



Lewiston-Porter *Intermediate Education Center* **December 2019**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Assembly	3	4	5	6	7 Pearl Harbor Day
8	9	10 Gr. 5 & 6 Concert Orchestra 7:00 HS Aud	11 Book Fair 9-3	12 Book Fair 9-3	13 Parent Teacher Conference Day No Student Attendance Book Fair 9-1	14 All County Auditions North Park Middle
15	16 Gr. 4 & 5 Concert Band/Chorus 7:00 IEC Aud	17 BOE Meeting 6:00 CRC	18 Merry Moose	19 Merry Moose	20 Hanukkah begins	21 First Day of WINTER
22	23	24	25	26	27	28
	<i>Recess — District Closed</i>					
		Christmas Eve	Christmas Day			
29	30	31	1		Our school store is open during lunch Fridays 11:30 to 1:30	
	<i>Recess — District Closed</i>					
		New Year's Eve	New Year's Day			

Lewiston-Porter
Intermediate Education Center
Tina Rodriguez, Principal
Phone: 286-7252 Fax: 286-7854



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From the Principal's Office

Mrs. Rodriguez

Dear Families,

With the holiday season just around the corner and the New Year approaching quickly, I'd like to take the time to reflect on all of the exciting things that have already happened during the 2019 school year at the IEC.

We are so very fortunate to be able to learn and grow with your children each day. At the IEC, our vision is to help students learn to be respectful, responsible, and resourceful. I want to highlight some of the things that we are doing to promote social and emotional wellbeing of our students. Once a month, we are having an assembly which emphasizes the use of cooperation, respect and the Leader in Me habits. Last month, our assembly was focused on the trait Be Proactive. On December 2nd, our focus will be to Begin with the End in Mind. The teachers and students will focus on goal setting and accomplishing short-term and long-term goals. We will have our High School Athletes participating in our assembly.

Each month, school staff will identify students who successfully demonstrate our monthly habits. These students will be recognized during our assembly by the student leaders and Mrs. Rodriguez. They will receive an award, and a letter will be mailed home notifying the parents.

We had our 3rd annual Lancer Fun Run and raised an incredible fundraising amount of... \$38,000!! The Lew-Port community is AMAZING!! The money will go towards Mind Fitness and our STEAM initiatives (Science, Technology, Engineering, the Arts, Mathematics), which will have an incredible impact on every elementary student - and on our whole district going forward. Thank you to all our wonderful families, teachers, staff and our PTSA for the great support- each of you made the Lancer Fun Run a great success!

As a parent, educator, and principal, I know it is essential for our families and the school to work together. Communication is the key to building a positive relationship. We offer several ways to stay informed about your child's educational experience at the IEC. First, it is important to always communicate with the classroom teacher. The classroom teacher can be contacted through seesaw, email, phone during non-instructional hours, and through in-person conferences. Through communicating with the classroom teacher, it will help to build an open relationship, which will have a positive effect on your child's learning experience.

On Monday, December 16, we will also be communicating through the PowerSchool Parent Portal. PowerSchool Parent Portal gives parents access to information regarding their child(ren). This is another way to remain informed about student progress. At a minimum, teachers will update the Parent Portal during their designated data-planning days throughout the school year--November, March and late June. Parents/guardians will need internet access and an email account to be able to use this feature. Keep an eye out for a letter in the take home folder of your child(ren). It will explain how to access your child(ren)'s account.

We also encourage parents/families to join our PTSA. Whether you can attend the monthly meetings or volunteer for a committee, it is a wonderful organization which supports interactive programming at the IEC.

We look forward to working with each family to create a culture of leaders and kindness. I cannot wait to see what 2020 has in store for the IEC. Wishing you and your families a wonderful holiday season and a happy and healthy New Year!

December Character Trait **Begin with the End in Mind**

I plan ahead and set goals. I do things that have meaning and make a difference.
I am an important part of my classroom, and contribute to my school's mission and vision.
I look for ways to be a good citizen.

Understanding Lucy Calkins' Writing Workshop Model: **A Guide for Parents**

(provided in part by Montclair Public Schools—Montclair, NJ)

I'm very excited to be able to share our new writing curriculum this year. This new curriculum adheres to Common Core State Standards, and is based on 35 years of research and development made by the Teachers College at Columbia University, and spearheaded by the ever-talented Lucy Calkins.

The Teachers College Writing Workshop model allows students to have the “last” word by allowing students to take something commonplace in his/her life and give it meaning. Students learn that their lives are worth writing about, and that they should care about what they write. Using the foundations of the curriculum, students will see that writing is a craft, and they will enjoy learning how to become better readers through hard work and practice. Writing will happen every day, and students will write in a variety of ways that touch on several different genres. Students will not be assigned specific topics, but will have the flexibility to choose to write about what matters to them, within the guidelines of the specific genre of study.

What does Writing Workshop look like in the classroom?

- Writing Workshop begins with a mini lesson that teaches a new strategy: Teachers start with, “So far we’ve been.....Today I want to teach you...” or with an anecdote that connects to what the teaching point of the day is. Or the teacher can let students know that she has been thinking about them as writers and that she is going to teach them something that they are actually ready for: “Watch me as I...”.

The teacher may begin with a sample of her own writing or a sample of someone else’s writing, specific to the unit or genre being studied, or with a shared writing piece that the class is working on together.

- Helpful charts will be on display in the classroom. These charts are visual reminders that reinforce writing strategies; they may help with dialogue, structure, elaboration, or conventions.

- Ideas are generated and students practice telling their story to a partner.

Storytelling is a rehearsal for writing; students develop ideas (time is spent on teaching students how to generate, and choose, a seed idea). Students may choose a good seed idea by asking themselves the following: *Do I remember it well? Is this a moment that taught me something? Am I comfortable sharing it? Students may possibly create a timeline and identify their feelings at each point on the timeline.*

- Nurturing and growing the seed idea comes next through rehearsal: students are encouraged to re-read their entry and think about the big, important events in this moment, what they were thinking/feeling at each point, how did they change as the story unfolded. Students then learn to make a writing plan. Some ways to make a writing plan are:

1. Create a timeline that tracks our stories and our emotions. Quickly jot down ideas on dots placed on the timeline. Go back to each dot and ask, *How was I feeling at this point? Students can then jot the emotions down on a parallel timeline using more than one word. Finally, we revise our entry, making sure that we show our emotions and thoughts at the time.*
2. Take small moments and break them into beginning, middle and end. Develop the tension and the problem. The problem is not the event. Use box pictures. Tell the story using the boxes. Draw pictures and label them with words. Adding words helps formulate the story.
3. Make a story booklet with illustrations of four major events – this forces students to remember and start thinking about major themes.

- Students then tell their stories to their writing partners. They show each other their sketches and they may be prompted to add more pictures and words. Partners ask questions like, *What would they be saying? What would they be thinking? Students can draw dialogue boxes to reflect inner thinking; it is often easier to hear voice before writing – the teacher may say, “How can you bring that feeling out with your words?”*
- Drafting is the next step in the process. Writers get ready to draft by thinking about meaning...they are taught to ask themselves, *What am I trying to say? What is my story really about? Paper choices vary according to grade level, and there is paper choice within each grade level. Students may draft with just picture boxes, and then eventually students may draft on “black dot” paper with lines skipped so that there is room to go back and add new ideas and revisions.*
- A few days of revision then occur. Teachers will not mark up students' papers extensively, but rather facilitate a process where the students themselves are thinking about what to revise. The editing process also includes a focus on grammar, punctuation, and mechanics. Students may use an editor's checklist. Students learn that good stories have dialogue, detail, inner thinking and setting. This is what we are looking for when we revise. The teacher may demonstrate, and then have the students try it: “Watch me, now you try it right now in your piece.” The teacher may also demonstrate by having students look at a generic text; students all work at once on adding dialogue, for example. The teacher may demonstrate by showing the students a sample of a great writer. The teacher encourages students to try a similar style in their own writing.
- The publishing process (when applicable---not all pieces will be published, as students will learn to abandon pieces when needed) can take place in many different ways: a museum walk where students walk around and read others' writing posted all over the wall, student read aloud in front of the class, a publishing party with parents, leaving writing out on students' desks and having others walk around the room, read the stories silently, and leave a comment. The students are taught that their writing is not solely for the teacher anymore; it is to be shared and celebrated with everyone.

Writing Workshop Vocabulary (or Frequently Used Terms)

Storytelling: Writing in the air; it is important to teach the difference between storytelling and reporting.

Fancy it up: Adding details and elaborating.

Small Moment: Students learn to take the everyday events of their lives and stretch them into focused, well-structured stories.

Seed Idea: To create a really good story, it helps to think of a smaller subject, or seed, within the big watermelon topic.

Play a Movie in your Mind: Students can make a movie in their mind to support what is happening in the story they are reading or writing. This helps students visualize the events in the story, enhances comprehension while reading, and allows a writer to add greater detail to their piece.

Show Don't Tell: Imagery is language that paints a vivid picture in the mind of the reader.

Long and Strong: Developing stamina increases student output on tests. There have been reports that high SAT scores are directly related to the length of the piece. Writing gibberish isn't going to make a good piece, but learning how to write long AND strong is important for kids to know how to do.

Heart of the Story: Students are taught to find the "heart of the story" and stretch it out to an event-by-event sequence.

Writing Strategies to Use at Home with Your Student

1. Encourage your child to carry a small notebook with them, paying attention to details and thinking,
“I could write a true story about this.”
2. Think of a strong feeling, and then list “small moment” stories pertaining to that feeling.
Choose one to write about.
3. Think of the stories that your family tells and retells.
Write about one of those.
4. Keep an ongoing list of story ideas in your writer’s notebook.
5. Think of a subject, person, place or thing that matters to you, then list small moments you remember.
Choose one to sketch and then write the accompanying story.
6. Think of first times, last times, or important times in your life.
Write about one of those moments.
7. Use a book and look at the moments and relationships and see what you connect to
and may want to examine in your own life.
8. Take small moments and break them into beginning, middle and end. Develop the tension and the
problem. Tell the story using the boxes. Draw pictures and label them with words.
Adding words helps form a foundation for formulating the story.
9. Diagram places of memory and label the pictures with individual words
10. Encourage your child to show, don’t tell!

Fight Flu at Home and School

Flu, or influenza, spreads easily and can make people very sick, especially kids. You can help stop flu!

Flu symptoms include:

Fever or chills, body aches, cough, sore throat, headache, runny or stuffy nose, feeling very tired. Some people, especially children, may have stomach problems and diarrhea. Unlike a cold, the flu comes on very suddenly.

Prevent flu!

- Flu vaccine is the best protection against the flu. It is recommended every year for everyone 6 months and older.
- Get the flu vaccine for you and your children every year! It helps make flu sickness milder or prevents it all together.
- Getting the vaccine early in the fall means you and your children will be protected when flu season starts.
- Ask people close to your children, like babysitters and relatives, to get the vaccine, too.
- The vaccine is especially important for people with certain health conditions, like asthma, diabetes, heart or lung conditions because the flu can make them even sicker.

If your child gets the flu:

- Your child will need plenty of rest and lots of fluids.
- Keep your child home from school for at least 24 hours after their fever is gone without using fever-control medicine. This helps avoid giving the flu to others.
- Talk with your child's health care provider before giving a child any over-the-counter medicine.
- Never give your child or teenager aspirin or any medicine that has aspirin in it. Aspirin can cause serious problems.
- If your child gets flu symptoms and is younger than 5 or has a medical condition like asthma, diabetes, or heart or lung disease, call their health care provider. Young children and those with certain medical conditions are at greater risk for getting seriously ill from the flu. Ask their health care provider if they recommend an antiviral drug.
- If you are worried about your child, call their health care provider.

Don't spread flu!

- Wash hands often with soap and water for at least 20 seconds.
- If soap and water aren't handy, use an alcohol-based hand rub.
- Cough or sneeze into a tissue or your elbow, not your hands. Put used tissues in the trash.
- Avoid touching your eyes, nose, and mouth. That's how germs spread.
- Stay away from people who are sick.

health.ny.gov/flu



**The IEC Health Office is accepting clothing donations
of the following items in all sizes:
T-shirts, elastic waist pants & shorts, leggings**

Health & Wellness

Submitted by Dana Thompson

Mrs. Siuta & Mrs. Kensinger's 5th grade classes and Mrs. Lombardo & Mrs. Khatib's 4th grade classes are participating in the Health & Wellness program in December with Mrs. Thompson. Topics that will be discussed include:

- The Role of Family/Self-esteem
- The Endocrine system and the role of hormones in growth & development
- Gender differences
- Personal hygiene
- Nutrition & Physical Activity
- Puberty
- Cyberbullying
- Infections/HIV & AIDS

Mrs. DeFranco & Mrs. Topolski's 3rd grade classes will be participating in the Health & Wellness program through December. Topics that will be discussed include:

- The Role of the Family
- Personal Body Safety
- Nutrition & Healthy Eating/Exercise
- Internet Safety
- Bullying & Cyberbullying
- Personal Hygiene

Students will keep a journal for the classes, and will reflect on topics discussed each week. Students are also encouraged to leave questions in the "question box" each week on topics in Health that require further explanation. All classes will continue through December-January.

From the Art Room

Submitted by Maria Frederick

Burchfield Penny Art Center
Field Trip
November 6th



Congratulations to our Lancer Gram recipients!

“ Be Proactive ”

Third Grade

Olivia Lachick
Dillon Phillips
Annie Pugh
Charlotte Ryan
Maya Serra
Zander Shear
Cameron Stack
Nathaniel Unversaw
Julianna Unwin
Zoe Woodhouse

Fourth Grade

Lillian Aceti
Devan Barnwell
Natalie Catlin
Elijah Chappell
Robert Moon
Lucy Raimondi
Henry Rock
Jack Sliwowski
Sailor Smith
Dylan Staub
Andrew Tower

Fifth Grade

Sophia Conti
Franca DiBernardo
Vena DiBernardo
Elisabeth Gray
Victoria Hanson
Isaac Manuse
Makenna Quarantillo
James Scully
Sophia Shaikh
Scarlett Sloma
Chloe Teal
Michael Uschold



IEC Music Leaders of the Month

Each month, one student from Band, Orchestra, Chorus and General Music is chosen as a Music Leader of the Month. These students demonstrate Responsibility, Respect and Resourcefulness in these classes.

For the month of November, the following students have been chosen by Mrs. Spinnegan, Mrs. Zachary and Mrs. Carere:

Orchestra: Lucy Raimondi
Chorus: Natalie Smith
Band: Andrew Jowdy
General Music: Chloe Larson

Art Student of the Month
for November
Annie Pugh



The Golden Spoon Award

is a school-wide competition to reward classrooms that demonstrate positive behaviors in the cafeteria. This monthly award is given to one class that continually follows the school rules.

Congratulations to Mrs. Kensinger's class for winning the Golden Spoon! They had lunch with Mrs. Rodriguez, and displayed the **golden spoon** in their classroom during November.



Daniel Jude Miller, author and illustrator, spent the day with IEC students for Young Author's Day. Reading students were inspired by his books to create their own monsters!



Mrs. Niccola's 4th grade class partnered with Habitat for Humanity to build gingerbread houses. They made almost 150 houses that were decorated as part of the annual Lewiston Christmas Walk on December 7th & 8th. All proceeds go to help build homes for those in need.



Multi Age students' Haudenosaunee Museum



Haudenosaunee (hoe-dee-no-SHOW-nee) means “people who build a house.” The name refers to a confederation or alliance among six Native American nations who are more commonly known as the Iroquois Confederacy. Each nation has its own identity, and are known as:

Mohawk
Oneida
Onondaga
Cayuga
Seneca
Tuscarora



School Attendance

The IEC school day begins with the students getting off the bus at 8:45 a.m. If you are driving your student in, they should also arrive at 8:45 a.m. Classroom announcements begin at 8:55 a.m.

Any student arriving after 8:55 a.m. will be considered tardy.

Afternoon dismissal is at 3:30 p.m.

Any students leaving prior to 3:25 p.m. will be considered an early dismissal.

Regular attendance at school is vital if a student hopes to do well. Our school district has adopted an attendance policy based upon our District's education and community needs, values and priorities. The School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

Excused: An absence, tardiness or early departure may be excused if due to the following, or other such reasons as may be approved by the Board of Education.:

- Personal illness
- Illness or death in the family
- Impassable roads due to inclement weather
- Religious observance
- Quarantine
- Attendance at health clinics
- Approved school field trips
- Approved college visits
- Military obligations
- Required court appearances

Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, missing the bus or oversleeping).

A student who is absent from school, for all or part of a day, must provide a valid written explanation, including the date and a specific reason for the absence/tardiness, signed by a parent/guardian. The written excuse is given to the attendance clerk upon returning to school. A student who is absent due to an appointment is encouraged to be in attendance for as much of the day as possible. Until a valid excuse is received, the absence will be considered unexcused.

Notification Process

To help increase attendance and decrease tardiness or early departures, written notification from the principal will be at 7, 14 and 21 absences. The teacher will call the parent/guardian after 10 absences. Written notification of possible retention will occur at 28 absences. With the progression of written notification, meetings will be established between parents/guardians and school personnel to discuss and implement strategies up to, and including, denial of grade level promotion.

Please use Pickup Patrol app or call the office if your child will be absent, so that an attendance verification call will not be necessary.

SCHOOL LUNCH

The Lewiston-Porter School District cafeteria serves breakfast and lunch to interested students. Both the breakfast and lunch programs at Lewiston-Porter are provided by a private food service firm.

- Breakfast and lunch menus are sent home with students at the beginning of each month, and are available on the school website.
- Breakfast is available.
- Students may choose a hot lunch or 'a la carte' items.
- Snacks, cookies and ice cream are available on limited days. Please call the school at ext. 7288 if you would like restrictions placed on your child's account.
- Food allergies should be reported to the school nurse and kitchen staff.
- You may prepay your child's lunch account at any time through MySchoolBucks.com, or checks payable to the Lewiston-Porter Central School District sent to school with your child.
- The cost of breakfast is \$1.75, reduced cost is \$.25
- The cost of lunch is \$2.10, reduced cost is \$.25
- Free/Reduced School Meals information is sent home at the beginning of the school year. An application may be requested at any time by calling the office.

In the event a student does not have lunch or lunch money, it is the District practice that he/she will be allowed to charge a lunch for that day. Please send payment with your child to the **IEC Main Office** on the next school day to reimburse the main office for the provided meal.

Lewiston-Porter is using **myschoolbucks.com**, an online service allowing you to pay for your student's school meals online, using your credit/debit card or electronic check.

If you have any questions regarding our food service, please call Anna Thomas, Food Service Director, at 716-286-7288.

A reminder to parents:

Please only drop off students if you see a staff member at the arrival doors between 8:45 and 8:55 a.m. (and for safety, only on the curb side)

**All students being dropped off AFTER 8:55 a.m.
MUST be brought into the office and signed in by an adult.**

**Please remember that students should arrive
no earlier than 8:45 a.m., or 8:10 a.m. for Lancer Learning.**

***If your child is absent, please use the Pickup Patrol app
or call the office to let us know.***

Thanks for your cooperation.

**For the safety of all our students,
everyone will be asked for picture ID each time you visit the IEC.
We also encourage parents to refrain from walking students
to their classrooms and lockers.**

Thank you for helping us to keep our students safe!

Lancer Learning Opportunities

**Permission slips will be sent home by your child's teacher.
In order to properly plan for transportation, permission slips are required to be
returned to your child's teacher by his/her deadline, but no later than two days
before the lesson/club. Thank you for your cooperation.**

**YMCA program before and after school
held at the PEC**

Call: YMCA Niagara Falls 285-8491