

Plainview Public Schools

SECONDARY PRINCIPAL'S 3RD QUARTER NEWSLETTER

2008

Dear Parents,

We hope you had a wonderful holiday! Remember to check our web site, www.plainviewschools.org. It is with great pride that I reiterate that Plainview Public School continues to aspire beyond the status quo. We feel this philosophy should be recognized and praised. I have listed some accomplishments that our academic, extra-curricular, and athletic organizations have attained this past semester. These are the direct result of the concerted efforts of students, parents, community members, and staff. Thank you for your hard work, dedication, and commitment to make our school one of the best. All of you should be thankful for and proud of these accomplishments.

Best wishes for the New Year!
Randall Klooz
Secondary Principal

"We are what we repeatedly do. Excellence therefore is not an act, but a habit."

New Activity Entrance!

Reminder that we will be using the new activity entrance for all of our activities! It is located on the west side of the secondary school building. There is also a designated area for individuals to drop off patrons near the entrance.

The original entrance will only be used for individuals exiting the building. If you want to regain entrance into the building, you will need to enter through the "NEW" Activity Entrance.



Music Awards!

Chosen for All-State Chorus held in November - Lucas Hitz, Chris Bevill, Justin Kluver Alternate - Jacob Proskovec

Music department received award from Nebr. Music Educators Assoc. in November for having 65% of the high school student body involved in music this year.

Chris Bevill has been chosen for the Doane Honor Choir to be held in January.

NSAA Academic All-State! (Fall Sports)

Five Plainview student-athletes recently earned Academic All-State honors as announced by the Nebraska School Activities Association. Pirates selected for the honor are junior quarterback Trey Boyer and senior offensive lineman Ethan Pellatz for football, senior Michelle MacGregor for girls' golf, and seniors Tessa Christiansen and Kelsey Meuret for volleyball.

In order to be eligible for NSAA Academic All-State, a student-athlete must be a junior or senior, maintain a grade point average of 3.7 or higher on a 4.0 scale, and play a significant role on a varsity team.



Encourage persistence in your teen for success in school, life!

It's always easier to give up on a tough job than it is to push through and complete it. However, that's not going to get your teen very far in life. Life's full of tough jobs, so the sooner your teen learns to be persistent, the better.

Persistence can also lead to success in school. Large projects will look less daunting to your child—and his grades will probably improve as a result.

You can encourage persistence in your teen if you:

- Notice his progress. Say things like, "You're really coming along with that," and, "That wasn't easy but you kept at it. Well done." Your teen will love the pat on the back.
- Teach your teen to cheer himself on. Positive self-talk, such as, "I am going to do this," can keep him going through the most difficult tasks.

- Be a role model. If you've been putting off a big chore, decide to do it. Say, "Today, I am going to work until I get this finished." Then keep your word.
- Offer your help. If your teen is struggling to complete something, a little help will motivate him to stick with it.
- Treat your teen to something special when he finishes a challenging task. Consider watching a movie together or cooking a fun dinner. Celebrate!

**Parents do make a difference!*

State of the Schools Report!

The State of Nebraska has two accountability goals at each grade level: Assessment Quality and Student Performance. A district must earn a Good, Very Good or Exemplary to meet those goals.

District ratings show the quality of the district assessment used to measure student learning on standards and tell how well students performed on standards. For the first time Plainview received "**EXEMPLARY**" from the Nebraska Department of Education.

The goal for our school district is to have high quality assessment and show improvement in student performance over time. The ratings for students meeting the standards are based upon the student performance on reading standards.

You can acquire more information about our school by going to the State of the Schools Report Card at <http://reportcard.nde.state.ne.us/Main/Home.aspx>.

I.L.C.D. Team Receives High Marks from NDE!

I.L.C.D. is the school improvement process for special education. After the process was implemented a committee was developed which includes: special education teachers, administrators, chairpersons of the school improvement committee, chairpersons of the Plainview Response Team, and a parent. The process has involved the gathering of a large amount of data related to special education and how students zero to twenty-one years are identified and served with special education services; surveying parents, faculty, and service providers; then discussions and data analysis on eight inquiries; determining areas to improve; setting goals for improvement; presenting our information to the Nebraska Department of Education; and implementing a plan for improvement. The inquiries focus on: parent involvement and family centered practices; identification of students eligible for services; provision of appropriate services; providing appropriate services to children and youth whose behavior impedes learning; assessment that shows learning progress of students with disabilities by their performance on Nebraska STARS; providing students with services in an environment least restrictive to them as individuals; transition to post school activities; and the districts general supervision practices for students with disabilities.

**Mrs. Bearinger*

Prepare to get the most out of your parent—teacher conferences!

It will soon be that time of year again. Parent-teacher conferences are scheduled for February 7th @ 2pm. Parent-teacher conferences don't have to be intimidating. They can be a pleasant learning experience—if you prepare ahead of time. You and your teen's teacher both have your teen's best interests at heart. Teaming up will help make the remainder of the school year a success.

Discussion Topics and Questions for Parents

- **Homework**—Is my child's homework completed thoroughly, accurately, and on time?
- **Class Participation**—Does my child ask questions, volunteer answers, and participate in class discussions?
- **Academic Success**—How is my child doing in the class? Does the class seem to be appropriate for child's ability level? Is my child working up to his/her potential?
- **Classroom Time Management**—Does my child use class time wisely?
- **Attendance and Punctuality**—Is my child in class every day? Does he/she come to class on time?
- **Focus**—Does my child pay attention in class?
- **Social Adjustment**—Is my child respectful and courteous to teachers and classmates? Does my child appear to get along well with the other students?
- **Strengths and Weaknesses**—What is my child good at doing? What does he/she need to work on?
- **Additional Comments**—Do you have any advice or suggestions for me or for my child?

Role of Parents in Athletics

Bruce Brown, a coach of over thirty years, has been asking athletes their opinions for those thirty years and has written a short book on this topic. One of the things he says in his book is that you may not agree with everything he says, but he truly believes he is accurate because of his experience. If you don't agree, he says to think about it for a day or so from the perspective of the student athlete. The following are some of the main points of his book.

Role of Parents in Athletics

The involvement of parents in the athletic experience of their children is a given. Without question, all parents should be a part of this area of their children's growth. Their involvement affects their own child, the coach, the rest of the team, the other parents, and the officials. How parents choose to be involved is a choice they have.

In order to ensure that the athletic experience is a positive one, everyone in the process (coaches and parents alike) must always remember that the students' needs must come first.

The following *suggestions* are paraphrased from Bruce Brown's book and reflect *the athlete's* point of view. The issues covered focus on three important times: before, during, and after competition.

Before the first game

As the season begins, parents are encouraged to ask themselves the following questions:

- Do I want them to play? If so, why?
- What would I consider a successful season for me as a parent?
- What are my goals for them?
- What do I hope they gain from the experience?
- What do I think their role will be on this team?

After the parents have answered these questions for themselves, they should sit down with their son or daughter and ask them the following questions. It is important that the parent LISTEN to their answers without talking.

- Why are you playing?
- What do you consider a successful season?
- What goals do you have?
- What do you think your role will be on the team?

Once parents have heard and listened to their child's answers and compared them to their own responses, if both sets of expectations are the same, great. However, if the parent's responses are different from the child's, the students need their parents to change their attitudes and accept theirs. No questions.

The next step in the early season is for the parent to "release" their son or daughter to the game and to the coach. Once parents know that their child will be physically and emotionally safe, the best thing they can do is to release their child to the activity.

Role of Parents in Athletics (Continued...)

If a parent feels the need to talk to a coach about a problem, they should call and allow the coach to choose an appropriate time and place. Some concerns are appropriate while others are not.

- Among the concerns that are appropriate for a parent to discuss with their child's coach are:
- Mental and physical treatment of your child
- Ways to help your child improve
- Concerns about your child's behavior

Inappropriate areas of concern that a parent should not discuss with the child's coach include:

- Playing time
- Team strategy of play calling
- Other team members

Parents should consider the following "red flags" that indicate that they have not released their young athlete to the game or are taking the game too seriously. (It doesn't mean they are a bad parent, but rather that they are too involved in the activity.):

- A parent who is continuing to live their own personal athletic dream through their child.
- A parent who tends to share in the credit when the child has done well in the sport or has been victorious. "I taught her that shot." or "I showed him how to throw a curveball." are examples.
- A parent who tries to solve all of their child's athletic-related problems. ("Let's get everyone together and talk this out," or "I'll just call the coach and solve this.")
- They are trying to continue to coach the child when the athlete probably knows more about the game than the parent does.
- They are nervous before the child's game.
- They have a difficult time bouncing back after their child's team suffers a loss.
- They take mental notes during a game so they can give their child advice at the conclusion of the game.
- They become verbally critical of an official.
- The athlete is looking at their parents in the stands for approval during the game.
- If the athlete avoids their parents after a game or are embarrassed about their parent's involvement.

These are all signals that the child's athletic experience is still shared, and the child needs more space.

Parents should understand and accept the fact that there never will be such a thing as a "perfect season" and all parental assistance involves decisions with a very fine line of judgment.

During the game

Athletes ask that their parents only do three things during the game. On one hand, the list is not long. On the other hand, adhering to the list is very difficult for most parents because of the emotions involved when their child is "on stage."

- Parents need to model appropriate behavior.
- Parents need to focus on the **team** and the **team's** goals.
- The athlete needs to hear only one instructional voice during the game, and that should be the coach's voice.

There are only four roles during a game: spectator, competitor, official, and coach. Everyone involved should **choose only one** of these roles at a time. Spectators are there to watch the game and encourage the players on their team. They should not put down the other team, try to coach, or try to officiate.

After the game

The best thing you can give your child after a game is time and space. Comments that a parent gives to "try to help" the child may be perceived as criticism. Comments about other team members may tear down the team concept that child has been trying to build. Questioning the coach in front of the child will only cause them to doubt the coach, and if the player is questioning the coach, they are not going to be giving their best effort, which will not only hurt the team, but the child as well.

Parents need to be a source of confidence to their child, and it is easy when the child plays well and the team wins. Parents need to try to be a source of confidence and help build relationships on the team under the following conditions:

- When their child played well, but the team lost.
- When their child played poorly.
- When their child played very little or not at all.

January		
3	Wednesday	Start of 2nd Semester
10	Thursday	No School--Teacher In-Service
17	Thursday	Early Dismissal
25	Friday	Early Dismissal(1:00)
28	Monday	No School--Teacher In-Service
February		
7	Thursday	P-T Conferences--Early Dismissal
8	Friday	Early Dismissal
15	Friday	No School--Winter Break
March		
6	Thursday	End of 3rd Qtr.
7	Friday	No School--Spring Break Easter
21-24	F-M	Easter Break
28	Friday	Early Dismissal(1:00)
April		
14	Monday	No School--Teacher In-Service
May		
10	Saturday	Graduation
15	Thursday	No School--K-8 Students Early Dismissal(11:30)--9-12 Students
16	Friday	No School
19-20	M-T	Teacher In-Service

January 2008						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
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27	28	29	30	31		
February 2008						
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March 2008						
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30	31					
April 2008						
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May 2008						
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31						



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Go to:

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