

# R.O.A.R Report

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**Mission Statement:** *Is to be a school community where all learners (students, staff and parents) are valued and continuously strive to achieve our personal best.* **Si usted necesita una traducción en español favor de llamar al 254-5339. Estamos para servirles.**

November 18, 2015

## Upcoming Dates

**Thursday, November 19– Annual Thanksgiving Feast**

Thursday, November 19 – 4:15 – SAC Meeting

**Monday, November 23 – Friday, November 27 – No School  
- Thanksgiving Break**

Thursday, December 3 – PTO Meeting – 4:00 pm

**Monday, December 7 and Tuesday, December 8 – 1<sup>st</sup>**

**Grade Music Programs – 6:00 pm**

## Focus on Learning:

### Ideas for Creating a Growth Mindset Environment at Home Part 1:

As a District we are striving to incorporate and foster a Growth Mindset in our students as well as ourselves. I shared some phrases you could use in a previous Roar Report.

The following was taken from Mary Cay Ricci's Mindsets in the Classroom:

PARENTS WORK TOWARD A GROWTH MINDSET for THEMSELVES

- ✓ We can't expect our children to have a growth mindset if we don't have one ourselves. Recognize fixed mindset thinking in yourself and talk yourself into a growth mindset. This can also be done out loud so that your child can hear how you are changing your mindset. For example, you might catch yourself saying, "I can't figure out how to fill out this document." Then quickly rephrase it to add, "I think I need to check on the website or call the bank so I can ask some questions, then I am sure I will be able to fill it out accurately!"
- ✓ Be aware of your own fixed mindset statements such as, "I am a terrible cook," "I was never good at math either," or "I wish I could play the piano like you do" (You can, with practice and perseverance!).
- ✓ Be aware of blaming genetics for anything--- both positive and negative.

- ✓ Be careful about comparing your kids to their siblings or other kids.
- ✓ We want our children to enjoy the process of learning – not just be successful. Model this concept at home. For example, after a less than desirable outcome trying to bake something challenging, you might say "I really learned a lot about making those cookies" rather than "Ugghh, what a waste of time. That was an epic fail. I will never try that recipe again."

Mrs. Casto spends 20 minutes each week enriching your child's learning from their core classroom. Often, her lessons incorporate Growth Mindset activities and thinking – ask them about the parts of the brain and their neurons!

Our SAC meeting on the 18<sup>th</sup> of February at 4:15 will be about Growth Mindset – if you want to learn more, please join us!!!

## Focus on Safety:

### Drills

On Monday, November 16, we held our first lock down drill of the year – it was actually a Shelter-In-Place. Having students think about where they would go at any time of the day if we had a lock down helps us to safely secure all students quickly. Also, processing the importance of the drill reinforces the need to keep calm and focus on the adult they are with at the time of the drill. Any conversations you have with your child(ren) in regards to these drills are greatly appreciated and help our students focus on safety. We will have two more lock down drills this year.



### The Counselor's Corner

The counselor lessons this month will focus on being a problem solver and managing impulsivity. We will continue to talk about using STOP-WALK-TALK to solve problems. We will also discuss tattling vs. telling

or reporting. In these lessons we decide what is a “tattle” and when it is appropriate to “tell” an adult right away.

This lesson goes along with managing impulsivity which is one of the Habits of Mind. Take your time! Think before acting; remain calm, thoughtful and deliberative. To help your student keep tattling under control, have them ask themselves, “Is this a big problem or a small problem?” Some students may need help deciding what a big or small problem is. Talk to your student about what you consider big or small problems. The following chart also gives some ways to help your student differentiate between tattling and telling/reporting.



Tattling		Vs.		Reporting	
Getting someone <b>IN</b> trouble	Vs.	Getting someone <b>OUT</b> of trouble			
Unimportant	Vs.	Important			
Harmless	Vs.	Harmful, or Dangerous			
Accident	Vs.	Being mean on purpose			

### News from Mrs. Jensen in PE



Our grand total for Heavenly Hat Day was \$899.59, our highest ever. Thanks for supporting this organization and joining in our fun!

The Annual Toy Run will start on Nov. 16<sup>th</sup> and run through Dec. 4<sup>th</sup>. Bring an unwrapped **new** toy for ages

newborn-18 years old and place them in the big decorated box across from the office. Dec. 4<sup>th</sup> at 3:00 the H.O.G. will come and pick up the toys and make some noise.

Remember to check out the F.I.T. activity calendar attached to the Physical Education Newsletter for a chance to earn another charm.

### Opportunity for Support - Reminder

Once again Rim Rock Elementary will be offering an Angel Tree for our families who are in need of Christmas assistance. In years past, we have been able to help with clothing and toys. If your family is in need of assistance this holiday season, you can stop by the office and fill out a form. The forms need to be turned into the office by the 19<sup>th</sup> of November (that’s tomorrow). This will assure that our staff can get the angels on the tree in time for holiday shopping.

If you are in need of additional resources for the holiday season, please contact Kristen Walke in the office.

We are all thankful for your support and involvement in our building and classrooms – but, mostly for your wonderful children you share with us each day! Enjoy next week with your friends and family!!

