

COYOTE NEWS

Roberta C. Cartwright Elementary School
1050 E. Gary Avenue Las Vegas, Nevada 89123
Ms. Peggy Wilson, Principal

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The Principal's Desk

Safety of our Cartwright students, staff, and families remains paramount as we move forward in all we do. All decisions to implement the hybrid instructional model were made through the safety lens ensuring we adhere to all health and safety protocols set forth by the District, the CDC, and the SNHD. We are limiting movement in the building and contact with others to the greatest extent possible while adhering to all safety protocols. We will all wear our masks and PPE. We want everyone to stay healthy and safe!

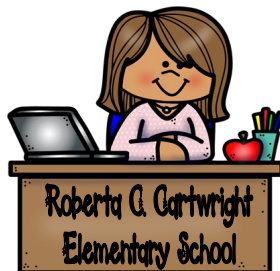
Beginning March 1, 2021, we welcome back students for Cohort A and then Cohort B students return on Thursday, March 4, 2021. The majority of our students remain on Cohort C and will continue with distance learning. Please be sure to read the procedures I sent out on Friday so we all strictly follow them.

Last week, our Superintendent announced that beginning on April 6, 2021, students in Pre-Kindergarten through fifth grade will be able to return for face-to-face instruction five days per week. This was a complete surprise to me and all my colleagues. I was in a principals' meeting less than a half-hour before and we were not told of this announcement even though we asked what he was going to say.

As of this time, I do not have any details as to how to make this happen. However, I do know that we will have to continue to implement all health and safety protocols and procedures set forth by the District, the CDC, and the SNHD. This includes but is not limited to the social distancing protocols.

It is impossible to fit all our students in the building with six feet of social distancing. Even if it is reduced to three feet of social distancing, students still will not all fit. Our classrooms are too small. Additionally, we lost two teachers earlier in the year due to the district's staffing procedures, resulting in larger class sizes in those grade levels and over 40 students in each fourth grade class.

As I learn the expectations of this model, I will communicate those to you. I have been alone in our school for nearly a year since everyone last attended Friday, March 13, 2020. I want all our students and staff back. I miss them and our families and walked the school in tears for many, many



weeks. However, as much as I want everyone back, I want people back only when I know everyone will be safe.

Of course, we all know that COVID is not magically disappearing on April 6, 2021, no matter what the Superintendent says or even how much we all wish that it would. And I believe, that is our greatest wish these days. The fact is that the vaccine is yet to be available to the general public and the vaccine for children isn't even developed yet. Nevada remains one of the worse states in the west and is still red according to the CDC's website. Additionally, the UK variant attacks young children. This is all very concerning to me as I'm sure it is to you as well.

In addition to school not looking like it did pre-COVID, please know that we will be administering the state-mandated SBAC assessment, the NAA assessment, and the WIDA assessment through the close of the window on April 30, 2021. Then we must administer the MAP Growth assessments spring benchmark beginning April 27, 2021 through the end of the school year. For upper elementary students that equates to about twelve days of testing, not leaving much instructional time.

Again, I will be in contact as I learn the District's, the CDC's, and the SNHD's guidelines for returning face-to-face. Distance learning still remains a choice for all our families even after April 6, 2021. I appreciate your patience.

Registration for 2021-2022 School Year

Ms. Chavez & Mrs. Lewsader

CCSD requires all students to register each school year. Registration for the 2021-2022 school year will begin in the near future. Please look for that information so you can promptly register for the fall so we can staff and create balanced classes.



Coyote of the Month

Our Coyote of the Month celebration for February will be held on Friday, March 5, 2021 at 1:30 on



Coyote of the Month (Continued)

<https://meet.google.com/iyo-mik-yoo?authuser=0>.

Students from each class were selected to represent their class based on each student's demonstration of tolerance during the month of February. Families will join their children. We will share how each student demonstrated tolerance on our campus and earned this privilege.

Students understand that tolerance means respecting the dignity and rights of all persons, even those whose beliefs and behaviors differ from our own. Congratulations to the following students and thank you for being role models of tolerance!

Kindergarten

Mrs. Blonsky:	Kassidy Valver
Mrs. Haar:	Victor Nieves
Ms. Phillips:	Chanell DiCristina-Fetalvero
Mrs. Thornton:	Mia Lainhart

First Grade

Mrs. Guttman:	Ranel Lauan
Mrs. Hippensteel:	Isabel Serrano
Mrs. Ostolaza:	Xyien Hennigan
Mrs. Rynearson:	

Second Grade

Mrs. Jumao-As:	Dalton Laubach
Mrs. Chandler:	Sophia Bhanduaram
Mrs. Simon:	Kris Radev
Mrs. Ubalde:	Skylar Hill

Third Grade

Mrs. Bennett:	Ricky Medellin
Ms. Minnick:	Kisslen Greene
Mrs. Moore:	Isabella Hansen Manibusan

Fourth Grade

Mr. Brugger:	Alyson Mapanao
Ms. Hodge:	Aria Taylor

Fifth Grade

Mrs. Conlin:	Tyson Daniels
Mr. Knowles:	Royal Brooks
Ms. Matulef:	Sebastian Snow

Counselor's Corner

Mrs. Spoon, Counselor

For the month of February our character trait was tolerance. Tolerance means respecting the rights and dignity of everyone, even when those whose beliefs and behaviors differ from our own. All teachers have selected a student from their class that has shown tolerance in the month of February. We look forward to celebrating these Coyotes of the Month.

We are excited to have students return to school for our hybrid model of those families who chose to do so at this time. Of course, we understand and appreciate the decision to continue with distance learning in light of current conditions. With all of this excitement, there can also be some anxiety since we have not been in the building for almost a year. If you



have noticed that your child is anxious or worried about returning, I have put together some tips to help with managing their mental health and to ease the transition into the hybrid school year. These tips were taken from the Mayo Clinic and Child Mind Institute.

Tips for Helping Your Child Return Hybrid:

- ♥ **Be Optimistic:** Keep a positive attitude about learning new ways to learn. Encourage your child to see this as an adventure.
- ♥ **Validate their Feelings:** If your child is telling you they are worried, validate their feelings and make space for them to express those emotions. Staying calm and positive and not feeding into those emotions is important. If your child says they are going to miss you, reply with, "I'm going to miss you too and I'm so proud of you for going to school!"
- ♥ **Practice Separating:** If your child is anxious about being apart, practice separating even in small ways (separate rooms, leaving the house for short periods of time, etc).
- ♥ **Maintain a Normal Daily Routine:** Aim to have your child wake up and go to bed at the same time each day. Stay hydrated, eat healthy, and try to have your child get some physical exercise. All of these factors help with maintaining a healthy mood and mindset.
- ♥ **Lead by Example:** Continue to model how to practice safety measures such as wearing a mask, washing your hands, and social distancing. Talk to your child about the importance of these safety measures.
- ♥ **Practice Relaxation Techniques/Managing Stress:** Explore relaxation techniques with your child such as mindfulness, yoga, and deep breathing to calm the mind. There are many apps and videos online.
- ♥ **Disconnect from Technology:** Remember to disconnect from the news and technology each day. Spend time talking together, playing a game, or going for a walk. Everyone is inundated with technology during this time and it is important to take a break.

Please reach out if you have further questions or concerns. I am here to support your child and family.

Fourth Grade News

Mr. Brugger and Ms. Hodge

Greetings from the fabulous fourth grade. We have been working very hard in fourth grade at showing and explaining new ways to divide. The students have been doing a great job learning and persevering long division with the area model and partial quotient strategies, which use place value when doing long division problems. These methods help to give the students a better understanding when dividing numbers. We have also been learning about our health and well-being and financial literacy. Soon your child will be able to plan healthy meals, balance your



Fourth Grade News (Continued)

household budget and pay those bills! Mr. Brugger and Ms. Hodge would like to thank all of our families for their continued support. Have a great day!



Literacy Strategist

Ms. Rodrigo

Do you ever stop to think about the words you use in conversations at home? Growing up, we might have asked for that "whatchamacallit" or the "thingamabob" and the listener could usually figure out what we meant. Around people that know us well, we may not even speak in complete sentences as the listener can infer our meaning from a simple word or phrase like, "Seriously?" or even from a look. This understanding of our listeners is developed through prior experiences and knowledge, as well as something called "word consciousness." "Students who are word conscious are aware of the words around them--those they read and hear and those they write and speak." (Graves and Watts-Taffe 2002).

Word consciousness can have an impact on reading comprehension, the ultimate goal of our reading instruction. In a traditional classroom setting, teachers provide experiences to build background knowledge and common experiences. They focus on important vocabulary words that will transfer across different content areas. There are opportunities to read, write, hear and speak the words until they become part of the students' active vocabulary. With distance learning, and our eventual hybrid learning, instructional minutes and opportunities to promote word consciousness are limited. Ways you can help promote word consciousness at home include:

- ♥ Word-a-day activities, like calendars or the Merriam Webster website <https://www.merriam-webster.com/word-of-the-day/calendar>
- ♥ Word games like puns, riddles, and tongue twisters
- ♥ Word manipulation like anagram puzzles and palindromes often found in newspapers and magazines, as well as on various online resources
- ♥ Talking about our own word consciousness with our children--noticing and using interesting words, and synonyms, such as, "Why are you so persnickety?" instead of, "Why are you acting like that?"

One of my high school basketball coaches had us use the word "tenacious" as we broke our huddle at the beginning of each game. Over the years, I've learned more nuances of that word, including how our Cartwright community clings with tenacity to the mission of educating our children in innovative ways. Stay cautious and thriving, Cartwright families!

Love and Logic

By Dr. Charles Fay

I used to be a parenting expert. That is, until

I had kids.

The other day I caught myself giving a lengthy speech about the importance of kids doing their chores, getting their homework done, and respecting their parents. Unfortunately, the speech was not to a group of parents or teachers. It was to my fourteen-year-old son in response to his eye-rolling and huffing about having to do his physics homework.

Because we are spending more time at home with our kids than ever before, we might think it to be a great opportunity to start a lecture series on chores, good behavior, respect, responsibility, homework, etc. In reality, this might be exactly what we should not do.

Parenting is tough because we love our children. Highly effective teachers also love their students and they struggle with the same temptations. We want the best for them. We worry that they'll become irresponsible. We sometimes feel panicked because they don't seem to be turning out the way we hoped. As educators we mourn when we aren't reaching a child in the way we hoped.

Lots of intense feelings can muddy our minds and leave us forgetting that we can't talk tykes, or our teenagers, into being respectful, responsible, and self-controlled. In fact, the more extensive our vocabularies become, the less effective we become.

The more words we use when things go poorly, the less effective we become.

Many excellent and loving parents and educators are faltering. Not because they lack skills. No, it's because they talk too much while they're using their good skills.

Run an experiment: when things are going poorly, see what happens if you simply use fewer words. The odds are high that you'll be glad you did.

For more helpful tips, be sure to watch our free virtual seminar, *Parenting During Uncertain Times*.

Thanks for reading! Our goal is to help as many families as possible.

Plan Ahead: Upcoming Events

- March 1:** Cohort A returns for hybrid
- March 4:** Cohort B returns for hybrid
- March 5:** Coyote of the Month at 1:30 p.m.
- March 12:** Unsatisfactory Notices and Progress Reports are posted in Parent Campus in Infinite Campus
- March 15-19:** Virtual Book Fair
- March 17:** Spirit Day-wear green
- March 22-26:** Music in our Schools
- March 26:** Progress reports posted in Parent Campus in Infinite Campus
- March 29:** Spring Break begins
- April 6:** SBAC Testing for 3rd-5th grades begins
- April 6:** Classes resume
- April 9:** Coyote of the Month Celebration
- April 27:** MAP Growth testing begins for K-5

Please stay healthy and safe!