

THANK YOU FOR MAKING US FEEL SO SPECIAL!

THE JULIAN CURTISS STAFF WAS SHOWERED WITH APPRECIATION THIS WEEK! THE STUDENTS AND PARENTS ARRIVED AT SCHOOL WITH COLORFUL FLOWERS, BEAUTIFUL NOTES, AND SPECIAL TREATS FOR THEIR TEACHERS. THE PARENTS OVERWHELMED US WITH AFTERNOON COFFEE, TREATS AND A DELICIOUS LUNCH FROM CORBO'S DELI. YOUR SINCERE MESSAGE WAS RECEIVED BY ALL OF THE STAFF MEMBERS HERE AT SCHOOL!

THANK YOU ALL FOR THE TIME, GIFTS, AND COMPLIMENTS GIVEN TO THE STAFF. JANINE SCHARFF, KIRSTIN HENNIGAN, JESSICA GROSS, JAMIE CAHILL AND THE ENTIRE COMMITTEE PLANNED, ORGANIZED AND WORKED WITH A SMILE WHEN SERVING COFFEE AND TREATS! THEIR AMAZING LEADERSHIP AND ORGANIZATIONAL ABILITY HELPED TO MAKE THE WEEK A SUCCESS BUT THE THOUGHTFULNESS AND GENEROSITY OF EVERY PARENT ARE GREATLY APPRECIATED!

As many of you know, items such as **fidget spinners and fidget cubes** have become very popular among students over the past few weeks, as well as the subject of much debate in the media. Although they may be considered tools for some children in helping to deal with anxiety and inattention, they have in fact had the opposite effect and have become distractions not only to the students who have them, but also the children around them. These spinners and cubes are overwhelmingly not being used as they were intended, and have caused conflicts in some cases here at Julian Curtiss. Because of this, I am asking that all such items be kept at home. If a student is in need of a tool to help with challenges in the classroom, our staff can provide more school appropriate items. Should you have any questions, please feel free to contact me.

IMPORTANT – YOUR RESPONSE IS REQUIRED

2016-2017 Parent Feedback Goal

85% of parents would agree or strongly agree that they have received enough feedback on their child's individual performance as measured by their responses on an end of the year parent survey. On an end of year survey, 85% of parents will respond, "Yes" to the following two questions:

1. Have you received an update regarding your child's progress outside of the report card conference and report cards?

2. Have you had the opportunity to visit your child's classroom for "academic celebrations" this school year?

In order to meet this goal every grade level and every program has set individual goals that will help us meet this overall building goal. Conferences, visits to classrooms, monthly visits to morning meetings, curriculum nights, monthly newsletters from each grade level, program newsletters from Media, foreign language, PE and Art have all gone home to inform you of how your child is learning at school.

Below is a quick survey for parents from Julian Curtiss Only. We are asking you to please take the time out to complete the survey. It only consists of two questions and it shouldn't take more than 10 minutes. Any feedback you provide will be considered for the 2017-2018 school year.

Parent Survey Link - English: <https://goo.gl/forms/8kKu72auAqsoD3OC3>

Parent Survey Link - Spanish: <https://goo.gl/forms/IQMuMIJUVmSXsgZw1>

Below is the list of **teacher placements** for the 2017-2018 school year. I have had some questions from parents and I am happy to share the list with the community. Please note that this is always subject to change over the summer.

Teacher Placement 2017-2018 School Year

Kindergarten

Tania Comerford
Elena Hairston
Michelle Salomon

First Grade

Madeleine Hannah
Courtney Harrison
Collen Sexton

Second Grade

Keren Brown
Dana Parsons
Samantha Shuster

Third Grade

Sandra Grandinetti
Jenna Mazzilli
Karen Nagy

Fourth Grade

Keturah Engle
Stacey Fabian
Mary O'Connor

Fifth Grade

James Librandi
Heather Stewart

We are always focused on helping our students become better writers at Julian Curitiss. Below are some ideas to support parents in helping their children.

Ways to support your child's writing life

1. Ask your child to tell you stories, and help them structure the stories into a beginning, middle, and end format. Your interest will inspire him/her to want to add the details that make it a story, and telling stories is an important precursor to writing stories.
2. Tell your child stories—ones from your childhood, ones from your days—He/she will love hearing about your life, and listening to stories will help develop the understanding of how to tell stories.
3. Share any form of writing you do with your child—lists, notes, letters—they all help children realize the importance of writing.
4. Give your child opportunities to tell you about what they know. If your child is an expert at Legos, encourage him/her to tell you about it. The more organized the explanation, the better, as this practice will help him/her develop informational writing pieces.
5. Encourage your child to persuade or argue with reasons and evidence. Need a new pair of shoes? Convince me! Why do you need a new pair of shoes, and how can you tell? What will happen if you don't get a pair of new shoes? How will your life improve? This sounds silly, but this type of thinking and speaking will dramatically help your child when s/he's learning to write opinion pieces.
6. Point out the revision process in anything you do together. If you are building blocks, sometimes, you make a different decision about the foundation. If you are cooking, you might add more salt. If you are painting a picture, you might need to start over. These are revision decisions that build flexibility of thought and are critical for writers of all ages and stages.
7. Read. Read more. Stop and gasp when you read something beautiful. Stop and laugh when you read something funny. Stop and groan when you read something goofy. Your child will pick up on craft moves and amaze you because they will show up in his/her writing. Make the question "How did the writer *do* that?" part of your repertoire as you read with children.

[HTTPS://TWO WRITING TEACHERS.ORG/2017/05/07/HELPING-PARENTS-UNDERSTAND-WRITING-WORKSHOP/](https://twowritingteachers.org/2017/05/07/helping-parents-understand-writing-workshop/)