



Sequoyah

Signal

Dates to Remember

SGA Pennies for Patients

January 24-February 3

Report Cards Sent Home

Wednesday, February 1

In-House Field Trip First Grades

February 1 & 3 1:45-2:45 P.M.

PTA Meeting

Tuesday, February 2 7 P.M.

Ledos Pizza SES Day!

Wednesday, February 8 All day!
(no flyer needed)

Market Day Orders Due

Thursday, February 9 by 9 P.M.

Cabin Fever - Gym

Saturday, February 11 10-2 P.M.

Market Day Orders Pick Up

Wednesday, February 15 7 P.M.

Holiday- President's Day

Monday, February 20

No School

Dr. Jasper Returns!

Tuesday, February 21

Welcome Back!

Spring Scholastic Book Fair

February 21-24 8:45-9:15 A.M. &
12:00-2:00 P.M. in Media Center

SES Book Fair Family Night

Wednesday, February 22 6-P.M.

Media Center

Field Trip-Second Grades

Imagination Stage

Thursday, February 23 9:30-12:15 P



Sequoyah Elementary School
17301 Bowie Mill Rd
Derwood MD 20855
301-840-5335

www.montgomeryschoolsmd.org/schools/sequoyahes/

Sequoyah Elementary

February 2012



A Few Words from our PTA president...

One morning a man walked along a beach covered with thousands of starfish that had washed up during the storm. Now they lay dying in the sun. He saw a young girl picking up the starfish one by one and tossing them into the sea. As he approached her he couldn't help, but ask, "Why bother? There are too many of them. You won't make much of a difference." She picked up another starfish and tossed it into the water. Then she turned to the man and said, "I made a difference to that one."

This is a concept that is shared from the Maryland PTA (from this was borrowed) and your Sequoyah Elementary School PTA. We are working very hard to provide activities and programs to support an enriching and memorable experience for our children. We, as a PTA, have many ambitious goals such as providing After-School Programs and providing promethean boards which are teaching tools currently used in the Middle Schools and High Schools in Montgomery County. Sequoyah is the only school in the Magruger cluster which doesn't have even one. These visions cannot be realized without money and the support of our parents and teachers. The Sequoyah ES Administration with the support of Dr. Bobbi Jasper and Scott Curry has done their part by encouraging every staff member and teacher to join the PTA in an effort to pledge their support. Their commitment has created nearly 100% participation. This is only the "T" in the "PTA".

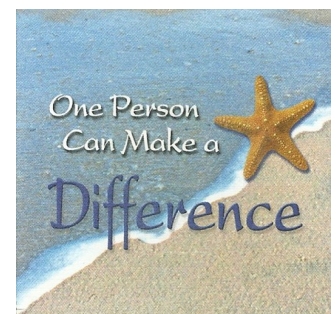
I encourage all of our parents to get active in your child's elementary school experience by first joining the PTA. Second, support the various programs and fundraisers. And third, volunteer a little time in the development of these programs. The PTA is here to help you successfully develop any activity you wish to participate, but we cannot do without you!

Contact:

Linda Kwiatkowski for programs
sequoyahvpofprograms@gmail.com

Marion Baker for fundraisers
sequoyahvpoffundraising@gmail.com.

Many hands make light work!



Join the PTA and look for our Facebook page at SES PTA.



Special Thoughts on Raising Kids Scott Curry, Principal Intern

Values: Passing Them On to Our Children

Every day it seems there's another story of the decline in values in our youth in the United States. Drugs are a scourge on the land, available even in remote rural schools. Teenage pregnancy is skyrocketing. In many schools, teachers are more like police officers than instructors. In our society, proper moral values seem to be taking a pretty good licking.

As parents, this has become a disturbing trend. "I want my children to have responsible moral values," we say. "But how do I teach them those values?"

A great wave of change has swept over our society in the past forty years. The "human rights" revolution has spread even to our children. Parents cannot make their children think like they do simply by telling them, "You'll do it or else." Demands and threats may yield short-term results, but they don't mold our children's minds. Such tactics don't persuade children that we're right.

Values are passed on to children in two ways: by what our children see, and by what they experience in relating to us. When our children see us being honest, they learn about honesty. When we talk to our children with love and respect, they learn to talk that way to others.

We can accelerate our modeling effectiveness by engaging in "eavesdrops value setting." That means that Mom and Dad talk to each other about their values, but within earshot of the children. If we want our children to learn about honesty, for example, we allow them to overhear us reporting on our genuine acts of honesty. "You know,

sweetie," we might say to our spouse, "something interesting happened to me today. At the store I gave the clerk a \$5.00 bill for a can of pop and she gave me \$14.50 in change. So, I gave her back the ten. I could have said nothing and been \$10.00 richer, but I feel so much better being honest --- doing what is right."

Children soak up what they hear when we speak to others. It's a great when what they soak up is good. Be advised, they're sponges for the bad, too. Our proper words and actions hit them with the same force. If we have nothing but ridicule for our bosses and co-workers, our children learn that ridicule and sarcasm are an acceptable way to talk. If we cheat at board games or when we play sports with our young children, then we shouldn't wring our hands and cry, "Why?" when they get nailed for cheating at school.

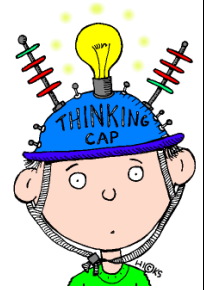
The other way we influence our children's values is in the way we treat them. A corollary to the Golden Rule applies here: Children will do to others as their parents do to them. Treating our children with respect teaches them to go and do likewise. Being fair with our children makes them want to be fair to their friends and teachers.

Children have minds of their own. They want to exert their independence and do their own thinking. They shuck off the things that are forces on to them and embrace the things they want to believe. If we want to pass our values on to them, we must present those values in a way that our children can accept: in our actions and words. A child's values come from what he/she sees and hears --- and also overhears. Children don't accept what we try to drive into their heads with lecturing.

Values are passed on by what our children see and what they experience in relating to us.

Thinking and Academic Success Skills in Curriculum 2.0

Currently in Grades K-2



Curriculum 2.0 follows the Common Core State Standards of Maryland and embeds Thinking and Academic Success skills, also known as TASS. The TASS is broken down into three categories: Critical Thinking Skills, Creative Thinking Skills, and Academic Success Skills. Below you will find a description from the MCPS TASS Framework Rationale.

Critical Thinking Skills

Critical thinking involves being objective and open-minded while thinking carefully about what to do or what to believe, based on evidence and reason. When thinking critically students apply accepted principles. Critical thinking is not a generic set of skills or processes to be developed independent of content and context. Rather if it is to take central place in the curriculum, critical thinking must be seen as a *way of teaching the curriculum*. (Case, R. 2005). Critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms your ideas, making reasoned judgments, demanding claims be backed by evidence, deducting and inferring conclusions from available facts, and solving problems. (Willingham, D. 2007) Critical thinking involves examining possibilities carefully, fairly, and constructively—focusing thoughts and actions by analyzing, synthesizing, and evaluating possibilities, refining and developing the most promising possibilities, ranking or prioritizing options and choosing certain options. (Treffinger, D. 2008)

Creative Thinking Skills

Creative thinking involves putting facts, concepts, and principles together and demonstrating a novel way of seeing or doing things. During creative thinking students may disregard accepted principles. Creativity involves fluency, flexibility, elaboration and originality of thought. Creative thinking is essential for success in a competitive global environment; contributes to meaning, integrity and satisfaction in career and life; helps people become effective, autonomous and competent in dealing with many people and situations; and, it increases the range of situations, goals and challenges with which people can deal successfully. (Treffinger, D. 2008) Critical thinking without creativity leads to mere skepticism and negativity, and creativity without critical thought leads to mere novelty. When students develop their rational, critical capacities, they develop their creative capacities and when students develop their creative capacities, they develop their critical capacities. (Paul, R. and Elder, L., 2006)

Academic Success Skills

Research on academic success skills has shown that when students are able to defer short-term gratification for long-term gain, when they collaborate with others, and when they take responsibility for their learning, they are able to function at a higher level. In classrooms in which students have opportunities to develop academic success skills and learn how they learn, all students are able to achieve at higher levels. Academic success depends on student attitudes and behaviors that enable them to reach their full potential in academic settings. These attitudes and behaviors include collaboration, intellectual risk taking, effort/motivation/persistence, and metacognition. In classrooms where opportunities to develop academic success skills exist, everyone is able to accomplish more. Academic success skills promote behaviors that lead to deeper learning and greater achievement. (Partnership for 21st Century Skills, 2007)



Scholastic Book Fairs

Don't miss the

Scholastic Book Fair & Sequoyah Reading Night

February 22, 2012

6:00 – 8:00 p.m.

2 Great Events in 1 Night!

Come to a fun reading activity or informational session with one of your favorite teachers!

Details coming home soon in the Wednesday folders.

For more information, or to find out how you can help, please contact Alix Moore

(Alice_A_Moore@mcpsmd.org) at (301) 840-5335.

Interested in a Foreign Language Immersion Program for your child?



Applications for the Elementary Foreign Language Immersion Programs will be available on the Montgomery County Public Schools' (MCPS) website <http://www.montgomeryschoolsmd.org/curriculum/specialprograms/>, at Sequoyah Elementary, or by calling the Division of Consortia Choice and Application Program Services (DCCAPS) at 301-592-2040 beginning February 1, 2012.

Completed immersion interest forms can be returned by U.S. mail to DCCAPS, Spring Mill Field Office, 11721 Kemp Mill Road, Silver Spring, Maryland 20902, hand carried, or faxed to 301-649-8155 by Friday, April 13, 2012.

For more information about the immersion lottery processes and the immersion programs go to the MCPS website: <http://www.montgomeryschoolsmd.org/curriculum/specialprograms/>.



SGA Corner

Steven Plaisance, School Counselor

Our Students are "Amazing"

We have already reached our goal of \$1000.00 toward the Pennies for Patients fund raiser. *Currently, our busy SGA is doing the final planning for our annual Valentine Sales, which will take place February 9, 10, 13, and 14.* (More information will be coming soon).

Thank you for your support.
Bruno Rodas-Flores
SGA Secretary



Art News



For the month of February students will be exploring new materials and techniques in art! The **fifth grade** students will complete their clay car and design their own name tag using their own font and illustration that represents

themselves. The **fourth grade** students will create their own superhero. The **third grade** students will learn about the printmaking technique called collograph and create a series of prints. The **second grade** students will learn how to construct a coil pot and create their own. The **first grade** students will learn how to make a pinch pot and apply that learning onto their artwork by sculpting a mini fish out of clay. The **Kindergarten** students will create their own medallion using clay.

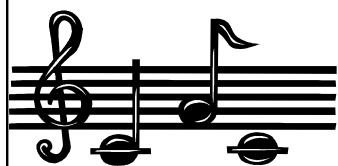
Artists of the Month! The students who were selected for the month of February are, Joel Perla, Kaia Koumoutseas, Sarai Cortez, Sarai Villalobos, Jada Williams Grant, Matthew Castillo, and, Leslie Hercules from Kindergarten, Kyra Walsh and Ryan Moriarty from 1st grade, Cameron Sale and Salome Latigo from 2nd grade, Serena Choy, Isabella Connor, Adamaris Galdamez, Victoria Stanislawek, Alex Jaffe, and Caelyn Mathis from 3rd grade, and Kiera Trickey and Oloya Latigo from 4th grade. Congratulations! Please stop by to look at their wonderful artworks!

Music News



In music kindergarten students are continuing to study musical opposites and explore rhythms or the way the words go in a song. 1st and 2nd graders are working reading melodies on the staff using pitches and rhythms. 3rd graders are getting ready to start recorders next week. Please make sure your child has their recorder and recorder packet on the days they have music class. 4th and 5th grade students are performing songs that use the major scale and exploring songs that are in 6/8 time.

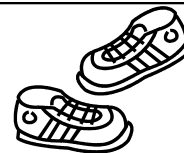
The cast list for Aladdin has been posted. We start rehearsals this week February 2nd. Look for more details coming home soon.



The show dates have been changed to
May 17th and 18th

PE News

The month of February is typically a cold one, and this makes it very difficult to exercise outside. Due to this we will continue increasing the amount of cardio vascular activities that we do in our physical education classes.



In kindergarten we will be working on the following:

- ⇒ Identify activities that increase heart rate.
- ⇒ Identify nutritious foods.

In 1st & 2nd grade we will be working on the following:

- ⇒ Be able to explain that exercising and making healthy choices are ways to make the heart healthier.
- ⇒ Explain that exercise helps to maintain or improve heart health and makes muscles grow stronger

In 3rd -5th grade will be working on the following:

- ⇒ Identify the need for rules in social movement settings.
- ⇒ Identify and demonstrate a variety of ways that promote a positive and respectful movement setting.
- ⇒ Identify and apply procedures to solve conflicts in a social movement setting.

Due to the inclement weather that hits this region (I guess it will happen this year) there is a need for winter apparel. However, can you please make sure that if your child wears boots to school that they also bring sneakers to change into for P.E.



Winter weather emergencies, such as snow and ice, may cause disruptions in school operations, including the closure of school, a delayed opening, or an early dismissal. This letter provides information about the procedures used when such disruptions occur. Also, information is provided about the weather contingency plan that would add student instructional days to the end of the scheduled school year if schools are closed for more than four days due to excessive weather emergencies.

Closure of School

When schools are closed system wide, all instructional programs and extracurricular activities in schools are canceled. Private day-care providers in school buildings may elect to stay open if the schools are closed but the administrative offices are open. In extreme conditions, administrative offices may also be closed. If this occurs, private day-care programs located in school buildings are closed as well.

Delayed Opening

A delayed opening means that schools open two hours later than scheduled. All buses operate on the same delayed schedule and, therefore, the pick-up times are two hours later than normal. When elementary schools open on a delayed schedule, the following programs are canceled—morning sessions of Head Start, prekindergarten, and other specialized programs or field trips scheduled before 10:30 a.m.; e.g., the Thomas Edison High School of Technology morning session. Activities that begin after 10:30 a.m. will be held as scheduled. Afternoon sessions of prekindergarten begin at the regular time. Parents should continue to check for radio, television, or Web announcements in the event a decision to delay the opening of schools is reconsidered and a decision to close schools for the day is made (by 7:00 a.m.).

Early Dismissal

An early dismissal means that schools will close 2.5 hours earlier than scheduled. All buses operate on that same early schedule and, therefore, drop-off times are 2.5 hours earlier than normal. When elementary schools close early, afternoon prekindergarten and other early childhood programs are canceled, as well as any special programs or field trips scheduled after 10:30 a.m. Morning prekindergarten and morning half-day Head Start students will be dismissed at 10:30 a.m.

Public Announcements

Information about school operations is announced publicly as soon as possible on area radio and television stations, Montgomery County Public Schools (MCPS) Cable TV (Comcast Channel 34, Verizon FIOS Channel 36, RCN Channel 89), Outlook, on the Internet at www.montgomeryschoolsmd.org, and on a recorded telephone message at 301-279-3673. Emergency announcements are available by signing up for MCPS QuickNotes and Alert MCPS text and e-mail notifications on the school system's home page. If schools are closed or delayed, the announcement is made no later than 6:00 a.m. (or the night before if possible). If schools are closing early, the announcement is made by 11:00 a.m.

Emergency Weather Contingency Plan

An emergency weather contingency plan will add student instructional days to the end of the scheduled school year if schools are closed more than four days because of weather emergencies. The planned school year for students ends on Tuesday, June 12, 2012. However, if schools are closed for more than four days due to weather emergencies, the following schedule would extend the school year in order to add the necessary make-up days:

1. If schools are closed for five days, the school year will be extended by one day to June 13, 2012.
2. If schools are closed for six days, the school year will be extended by two days to June 13 and June 14, 2012.
3. If schools are closed seven days, the school year will be extended by three days to June 13, June 14, and June 15, 2012.
4. If schools are closed for eight days, the school year will be extended by four days to June 13, June 14, June 15, and June 18, 2012.
5. If schools are closed nine days, the school year will be extended by five days to June 13, June 14, June 15, June 18, and June 19, 2012.

Weather Conditions and Decisions

The school system uses a variety of sources of information to determine whether to close schools, delay the opening of schools, or dismiss schools early. These sources include actual physical inspection of road and school conditions by Department of Transportation officials and other staff at areas throughout the county, and an analysis of independent reports from the National Weather Service, Accu-Weather, and the news media. The most severe weather conditions within the county are used as the basis for decision making. Consistent procedures are maintained in order to respond quickly to emergency weather conditions and protect the safety and well-being of students. All public schools within Montgomery County adhere to the same schedule relating to emergency weather conditions. The decision to change school operations is made by the superintendent of schools or his designee and affects all schools within the school system.





Las emergencias por mal tiempo durante el invierno, como ser cuando cae nieve o hielo, pueden causar alteraciones en las actividades escolares, incluyendo el cierre de escuelas, demoras en el inicio de la jornada escolar o cierre de las escuelas antes de su horario habitual. Esta carta proporciona información acerca de los procedimientos que se deben seguir en casos como los anteriormente mencionados. Además, ofrece información acerca del plan de emergencia por inclemencias del tiempo, el cual sumaría días adicionales de instrucción al final del ciclo escolar regular, en caso que las escuelas deban cerrar por más de cuatro días a causa de una cantidad excesiva de días de emergencia debido a tiempo inclemente.

Cierre de Escuelas

Cuando las escuelas del sistema escolar deben permanecer cerradas, todos los programas de enseñanza y las actividades extracurriculares en establecimientos escolares se cancelan. Las guarderías privadas en establecimientos escolares pueden optar por permanecer abiertas si hay cierre de escuelas, siempre y cuando las oficinas administrativas se mantengan abiertas. En condiciones extremas, las oficinas administrativas podrían también cerrar. Si eso ocurriese, las guarderías privadas que operan en establecimientos escolares también deberán cerrar.

Demora en el Inicio de la Jornada Escolar

Una demora en el inicio de la jornada escolar significa que las escuelas abrirán dos horas después de su horario habitual. Todos los autobuses escolares observarán ese mismo cambio de horario y por lo tanto recogerán a los estudiantes en sus paradas regulares dos horas más tarde del horario habitual. Cuando las escuelas elementales abren más tarde de lo habitual, los siguientes programas quedan cancelados por ese día—las sesiones de la mañana de Head Start de media jornada, prekindergarten y otros programas especializados o excursiones escolares programadas para antes de las 10:30 a.m.; por ejemplo, la sesión de la mañana en Thomas Edison High School of Technology. Las actividades que comienzan después de las 10:30 a.m., se realizan según lo programado. Las sesiones de prekindergarten de la tarde comienzan en su horario habitual. Los padres deberán estar atentos continuamente a los anuncios que se transmiten por radio, televisión y a través del Internet, en caso de que sea necesario modificar la decisión de abrir las escuelas más tarde y en cambio se deba decidir cerrar las escuelas por todo el día. De ser así, se anunciará la decisión a las 7:00 a.m.

Cierre Antes del Horario Habitual

Cerrar las escuelas temprano significa que las clases finalizan dos horas y media antes de su horario habitual. Todos los autobuses escolares observarán ese mismo cambio de horario y por lo tanto dejarán a los estudiantes en sus paradas regulares dos horas y media más temprano del horario habitual. Cuando las escuelas elementales cierran temprano, los programas de prekindergarten y otros programas para niños de temprana edad quedan cancelados por ese día, como así también cualquier otro programa especial o excursiones escolares programadas para después de las 10:30 a.m. Los estudiantes de la sesión de la mañana de prekindergarten y de la sesión de la mañana de Head Start de media jornada se retirarán de la escuela a las 10:30 a.m.

Anuncios Públicos

Información acerca de las operaciones escolares se anuncia públicamente cuanto antes posible, a través de las estaciones de radio y televisión, por Montgomery County Public Schools (MCPS) TV por Cable (Canal 34 de Comcast, Canal 36 de Verizon FIOS, Canal 89 de RCN), Outlook, por Internet ingresando a www.montgomeryschoolsmd.org y por mensaje telefónico grabado, llamando al teléfono 301-279-3673. Los anuncios de emergencia se pueden recibir por correo electrónico suscribiéndose al boletín informativo QuickNotes de MCPS y a través del servicio de mensajes de texto y correo electrónico Alert MCPS (Alerta MCPS). Si las escuelas deben permanecer cerradas, o si se demora el inicio de la jornada escolar, el anuncio se difunde a más tardar a las 6:00 a.m. (o la noche anterior, si fuese posible). Si las escuelas deben cerrar temprano, el anuncio se difunde a más tardar a las 11:00 a.m.

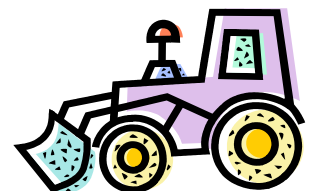
Plan de Emergencia Por Tiempo Inclemente

Un plan de emergencia debido a tiempo inclemente sumará días adicionales de instrucción al final del ciclo escolar regular, si las escuelas deben permanecer cerradas por más de cuatro días debido a tiempo inclemente. El ciclo escolar regular para los estudiantes está programado a finalizar el día martes, 12 de junio de 2012. Sin embargo, si las escuelas debiesen cerrar por más de cuatro días por inclemencias del tiempo, el ciclo escolar será extendido para aumentar los días que sean necesarios para recuperar los días lectivos perdidos, como se indica a continuación:

1. Si las escuelas estuviesen cerradas por cinco días, el ciclo escolar será extendido por un día, hasta el 13 de junio de 2012.
2. Si las escuelas estuviesen cerradas por seis días, el ciclo escolar será extendido por dos días, que serán el 13 y el 14 de junio de 2012.
3. Si las escuelas estuviesen cerradas por siete días, el ciclo escolar será extendido por tres días, que serán los días 13, 14 y 15 de junio de 2012.
4. Si las escuelas estuviesen cerradas por ocho días, el ciclo escolar será extendido por cuatro días, que serán los días 13, 14, 15 y 18 de junio de 2012.
5. Si las escuelas estuviesen cerradas por nueve días, el ciclo escolar será extendido por cinco días, que serán los días 13, 14, 15, 18 y 19 de junio de 2012.

Las Condiciones del Tiempo y las Decisiones

El sistema escolar utiliza diversas fuentes informativas para determinar si se deben cerrar las escuelas o si se debe demorar el inicio de la jornada escolar o cerrar las escuelas antes de su horario habitual. Entre estas fuentes se incluye a funcionarios de Department of Transportation y otros miembros del personal de las diversas áreas del condado que inspeccionan personalmente y verifican las condiciones de las rutas y de las escuelas, y que efectúan un análisis de los informes independientes provenientes de National Weather Service, Accu-Weather y demás medios noticiosos. Para tomar las decisiones referentes a las condiciones climáticas se utilizan como base los lugares más severamente afectados dentro del condado. Se mantienen procedimientos sistemáticos para responder rápidamente a condiciones de emergencia debido a tiempo inclemente, para así proteger la seguridad y el bienestar de los estudiantes. Todas las escuelas públicas de Montgomery County se rigen por el mismo horario en cuanto a condiciones de emergencia por mal tiempo. La decisión de modificar las actividades escolares es responsabilidad del superintendente de escuelas o una persona designada por el superintendente y esa decisión afecta a todas las escuelas del sistema escolar.





Sequoyah Elementary School PTA Membership Application Information Request Form

Last Name: _____ First Name: _____

Address: _____ Apt No.: _____

City: _____ State: _____ Zip: _____

Phone Number(s): Home: _____ Cell: _____

Email Address(es): _____

For Family Membership:

Spouse/Partner: Last Name: _____ First Name: _____

Phone Number(s): Home: _____ Cell: _____

Email Address(es): _____

Yes, I would like to join the PTA. I am interested in an
 Individual Membership \$15 Family Membership \$20

Please make checks payable to Sequoyah PTA

Yes, I would like to join the PTA Yahoo Group to receive email updates on school and PTA events

Market Day Contact

Jen Trickey:

jentrickey@gmail.com

Please place order
online at:

www.MarketDay.com

or submit a paper
order form prior to
the due dates.



You're on FACEBOOK...

Now we are too!

Join the SES PTA community online at [http://](http://www.facebook.com/groups/sespta)

www.facebook.com/groups/sespta

The more our membership grows, the wider our combined knowledge base becomes!

- ⇒ Got a question? —Ask the group!
- ⇒ Got an idea for a new program or fundraiser? —Post a poll or start a discussion!
- ⇒ Missed the monthly PTA meeting? —Catch up on the minutes here!
- ⇒ Want to be notified personally when there's an SES event happening? — Check it out!
- ⇒ Join the group — receive event invitations and reminders!

Sequoyah ES PTA News

**We still have a few critical programs
in need of chairs.**

Please let Linda Kwiatkowski
(sequoyahvpofprograms@gmail.com) know if
you are interested in helping with any
of the following:

**Cabin Fever (2/11/2012)
Spring Carnival (4/28/2012)
Spring Movie Night (tbd)**

**We appreciate all of the support you
provide the Sequoyah students and PTA.**