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to serve the needs of students.

Q: *Will the Common Core State Standards limit flexibility to tailor instruction to individual students?*

A: No. The Common Core State Standards are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents, and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. Local teachers, principals, superintendents, and school boards will continue to make decisions about curriculum and how their school systems are operated. Standards help teachers figure out the knowledge and skills their students should have so that teachers can build the best lessons for their classrooms.

Q: *What are some ways Oregon will benefit from common educational content standards?*

A: The CCSS will

- Help prepare students in Oregon and in the nation with the knowledge and skills needed to succeed in college and careers
- Allow states to align curricula to internationally benchmarked standards
- Allow for more focused pre-service education and professional development
- Create potential economies of scale for curriculum, instructional resources, and assessment
- Help students who move between states
- Help evaluate policies that affect student achievement across states

Help prepare students in Oregon and in the nation to compete for good jobs in a knowledge-based economy.

Q: Will the new Common Core State Standards replace Oregon's existing academic content standards for mathematics and English language arts?

A: Yes. These two new sets of standards will **replace** Oregon's current standards in English language arts and mathematics. While the new standards are similar to Oregon's current standards, some content has been shifted to ensure college and career readiness at the end of high school.

Q: The Common Core State Standards are more rigorous than existing state standards. Will it be harder for schools to meet state and federal requirements?

A: Parents, students, and teachers should understand that lower scores will not mean students know less than they did the year before or that they are somehow "doing worse in school." The new standards require a higher level of mastery of information and concepts and this higher bar will impact student scores, at least initially. Communities must recognize that it will take time for students to catch up to these more rigorous standards.

Q: What is ODE doing to help schools transition to the Common Core Standards?

A: ODE has

- Convened a CCSS Stewardship Team composed of educators, administrators, and education stakeholders to develop a comprehensive implementation timeline, plan, and identify resources for instruction and assessment.
- Helped to establish the Smarter Balanced Assessment Consortium that will build a CCSS common assessment for the partner states to be implemented in school year 2014-2015.

Provided mathematics teachers with an annotated crosswalk table (<http://www.ode.state.or.us/search/page/?id=3211>) that compares the CCSS to the current Oregon mathematics standards, illustrating what content has moved to different grade levels.

Provided English language arts *and* subject-area teachers with the Oregon K-12 Literacy Framework (<http://www.ode.state.or.us/go/literacyframework>) that supports implementation of the CCSS in English language arts and all other subjects. A number of states are using Oregon's Framework for this purpose.

- Completed two new sections of the Oregon K-12 Literacy Framework: a Writing section comparable to Reading and an extensive Reading professional development portal for coaches and teachers.
- Provided Strand 4 Oregon DATA Project training featuring implementation of the Reading and Writing CCSS and Essential Skills using the Oregon K-12 Literacy Framework.

Collaborated with other states to provide educators with a variety of tools and resources, including shared curriculum. Collaboration is ongoing.

Q: How will the economies of scale benefit Oregon in implementing the CCSS?

A: The economies of scale that the CCSS will bring will save our state money in these ways:

- Oregon will no longer need to revise and update English language arts and mathematics standards on its own.
- Instructional resources designed to support the CCSS can be *shared* among the states.
- Smarter Balanced Assessment Consortium partner states will *share* the costs of developing and implementing a common assessment.
- Assessment resources including formative assessments will be *shared* among the Smarter Balanced consortium.

It is anticipated that textbooks and curriculum materials may be *shared* through open source environments.

- A **Joint Taskforce on Mathematics** that includes members from all major mathematics education organizations plans to provide a CCSS implementation website to *share* tools and resources for teachers.

A **Common Core Curriculum Mapping Project** funded by the Bill & Melinda Gates Foundation has designed and *shared* CCSS English language arts curriculum maps for districts.

Q: When will students begin to see these changes in the classroom?

A: Students could begin seeing Common Core content as soon as next school year (2011-12). Districts will first need to work with teachers to make sure everyone understands the knowledge and skills contained within each learning expectation. Teachers at each grade level need to understand what new content they are responsible for teaching at their grade-level and what is no longer in their grade-level. While many of Oregon's existing Academic Content Standards align to CCSS, some content is introduced in earlier grades in CCSS.

Q: What is the CCSS common assessment?

A: States adopting the CCSS will implement a student assessment system aligned with the CCSS for mathematics and English language arts beginning in the 2014-15 school year.

Along with 30 other states, Oregon is a member of the Smarter Balanced Assessment Consortium (<http://www.smarterbalanced.org/>) which has formed to create an historic assessment system.

The common assessment is a natural continuation of the work already underway in Oregon and builds on our current assessment system and the work of the Oregon DATA Project.

By partnering with other states, Oregon will be able to leverage resources, share expertise, and produce a system that will meet the needs and expectations of Oregon students and teachers.

Until the common assessment is designed, piloted, and implemented, however, ODE will continue using the Oregon Assessment of Knowledge and Skills (OAKS) to assess students in math, reading, and writing. Oregon will continue to assess science and social science using OAKS until CCSS are developed for those content areas.

To find out more about the common assessment visit www.smarterbalanced.org.



**Smarter Balanced
Assessment Consortium**

Oregon Department of Education

Oregon Common Core



Proficiency Based Learning in TRSD: Frequently Asked Questions

(1) How is Proficiency Based Learning (PBL) different than traditional teaching/learning?

Proficiency Based Learning (PBL) is a method of teaching specific knowledge and skills within the standards and holding students accountable to become proficient in these standards in order to receive credit for the class. It is different from traditional teaching/learning in that the majority of the grade (80%) reflects the knowledge and the skills that the student is able to learn throughout the course, rather than a reflection of getting their ability to turn homework in on time, completing all assignments and being on time to class. These things are still very important, but only make up 20% of the student's grade in PBL.

(2) What does Proficiency Based Learning look like in the classroom?

PBL in the classroom is very similar to what you would see in a traditional classroom—the difference lies in the relevance and execution of the assessments (tests/quizzes). Students are ignited by the fact that every classroom activity and homework assignment is preparation for demonstrating their proficiency in a particular standard. In addition, students must demonstrate their proficiency in the standards in order to pass the class—usually students in these classrooms are more prepared, more directed and have more personal responsibility than in class where they are allowed to fail several assessments and yet meet the minimal point requirements to pass the class. Teachers can show their creativity in designing activities and assessments, and students can demonstrate proficiency in the standards in a variety of ways.

(3) How does Proficiency Based Learning work in the classroom?

Teachers develop a rubric to differentiate levels of proficiency in the standard - they create a road map for success so that students have a clear target to reach for. Using the rubric as a guide, teachers use their curriculum to help students prepare to demonstrate proficiency in specific teacher identified standards. Preparation comes in the form of classroom activities, homework, the use of technology, labs, formative assessments, projects, research papers. Students will be monitored in their progress in achieving proficiency and the teachers will adjust their instruction accordingly. Basically, it is about good teaching strategies and varied forms of projects and assessments.

(4) Why is Proficiency Based Learning right for TRSD?

There are many benefits to PBL; however, our focus in TRSD will be in the form of student empowerment. We will set high expectations for all of our students—from students with I.E.P's to students taking AP classes. Past experience illustrates the need to expect students to be in charge of their own education. When they are, they become more personally invested in the outcome; they need to set appointments, manage their time, make decisions and reflect on which learning strategies have been successful and which ones have not. This will bring relevance into everything they learn. Students with I.E.P's will benefit because the curriculum is clear and accessible. Traditional 'A' students who are used to the accumulation of points rather than the accumulation of knowledge are now challenged in a way that prepares them for the rigors of higher learning in post-secondary institutions or the work force.

(5) Isn't the model of Proficiency Based Learning unrealistic? In the "real world" people do not get unlimited chances to "get it right."

The model of PBL is about bridging the gap between where students are and where they need to be. In "real life" the drive to achieve comes from within — it comes from one's personal responsibility to meet obligations at home and at work. Grades on homework and daily assignments have been used to essentially chart the *effort* and *basic comprehension* of the student over time. This is how students who average a 'C' or less on assessments can still receive an 'A'. Traditionally, we were rewarding students for consistency not proficiency. PBL isn't about unlimited chances, it is about filling a student's tool kit for success: increasing their ability to problem solve, reflect, and learn how to be more prepared for the next challenge. Multiple opportunities are given under the current system too: credit recovery, alternative school, summer school, and re-taking the class or tests are examples of this.

(6) Why does proficiency matter more than effort?

There are numerous reasons why some students are more successful than others on a daily basis. The traditional system of acquiring points inhibits the learning process. With the traditional system, students fail to use their imagination, ingenuity, and higher order thinking because if they are wrong, they will lose points! We are teaching our student not to take risks. We teach them to play it safe, to just regurgitate knowledge. However, new graduation requirements will be asking students to acquire essential skills like "think critically and analytically." However, due to their fear of failure, they have not developed these skills and are now at a disadvantage when skills like problem solving and analytical thinking are coveted skills needed by the 21st Century work force. Effort is rewarded when it leads to the demonstration of proficiency in state standards. **Effort does not equal efficiency or proficiency** — why reward a student for effort that doesn't help them prepare for their future?

(7) What are the biggest hurdles in incorporating the Proficiency Based Learning in TRSD?

One of the biggest hurdles our teachers will face when implementing the PBL model will be the evaluation of their personal curriculum and the skills that are found in the standards. PBL focuses the curriculum on standards, allowing teachers to personally reflect on the effectiveness of their curriculum. Using differentiated instruction/assessments, checking for understanding with formative assessments and taking time for professional development in these areas will help put the focus on curriculum that emphasizes the skills and higher order thinking that is aligned to state standards. We have begun this process in TRSD and our teachers are diligently working on the “packaging” of their classes for the fall of 2012.

(8) Does teaching in the PBL model look the same in every classroom in TRSD?

The answer is no. Each department has developed rubrics and assessments that will work with the curriculum within each discipline and for their own unique standards. The structure will take on the personality of the teacher, department, age of students, and subject. There are Oregon State Content Standards for all content areas, but some standards for some classes will need to be developed from industry standards or Career Readiness Standards. Common Core State Standards have been adopted for English/Language Arts and Math in 46 states, Oregon being one of them. The new Common Core State Standards will be implemented with PBL in 2012/13 in our English/Language Arts classes, and our middle school Math classes. High School Math will implement Common Core State Standards within PBL in 2013/2014. Some of our classes will be 80% proficiency, while some will be more depending on defined objectives.

(Below is a sample of a blank rubric.)

Three Rivers School District: Standards

Standard:	Developing (I)	Proficient (C)	Approaching Master (B)	Master (A)

(9) How does this affect letter grades, report cards, and extra-curricular activities at HHS?

Students will continue to receive letter grades on all grade reports, as usual, and eligibility will be handled the same.

Proficiency Based Learning
Grading Scale

- A (Master)**
- B (Approaching Master)**
- C (Proficient)**
- I (Incomplete)**
- F**

Traditional
Grading Scale

- A**
- B**
- C**
- D**
- F**

Students will continue to receive letter grades on all grade reports, as usual, and eligibility will be handled the same.

(10) What if my student is excelling or falling behind?

Students will be offered multiple opportunities to prove proficient in each standard during the course (at least two opportunities, and they must pass both). If a student does not meet proficiency, there will be time built into the schedule for students to reassess and receive tutoring or further instruction. (Describe further.)

(11) So what is our goal in TRSD with the implementation of Proficiency Based Learning?

Our goal is easy to define. Empowering individual students through their successes! As a school community, it is our job to link learning to the real world and how it becomes relevant regardless of application. PBL will claim outcomes that hold function, purpose, and reality as the measuring stick for those successes through demonstration of knowledge and skills based on defined standards. We want ALL of our students to experience success in TRSD.

What do the Common Core State Standards mean for my student?

Something exciting is happening in education in Oregon, something that all parents will want to know about - the **Common Core State Standards (CCSS)**. These newly adopted standards in English Language Arts and Math are important for your student's future success!

Here's why:

The standards are the same wherever you go. Common standards mean that students in Oregon are learning the same thing as students across the country. Students moving into or out of Oregon will have a smoother educational transition because learning goals will now be the same across states.

They're modeled on success. The Common Core State Standards are aligned to international standards from the highest achieving countries. This means our students will be well prepared to compete both nationally and internationally.

College and career ready is the name of the game. All students graduating college and career-ready is the goal of the CCSS. These standards are designed to prepare students for success in whatever they choose to do after graduation.

Real life is really important. What students learn in school should be directly related to what they'll be required to do once they leave. The Common Core places a strong emphasis on reading informational and technical texts to prepare students for the demands of college and the workplace.

College should not begin with remediation. Too many students entering Oregon universities and community colleges require remedial classes in English and Math. The CCSS are designed to make that a problem of the past by fully preparing students for college-level coursework.

Increased access to learning resources. Common standards mean that learning resources and teaching and learning materials can be shared across states.

21st century skills for 21st century jobs. These standards will prepare our students for career success in the rapidly changing world of work.

Find out more about the Common Core on the ODE web site at

<http://www.ode.state.or.us/go/commoncore>

and check out the *CCSS Parent Guides* from the National PTA at

www.ode.state.or.us/search/page/?id=3398



Middle Years

Working together for school success

Short Stops

Listening and learning

At the library, choose a book on tape or DVD to listen to with your middle grader. Then, when you're in the car together (going to practice, picking up dinner), pop in the next installment. Talking about what you've heard will build your child's listening and conversation skills—and you'll enjoy the time together.

Recognize respect

When your child shows respect, let her know you appreciate it. For example, if she speaks politely to you even though she disagrees with what you say, you might tell her, "Thank you for talking to me with respect." You'll encourage more of the same.

Smoking stinks

Does your middle grader want bad breath or yellow teeth? Probably not. Tell him that's what he'll get from smoking, and you'll give him two big reasons for saying no to cigarettes. While parents worry about future health issues, middle graders may be more afraid of what can happen right now.

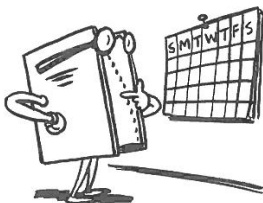
Worth quoting

"The time is always right to do what is right." *Martin Luther King Jr.*

Just for fun

Q: When does Friday come before Thursday?

A: In the dictionary!



Hints for homework

Amy has her evening planned. She'll do her math homework before dinner, then follow up dessert with English and science. Afterward, she can unwind from a busy day.

Sound impossible? It's not. Help your child make homework go like clockwork with these strategies.

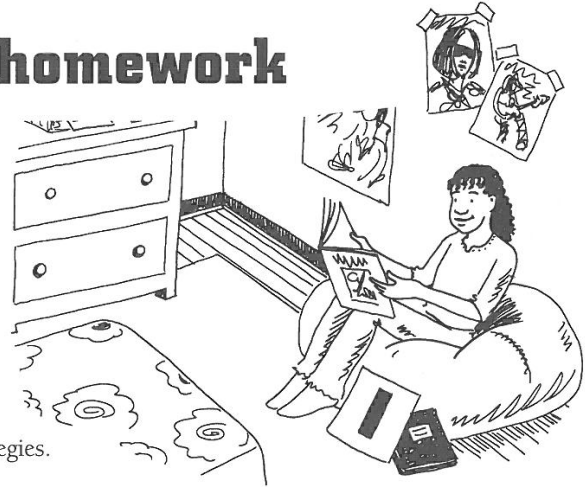
Think it through

Before your youngster begins, have her make a to-do list. *Example:* write a poem, read a history chapter, solve 10 math problems.

Then, suggest that she number the tasks, from toughest to easiest, and start with the hard stuff. This "save the easiest for last" strategy will help her finish on a high note, perhaps inspiring her to get in some extra studying.

Think about time

Ask your child to consider different time slots she can use to get work done. For instance, maybe she could set aside a weekend morning or Sunday night.



Also, many middle graders have time during study period or after lunch to tackle homework. Encourage your child to complete one assignment at school each day. The more she does then, the more time she'll have for fun later.

Think positive

Help your middle grader see homework as a chance to prove her independence by getting her work done on time and by herself. Boost her confidence by telling her, "Homework gives you a chance to show all that you know." And give her a thumbs-up when she does just that. 👍

Keys to success

You can set your middle grader up for success this school year with some basic pointers. Suggest that he try to follow this checklist, and you'll help him get off on the right foot:

- I attend school every day unless I'm sick, and I get there on time.
- I get 8–10 hours of sleep each night.
- I eat a healthy breakfast in the morning.
- I pay attention in class.
- I write down my assignments for each subject.
- I start my projects when I get them.
- I complete my homework on time.
- I read for pleasure each day. 👍



Deciding on discipline

Disciplining middle graders can be difficult. Try these strategies to set rules that work—and help your child learn right from wrong.

● **Be clear.** Explain the rules and the consequences for breaking them in advance. *Example:* “Your curfew is at 10:00. If you come in late, it will be 9:00 for a month.” This system lets your middle grader know that he’s in charge of his behavior.



● **Be fair.** Link the consequence to the action. For instance, if he listens to music and ignores his chores, you might put away his MP3 player for the night. This makes more sense to your middle grader than, say, taking away his allowance.

● **Be direct.** Limit your comments to the situation at hand. Try not to bring up things your child did last week or to use negative labels (“lazy,” “forgetful”). Staying focused will keep arguments from flaring. Plus, being calm and direct sends the message that you still love him, no matter what. ☺

Stay involved

Your child may act like she wishes you would disappear sometimes. But when it comes to school success, middle graders still need their parents around.

Why?

When parents get involved in learning, student achievement soars. Middle graders score higher on tests, turn in better projects, and participate more in class if they know their parents care.



When?

You can be involved in your child’s learning at any time of day. Talk about homework while you’re making dinner. Watch a documentary together at night. Visit a museum on the weekend. You’ll show your child that you think learning is important.

Where?

Teachers will welcome your commitment, whether you help in the classroom, volunteer at evening events, or simply support your own child at home. Call or email your middle grader’s teachers to see what you can do—in or out of school—to help. ☺

OUR PURPOSE

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

Resources for Educators,
a division of CCH Incorporated
128 N. Royal Avenue • Front Royal, VA 22630
540-636-4280 • rfeustomer@wolterskluwer.com
www.rfeonline.com
ISSN 1540-5540

Parent to Parent

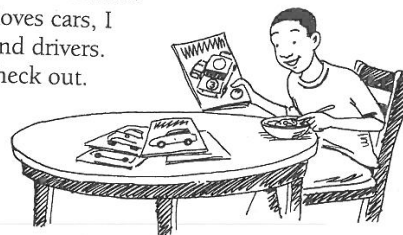
A reading habit

The older my son Jonathan got, the less he read. I was concerned, so I asked the school librarian for ideas.

First, Mrs. Cruz said we should leave lots of reading material—books, magazines, newspapers, even comic books—all around the house. “If they’re lying there, he’ll probably pick them up,” she advised.

Second, she suggested that I stop at the library to return books when we’re out together. Once inside, she said, steer him toward sections he might like. Since Jonathan loves cars, I showed him books on NASCAR races and drivers. I was happy when he picked a few to check out.

Finally, Mrs. Cruz told me to discuss the books I’m reading with Jonathan. That will give him a chance to talk about what he has read that day—and give us a reading habit to share! ☺



Q & A

Cyberbullying

Q I’m worried about cyberbullying. How can I protect my middle grader from this kind of bullying?

A Cyberbullying occurs when someone sends hurtful messages online or by cell phone. It can take many forms, such as writing rude comments, spreading rumors, and posting embarrassing pictures.

Your child can discourage cyberbullying by giving personal information (name, email address, cell

phone number) only to friends. If she receives nasty emails or text messages, she should not respond. Explain that replying just gives the person the satisfaction of having upset her. A good thing to do is simply to log off the computer or turn off the cell phone.

Let your youngster know she should tell an adult if she experiences cyberbullying. You can report problems to your Internet provider, school authorities, or even the police. ☺



WASHINGTON DC TRIP 2013

June 28, 2013

Dear Fellow Travelers and Families,

I hope this letter finds you home and rested after a fantastic and exhausting adventure. I am writing as a way to document for those that went on the trip what we experienced. It is also an opportunity for those that sent family members to see what your loved ones did.

Below is a list of some of the highlights of the trip. Most things were experienced by everybody on the trip, while a few things were specific to smaller groups of individuals:

- *Photo stop at the White House
- *Smithsonian Museum of Natural History (dinosaur skeletons, Hope Diamond, etc.)
- *Smithsonian Museum of American History (original Star-Spangled Banner, Kermit the Frog, etc.)
- *Smithsonian Air and Space Museum (Wright Bros. Plane, Apollo 11 pod, Spirit of St. Louis, etc.)
- *Ford's Theater and the Peterson House (where Lincoln was carried after being shot)
- *Madame Tussaud's Wax Museum
- *Albert Einstein statue
- *Vietnam Memorial
- *Lincoln Memorial
- *Jefferson Memorial
- *WWII Memorial
- *Mt. Vernon (George Washington's home)
- *Library of Congress (Gutenberg Bible, 600 year old explorers' maps, the famous reading room, etc.)
- *US Capitol tour (Rotunda, Statuary Hall, saw Speaker of the House John Boehner walking through!)
- *Senate Gallery (saw Senator Charles Grassley, saw discussion of amendments to immigration bill)
- *Arlington National Cemetery (JFK grave, Tomb of the Unknowns, Changing of the Guard ceremony, Laying of the Wreath ceremony, playing of "Taps" on trumpet, graves of boxer Joe Louis and actor Lee Marvin, mast of the USS Maine, Space Shuttle Challenger memorial, etc.)
- *Ate pizza lunch on the National Mall
- *Tea Party demonstration against the IRS at the Capitol (Glenn Beck was the speaker, along with others)
- *Colonial Williamsburg (wig-makers shop, jail, and other buildings as well as an evening Ghost Tour)
- *Jamestown Settlement (Jamestown fort, Indian village, wharf with three ships)
- *Reading Terminal Market in Philadelphia (great food booths, Amish and Mennonite vendors)
- *Tour of Independence Hall (saw George Washington's "Sun Chair" in main chamber)
- *Peaked at Liberty Bell through window
- *Christ's Church (over 300 years old; 7 of the 56 signers of the Declaration of Independence are buried in the church grave yard)
- *"Philly Upside-Down" tour (Penn's Landing wharf, City Hall exterior, giant game pieces park, giant wall TV screen -AMAZING!, Rocky Steps at Philadelphia Museum of Art)
- *Empire State Building
- *New York Metropolitan Museum of Art ("The Met") (giant painting of "Washington Crossing the Delaware")
- *Central Park (toy sailboat pond from "Stuart Little", Angel statue, Strawberry Fields memorial for John Lennon)
- *The Dakota (apartment building where John Lennon lived, and in front of which he was shot and killed)
- *5th Avenue (Trump Tower, Abercrombie and Fitch, Tiffany's, Apple Store, Nike Town, FAO Schwartz - the toy store with the giant piano from the movie, "Big" starring Tom Hanks, etc.)

Fleming Middle School

6001 Monument Drive

Grants Pass, OR 97526

<http://www.threerivers.k12.or.us/SectionIndex.asp?SectionID=128>

Non-Profit Organization

U.S. Postage Paid

Grants Pass, OR 97526

PERMIT No. 11



Or Current Resident

Office Hours: 7:30am-3:30pm

Principal: John Georg

Asst. Principal: Darrell Erb

Counselor: Cassie Banuelos

Office Manager: Kym Woolsey

Registrar: Janet Castillo

Secretary: Pam Kudlac