

THE TUES. NEWS

9-25-2018

BRENT ELEMENTARY SCHOOL

Coming Up

Wednesday, September 26

PTA General Meeting

6:30 – 8 p.m.

Childcare provided

ASL Interpreters Provided

Friday, September 28

TB Testing Make up for Volunteer Clearance

Part 2 of 2 – Skin read

8 – 9:30 a.m.

Must have completed Part 1

Sunday, September 30

Brent Family Picnic

11 a.m. – 2 p.m.

X Park - 464 2nd St SE

Volunteer Today

ASL Interpreters Provided

Wednesday, October 3

LSAT Meeting

6:30 – 8 p.m.

Open meeting for the Brent community

Friday, October 5

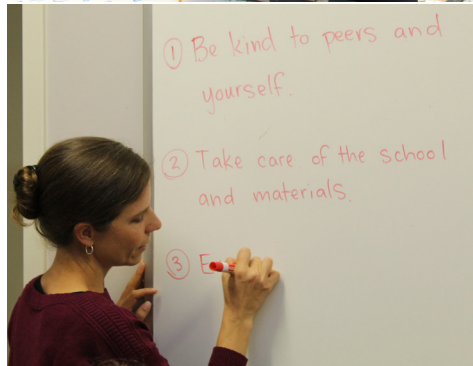
Principal's Coffee

8:30– 9:30 a.m.

Brent Banner Parade

2:45 p.m.

Parents can view the parade from the drop-off section of the Brent playground



Photos: Brent student delegates work with Brent's Assistant Principal, Sara Ewbank, on school rules.

Monday, October 8

Columbus Day

No school for students, teachers and staff

First PTA General Meeting -Tomorrow Night from 6:30 - 8 p.m. Childcare Provided

Tomorrow night's the big night... the first PTA meeting of the year! You won't want to miss it. Have you ever wondered what it's like for our kids during the first few days of the school year? Here's

your chance to find out! Some of Brent's teachers will be leading us through the Hopes and Dreams experience that our children do each year.

We'll also have time to visit one-on-one with the volunteers who make wonderful things like the Brent Student Store, the Gala, the Holiday Sale, and Teacher Appreciation Week happen at Brent.

You'll also be able to learn about how you can become involved with the Everybody Wins mentoring program. We'll hear about the school-wide rules that our student delegates developed and see the process at work.

Principal Lycknell will update us about the first 6 weeks of school, and there will be an opportunity to ask questions about all things Brent-related.

Don't worry about needing to find a babysitter. The PTA has that covered for you. Childcare and pizza are provided for our students. We can't wait to see you tomorrow night from 6:30 to 8:00 p.m. in the multipurpose room.

This Sunday - September 30, 2018, Brent Family Welcome Picnic and Book Sale/Bake Sale

The Brent family welcome picnic (rescheduled date - third time must be a charm!) is this Sunday, September 30 from 11 a.m. - 2 p.m. at X Park. This is an annual event welcoming all Brent community families to the new school year. Enjoy live music, bounce houses, browsing books at our annual used book sale, face

painting, crafts, a bake sale and other activities. New this year is a Brent buddy meet-up for new families. All proceeds benefit the Brent PTA. Picnic food available for purchase or you're welcome to bring your own. If you signed up to volunteer or bake, we'll get in touch with you to see if you're still available. Thanks to all for your understanding as the date keeps shifting - we hope to have a great event this weekend.

Many thanks to the Jeanne Phil & Meg Team/Compass for their generous sponsorship of the picnic. Please visit <http://www.brente elementary.org/picnic> or email diana.rubin@gmail.com with any questions. Special thanks also to Taoti Creative.

In Art News from Brent's Art Teacher Sara Gibson

According to the American Humane Association's study, "a class pet can teach children important values like compassion, empathy, respect and responsibility for other living things, as well as give them much-needed leadership skills and stress relief."

Since the aim of art at Brent is to encourage students to look closely at the world around them, I believe that the addition of a pet will produce more wonder. I am hoping to have my pet rabbit join us on a regular basis. Please reach out if you have any concerns.

Capitol Hill Cubing Club

Capitol Hill Cubing Club is a free Rubik's Cube club in Washington, DC for ages 7+ that gathers at Labyrinth Game and Puzzle Shop. We learn how to solve the cube and

have family-friendly fun. Join us on 10/7, 10/28, 11/4 and 11/8 and learn to solve the 2x2, 3x3 other twisty puzzles, create fun patterns and learn finger tricks. Register at caphillcubingclub.eventbrite.com.

<https://www.eventbrite.com/e/capitol-hill-cubing-club-at-labyrinth-tickets-46414743748>

Nuestra Ciudad: A Brent Saturday Meetup

Come join the Diversity Working Group for a fun afternoon at the National Portrait Gallery this Saturday September 29, celebrating National Hispanic Heritage Month! Nuestra Ciudad - Our City will have local artists, musicians and dancers in the courtyard from 11:30 a.m. - 3 p.m. Hope to see you there!

Check out the Tues News attachment for additional family-friendly events happening in DC, including a number to celebrate National-Hispanic Heritage month.

Everybody Wins Power Lunch 2018-2019 Program Update

Power Lunch is a mentoring program that pairs caring adults from the community with elementary school students to read together once a week. No curriculum, no lesson plans, just reading and enjoying time together.

This one-on-one connection helps students build a love of reading and learning, introduces them to a diversity of ideas and experiences, and supports critical socioemotional development.

This year, our 23rd year, at Brent Elementary, we are focusing on teacher recommendations, partnering with parents, and expanding our program to include first grade. Our start date will be the

first week of October. We will slowly roll in mentors and match them with students. If you would like to become a Reading mentor, email brent@everybodywinsdc.org to get started!

Springboard Electives Starting This Week – Please review the logistics reminder

Students enrolled in an enrichment class AND Springboard's 3:30 – 6:30 p.m. after care programming

During the dismissal process – at 3:15 p.m. students will either remain in their classroom with Springboard staff or be escorted to another classroom for after care. Students participating in electives will be picked-up from their after-care space and escorted to the electives classroom. When the class is finished, students will return to their after care group either in a classroom or on the playground.

Students enrolled in an enrichment class and NOT Springboard's 3:30 – 6:30 p.m. after care programming

Students enrolled in an elective and NOT Springboard's 3:30 – 6:30 p.m. aftercare programming may participate in after care programming without charge until the time their elective class begins. Families must register with Springboard along with paying the registration fee. To avoid being assessed the \$21.33 drop-in fee, students must be picked up promptly after the elective class ends. Parents should go directly to the main office to sign out their children.



Tues News Spotlight: Sara Ewbank, Brent's Assistant Principal, and Hyon Herbert, Recess Coach, Discussing Recess at Brent

Why is enhancing recess a priority at Brent this year?

Recess is an important setting for learning and practicing social emotional skills, for engaging in cooperative or independent play through organized and spontaneous activities and games, and for enjoying physical activity. Brent's recess has always offered students a nice mid-day break, but by enhancing each of the above elements, we hope to maximize recess time and ensure that all of our students experience a sense of belonging, connectedness, and joy on the playground.

How does recess differ this year from last year?

We have always provided students with recess equipment and encouraged them to seek enjoyable activities, including group games, during recess. This year, the amount and type of non-fixed equipment is expanded, certain stations are taught, offered, and

Photo: Coach Herbert at recess.

rotated as potential group games for anyone to join, and new games are introduced periodically to keep the options fresh and interesting. Of course, students have always had – and continue to have – the freedom to choose whatever kind of activity they like. Many students like to spend their time in imaginative play, scaling the structure, or exploring the planter boxes. This year, though, the options to engage in games like gaga ball, spike ball, four square, and jump rope also exist.

We have a new recess coordinator, Hyon Herbert and a new recess coach, Playworks. Mr. Herbert, what is your background?

I am a former classroom teacher with over ten years of experience in both elementary and middle schools. I am the father of two beautiful children ages 11 and 7. I am a fan of the Lakers and I hail from Las Vegas, NV.

I have had the privilege of working with the Brent community through my wife, Ashli Wilson, who previously taught 5th grade at Brent. I am so excited to become a full

member of such an inclusive and loving school community.

What is the role of Playworks at Brent?

Playworks is working with Brent through a Team-Up partnership. This means that Brent has a site coordinator, Lokia Merriweather (Coach K), who is with us one week per month guiding us through the stages of development for a great recess space. She helps us to consider how to ensure that that the playground is a safe place for all students (physically and emotionally), that students have many ways to engage with games and with one another, and that students are empowered to choose enjoyable activities, tackle and solve problems, and learn to lead their peers in fun and equitable ways.

What can students look forward to for future playground activities?

So many things! New non-fixed equipment is on its way, and our partners have Playworks have a seemingly bottomless bag of fun games and activities to teach us!



Principal's Corner

Dear Brent Families,

Our formal beginning-of-year assessment period closes this week. We have conducted a range of individual assessments, including:

- PK: Gold (observations on a developmental continuum)
- K-2: DIBELS (reading decoding and fluency)
- K-5: F&P (reading decoding,

fluency and comprehension), Eureka (math skills assessment), On Demands (writing assessment)

- 2-5: iReady (math skills assessment)
 - 3-5: RI (reading lexile levels)
- Informal data gathering through interest inventories (e.g. what books do you love to read?), observations (what peers and approaches work best for this learner?), conferences or small groups round out these more standardized formats.

Though we implement our regular teaching schedule, we also spend a lot of time collecting this data – but how does this data affect our planning? We analyze data for grade-level and class trends that determine what skills and strategies require the most emphasis in our classrooms. We study individual strengths and weaknesses to determine places to push and support our learners, most often in small group formats. We chose teaching materials, such as just-right texts, that are designed to attack individual learning levels. We track grade-level, class and individual progress across the year to set goals and the appropriate pace for instruction.

Most of all, we seek to determine the points of productive struggle. Productive struggle marks the point of disequilibrium where challenge is adequate to promote engagement and perseverance but not so overwhelming as to cause frustration. Productive struggle is the set of problem-solving tasks that require effort and a range of reasoning. It is deepening a writer's opportunity for revision using a choice of craft moves. It is providing a range of evidence for a conclusion about a text. It is allowing students to work through

conflicts during recess.

Our assessments allow us to pinpoint productive struggle and then make continuous revisions based on our observations of student progress – and they allow us to promote an environment in which effort and practice lead to lasting understanding and skill.¹

As parents supporting the process of productive struggle, the context for learning is even more important than a singular math level. Dinner conversations that support productive struggle include:

- What did you struggle with today/What was hard for you today?
- What goals are you working on in _____?
- How were you able to explain _____ to a friend?
- (When responding to a recess story) What role did you play? What role did your friend play?
- When did you go back and revise your thinking or work because of something new that you learned?

Of course, modeling this type of thinking – sharing our own goals, struggles, and perspective taking – can be as powerful as asking our children to do the thinking. So, don't be afraid to start the conversation with your own examples!

Sincerely,

Norah Lycknell
Principal

¹ Heibert, J. & Grouws, D. (2007) The Effects of Classroom Mathematics Teaching on Students' Learning