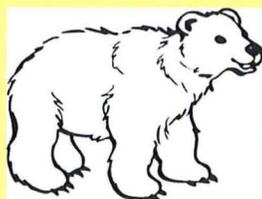


April 2021/Issue 7



Glenwood Elementary Newsletter



Happy Spring, Glenwood!
Leah and CJ painted some
beautiful flowers in art class.

Dear Glenwood Parents,

Happy April! What a cruel April Fool's Day joke Mother Nature played on us this year. Hopefully, the snow event that we're experiencing today will be our last of the season and we won't have to worry about waking up to snow covered roads in the morning any more this school year. I can't wait for it to be warm, and for there to be mud puddles and not snow piles. (Who would have thought I would ever say that?)

We are so excited to have all of our in-person students in the building at once when we return after spring break on April 12th! In order to accommodate the increased numbers of students, the master schedule needed to be reworked, which meant that some of our students have a different lunch or recess time now. One of those changes involved combining kindergarten and fourth grade recess at the end of the day. We typically try to have each grade level go to recess on their own but there wasn't any other option other than to combine two together for the remainder of this school year.

This week, I spent time talking to our fourth-grade students about the fact that I need their help when they are at recess. I explained that because they will have kindergarten friends outside with them I need them to be careful and also to set a model for our younger students, showing them how to act and what to do. I am sure they will rise to the occasion and be the leaders on the playground that we need them to be. Our students have risen to all of the challenges that have been thrown their way this year and I am so very proud of them for how they've handled everything we've asked them to do.

As I was talking to our fourth-grade students, I told them how proud we are of them for their hard work this past year. I expressed to them that I haven't done a good enough job of acknowledging the challenges that kids have been through the past twelve months and I promised them that I will try to do better at that.

Your children are living through a historical period. I believe they are more resilient because of it but I also know that it's important to acknowledge how difficult the past year has been and celebrate the fact that our students have made it through. It's been an incredibly challenging year and I'm so proud of how our students, our staff, and our families have all adjusted. There have been many days these past few months when it's been hard to be an adult during a pandemic, so I can't even imagine what it's been like to be a kid.

Thank goodness we have each other to lean on when the struggles seem larger than what one person can manage alone. We appreciate your support at home and we want you to know that your kind words and your acknowledgement of the work that our staff has been doing to support your children has meant the world to us.

Doreen McSain
Principal – Glenwood Elem.

P.S. You will also see in this newsletter that we are beginning to work on Student Placement for next school year. I've included a message from me which communicates our district's policy in regard to requests for placement in a particular class.



Vestal

Central School District



Elementary Student Placement for 2021-2022

I very much appreciate your awareness of, and cooperation with, our school district's practices regarding parent requests for elementary student placement for the 2021-2022 school year.

The establishment of classroom rosters is a complex process. It involves professional dialogue between Glenwood staff on a wide variety of factors including achievement data collected over the course of the previous year(s). These factors include, but are not limited to (in no particular order), the:

- balancing of gender in any one classroom
- balancing of students' abilities and needs across multiple developmental, social and academic areas
- design of student groupings to maximize effective instructional practices being implemented by staff (balanced literacy, cooperative learning, technology integration, assessment structures, etc.)
- design of student groupings to maximize the use of support staff including academic intervention service providers, special education providers and paraprofessionals.

Given these considerations, we are unable to accept parent requests for a specific teacher. It is my responsibility to finalize all classroom rosters. If there are extenuating circumstances that would be necessary to know in placing your child, please submit this information in writing to me by May 10, 2021. Written information will be reviewed and shared with relevant staff members during the placement process.

Classroom assignments will be mailed home in mid-August. Please understand that factors such as an enrollment shift in the summer or staff changes could result in a change in your child's class assignment prior to the opening of school.

Please accept my sincere thanks for all your feedback and support this year. I'm honored to be a part of the tradition of excellence here in Vestal, and I am looking forward to the start of another great school year.

Best wishes,

Doreen McSain
Principal

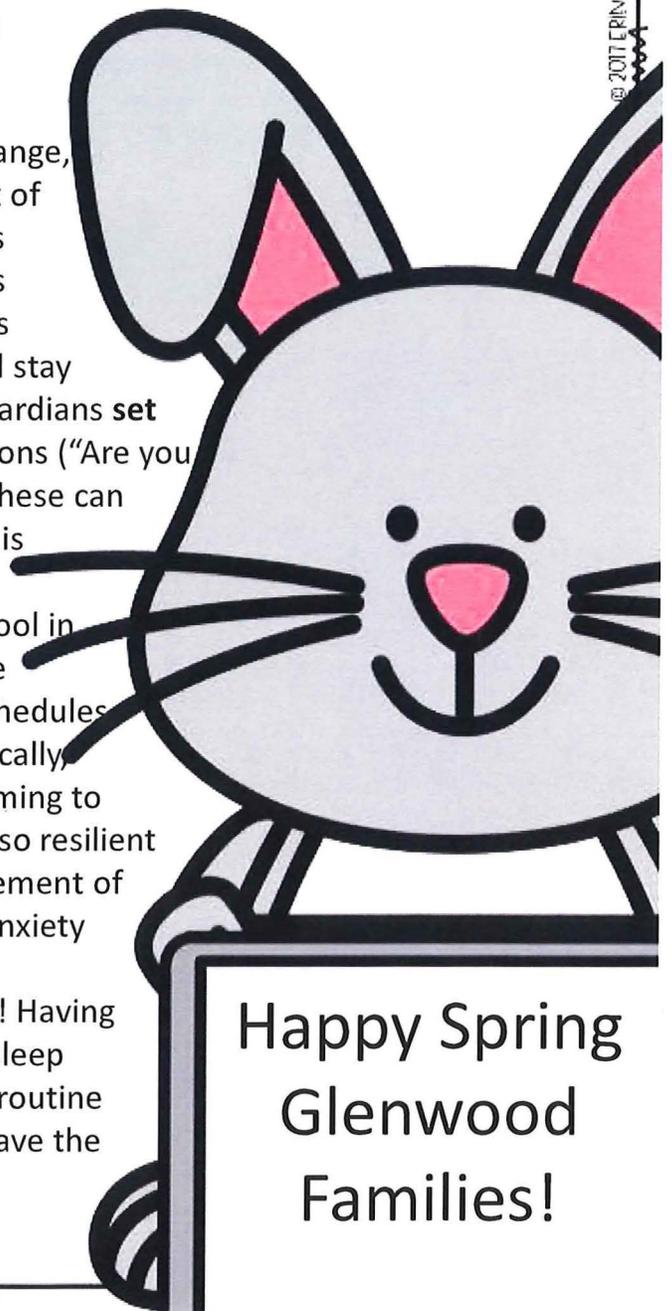
THE Counseling CONNECTION

Glenwood Elementary School

Stephanie Mitsakos, smitsakos@vestal.k12.ny.us

We are so excited to welcome our students back to the building four days a week after spring break! As a parent or guardian, here are some things you may experience with your child(ren) those first few weeks:

- They will be **tired!** In-person school demands are much different from learning at home. The students will be tired from being “on” all day with their learning, engaging with teachers and interacting with their peers.
- You might see some **anxious feelings** emerge. Any time we experience a change, we are usually also experiencing a mix of emotions. Feeling excited and nervous would be totally expected for students (as well as parents and guardians!). It’s important for parents to stay calm and stay positive. Remember – parents and guardians **set the tone**. Try not to ask leading questions (“Are you nervous about going to school?”), as these can indicate to your child that there really is something to worry about.
- It will be similar to the **first day** of school in September! New kids they’ll get to see every day, some new routines, new schedules, new furniture in the classrooms – basically, lots of new things! That can be overwhelming to think about. But guess what? Kids are so resilient and adaptable! Chances are, the excitement of in-person learning will outweigh any anxiety they may feel about the changes.
- **Routines** will be even more important! Having a bedtime routine with 8-12 hours of sleep (depending on age) and a before-school routine will significantly help your child(ren) have the most successful school day!



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Social-Emotional Book Recommendations

Social-Emotional Learning books are great ways to talk about important topics with the children in your lives. I hope you enjoy this month's book picks! Remember, the grades listed are just recommendations

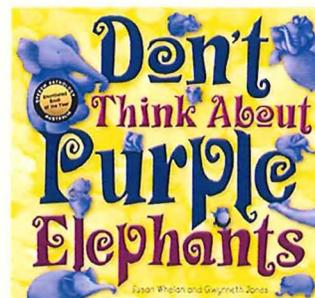
Grades K-2

Don't Think About Purple Elephants by Susanne Merritt

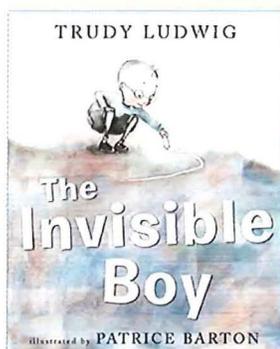
Sometimes Sophie worries - not during the day when she is busy with family and friends, but at night when everything is calm and quiet. What if her favorite shirt is still in the wash and she can't wear it that weekend? Or what if she forgets her packed lunch and has nothing to eat at school? Her worries keep her awake at night, making her tired and grumpy the next day.

Her family all try to help, but somehow they just make her worries worse. Then, her mother thinks of a new approach....that might just involve an elephant or two! But wait, don't think about purple elephants, whatever you do!

As Sophie imagines purple elephants - and blue monkeys and red giraffes - getting up to all kinds of amusing antics, her worries fade and she goes to sleep happy, ready to have fun the next day.



Grades 3-5



The Invisible Boy by Trudy Ludwig

A simple act of kindness can transform an invisible boy into a friend....

Meet Brian, the invisible boy. Nobody in his class ever seems to notice him or include him in their group, game, or birthday party....until, that is, a new kid comes to class.

When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

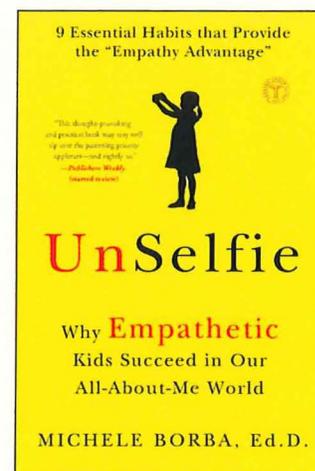
Parents/Guardians

UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World by Dr. Michele Borba

In our hyperconnected, social-media-saturated society, many of us (especially young people) are so obsessed with snapping "selfies" and living virtual lives online that we're forgetting how to care for the people right in front of us IRL (that's "in real life"). The resulting Selfie Syndrome is leading to an empathy crisis among today's youth - teens today are 40 percent less empathetic than they were just a generation ago, and narcissism has increased 58 percent during that same period.

But there is a solution: Studies show that the antidote to Selfie Syndrome is empathy. And the good news is that empathy can actually be cultivated in children, starting even before they can talk.

Caring about others isn't just about playing nice; it's a skill that is vital for children's mental health, leadership skills, and continued well-being, today and tomorrow. Dr. Borba's nine-step plan for raising successful, happy kids who are also kind, moral, courageous, and resilient provides a revolutionary new framework for learning empathy.



Notes From the Health Office

Happy Spring everyone! As the weather gets nicer our students will be going outside more often. Please consider sending a change of clothes in your child's backpack in case they get wet or dirty while playing.

Physicals

We have been notified by our school physician that all in-school physicals will take place next school year. If you have not turned in a physical form for your kindergartener, 1st, 3rd or 5th grader please have your primary doctor complete the required form and turn it in to the health office. If you have already signed your child up for a school physical or do not turn a physical in this year, your child will have a physical scheduled with our school physician sometime next school year. Please note-as of January of this year, any physicals must be documented on the required NYS physical form (dated 2020). Please notify me if you need a paper copy to be sent home with your child.

Reminder

Please continue to call the health office at 757-2293 if your child will be late or absent from school even if you have already notified the teacher.

Thank you! Heather Kirchheimer, School Nurse



**REQUIRED NYS SCHOOL HEALTH EXAMINATION FORM
TO BE COMPLETED BY PRIVATE HEALTH CARE PROVIDER OR SCHOOL MEDICAL DIRECTOR
IF AN AREA IS NOT ASSESSED INDICATE NOT DONE**

Note: NYSED requires a physical exam for new entrants and students in Grades Pre-K or K, 1, 3, 5, 7, 9 & 11; annually for interscholastic sports; and working papers as needed; or as required by the Committee on Special Education (CSE) or Committee on Pre-School Special education (CPSE).

STUDENT INFORMATION

Name	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	DOB:
School:	Grade:	Exam Date:

HEALTH HISTORY

Allergies <input type="checkbox"/> No <input type="checkbox"/> Yes, indicate type	Type: <input type="checkbox"/> Medication/Treatment Order Attached <input type="checkbox"/> Anaphylaxis Care Plan Attached
Asthma <input type="checkbox"/> No <input type="checkbox"/> Yes, indicate type	<input type="checkbox"/> Intermittent <input type="checkbox"/> Persistent <input type="checkbox"/> Other : <input type="checkbox"/> Medication/Treatment Order Attached <input type="checkbox"/> Asthma Care Plan Attached
Seizures <input type="checkbox"/> No <input type="checkbox"/> Yes, indicate type	Type: <input type="checkbox"/> Medication/Treatment Order Attached <input type="checkbox"/> Seizure Care Plan Attached Date of last seizure:
Diabetes <input type="checkbox"/> No <input type="checkbox"/> Yes, indicate type	Type: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> Medication/Treatment Order Attached <input type="checkbox"/> Diabetes Medical Mgmt. Plan Attached

Risk Factors for Diabetes or Pre-Diabetes: Consider screening for T2DM if BMI% > 85% and has 2 or more risk factors: Family Hx T2DM, Ethnicity, Sx Insulin Resistance, Gestational Hx of Mother, and/or pre-diabetes.

BMI _____ kg/m²

Percentile (Weight Status Category): <5th 5th-49th 50th-84th 85th-94th 95th-98th 99th and >

Hyperlipidemia: No Yes Not Done **Hypertension:** No Yes Not Done

PHYSICAL EXAMINATION/ASSESSMENT

Height:	Weight:	BP:	Pulse:	Respirations:
Laboratory Testing	Positive	Negative	Date	List Other Pertinent Medical Concerns (e.g. concussion, mental health, one functioning organ)
TB- PRN	<input type="checkbox"/>	<input type="checkbox"/>		
Sickle Cell Screen-PRN	<input type="checkbox"/>	<input type="checkbox"/>		
Lead Level Required Grades Pre- K & K			Date	
<input type="checkbox"/> Test Done <input type="checkbox"/> Lead Elevated ≥ 5 $\mu\text{g}/\text{dL}$				
<input type="checkbox"/> System Review and Abnormal Findings Listed Below				
<input type="checkbox"/> HEENT	<input type="checkbox"/> Lymph nodes	<input type="checkbox"/> Abdomen	<input type="checkbox"/> Extremities	<input type="checkbox"/> Speech
<input type="checkbox"/> Dental	<input type="checkbox"/> Cardiovascular	<input type="checkbox"/> Back/Spine	<input type="checkbox"/> Skin	<input type="checkbox"/> Social Emotional
<input type="checkbox"/> Neck	<input type="checkbox"/> Lungs	<input type="checkbox"/> Genitourinary	<input type="checkbox"/> Neurological	<input type="checkbox"/> Musculoskeletal
<input type="checkbox"/> Assessment/Abnormalities Noted/Recommendations:			Diagnoses/Problems (list)	ICD-10 Code*
<input type="checkbox"/> Additional Information Attached			*Required only for students with an IEP receiving Medicaid	

Name:				DOB:	
SCREENINGS					
Vision (w/correction if prescribed)		Right	Left	Referral	Not Done
Distance Acuity		20/	20/	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>
Near Vision Acuity		20/	20/		<input type="checkbox"/>
Color Perception Screening		<input type="checkbox"/> Pass <input type="checkbox"/> Fail			<input type="checkbox"/>
Notes					
Hearing Passing indicates student can hear 20dB at all frequencies: 500, 1000, 2000, 3000, 4000 Hz; for grades 7 & 11 also test at 6000 & 8000 Hz.					Not Done
Pure Tone Screening	Right <input type="checkbox"/> Pass <input type="checkbox"/> Fail	Left <input type="checkbox"/> Pass <input type="checkbox"/> Fail	Referral <input type="checkbox"/> Yes <input type="checkbox"/> No		<input type="checkbox"/>
Notes					
Scoliosis Screen Boys in grade 9, and Girls in grades 5 & 7		Negative	Positive	Referral	Not Done
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>
RECOMMENDATIONS FOR PARTICIPATION IN PHYSICAL EDUCATION/SPORTS/PLAYGROUND/WORK					
<input type="checkbox"/> Student may participate in all activities without restrictions. <input type="checkbox"/> Student is restricted from participation in: <ul style="list-style-type: none"> <input type="checkbox"/> Contact Sports: Basketball, Competitive Cheerleading, Diving, Downhill Skiing, Field Hockey, Football, Gymnastics, Ice Hockey, Lacrosse, Soccer, and Wrestling. <input type="checkbox"/> Limited Contact Sports: Baseball, Fencing, Softball, and Volleyball. <input type="checkbox"/> Non-Contact Sports: Archery, Badminton, Bowling, Cross-Country, Golf, Riflery, Swimming, Tennis, and Track & Field. <input type="checkbox"/> Other Restrictions: 					
Developmental Stage for Athletic Placement Process <u>ONLY</u> required for students in Grades 7 & 8 who wish to play at the high school interscholastic sports level OR Grades 9-12 who wish to play at the modified interscholastic sports level. Tanner Stage: <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V Age of First Menses (if applicable) : _____					
<input type="checkbox"/> Other Accommodations*: (e.g. Brace, orthotics, insulin pump, prosthetic, sports goggle, etc.) Use additional space below to explain. *Check with athletic governing body if prior approval/form completion required for use of device at athletic competitions.					
MEDICATIONS					
<input type="checkbox"/> Order Form for Medication(s) Needed at School Attached					
IMMUNIZATIONS					
		<input type="checkbox"/> Record Attached		<input type="checkbox"/> Reported in NYSIIS	
HEALTH CARE PROVIDER					
Medical Provider Signature:					
Provider Name: <i>(please print)</i>					
Provider Address:					
Phone:			Fax:		
Please Return This Form To Your Child's School When Completed.					



HAPPY BIRTHDAY!

Students

4/1 – Kylie D., Grade 5

4/7 – Matthew S., Grade 1; Mia Y., Grade 4; Brayden B., Grade K

4/8 – Emma R., Grade 1; Kevin C., Grade 2

4/9 – Liana B., Grade 4

4/11 – Lily H., Grade 4

4/13 – Isabella L., Grade K

4/15 – Brynn N., Grade 1

4/20 – Cameron W., Grade 3

4/21 – Brody W., Grade 1

4/22 – Evan P., Grade 2

4/23 – Hunter C., Grade 4

4/24 – Flynn J., Grade 3

4/25 – Connor H., Grade 1; Brandon G., Grade 2; Alexis G., Grade 2; Jordan J., Grade K

4/26 – Maya S., Grade 5

4/27 – Katelyn O., Grade 5

4/29 – Chase B., Grade 4; Noah K., Grade K; Elif S., Grade 5

4/30 – Jocelyn N., Grade 3; Ryan A., Grade 5

Staff

4/24 – Mrs. Kane; 4/26 – Mrs. E. Miller

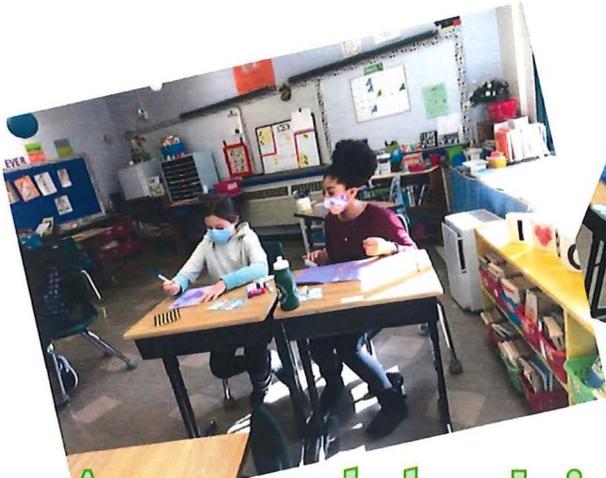
Third-Grade Science



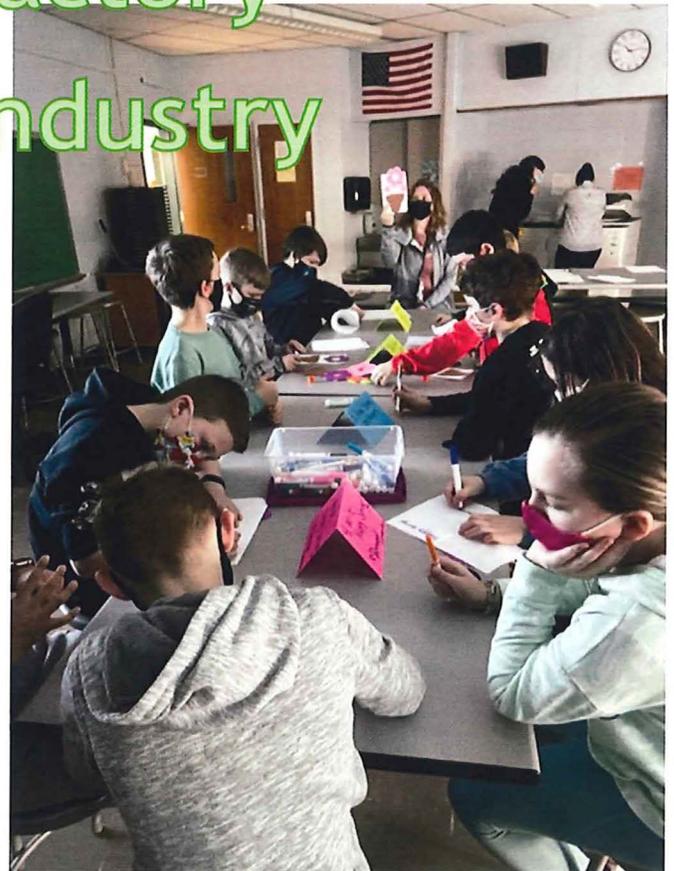
Mrs. Robinson's third-grade class wrapped up their science unit by dissecting owl pellets. The students enjoyed identifying some predator and prey relationships.







Assembly Line Factory vs. The Cottage Industry



This month in fifth grade, we learned about the working conditions in a factory using an assembly line. The cards made during our factory simulation were then given to the residents of the Vestal Nursing Home to brighten their day. The real-life conditions gave students a better understanding of what life was like during the Industrial Revolution.

Congratulations to fifth-graders Benny Stafford and Billy Stafford on their participation in NYSSMA!



Thank you to our Glenwood family for your generous donations and support for Every Dog's Dream Rescue. Together we collected \$784 to help pay the vet bill at Dickin Memorial Animal Hospital. Thank you for helping us, help them!



Olivia Duffy, Lee Foreman & Ryan Cocco



Kylie Dozoretz, Ella Sholett, Kaitlyn Oranu & Lily Emmond



Rachel Cummiskey, Megan Klimachefsky, Leah Alentyev, Wade Mitchell, Grant Siegrist & Landon Slegrist

SNOW CONE PARTY!

Our students were treated to snow cones for showing so many acts of kindness during Kindness Month in February. Some very special snow-women delivered to each classroom.



FUN ON THE PLAYGROUND!



