

Dear Staff,

A week doesn't go by when I'm not reminded that NCSC is a very special place! Last week, two examples popped up for me that support the notion that our students are tops! It's not unusual that I'll eat lunch in one or the other of our school cafeterias. If I'm short on time, I run across the street to HES, and if I have a bit more time or need to run an errand to the Jr./Sr. high, I'll catch lunch up there. The purpose of my sharing this is to share with you about what I know to be true: our students are developing great character! I was on my way to lunch at HES greeting students I passed going in the other direction in the hall. As I changed my "Good Morning, Gentlemen" to "Good Morning, Ladies" as different groups passed by, students responded with the usual smiles and "Helloes" but with one exception. One of the boys who had passed by replied with a comment that I interpreted as unkind. After I got over the shock (I just DON'T hear disrespect from NCSC kids!) I thought, "Do I address it, or let it go?" The teacher in me narrowed my choices down to one, so I turned around and motioned the student to come back to me. He did. When he got back to me, his eyes were on the floor, and he apologized. I thanked him. About five or six minutes later after I had picked up my lunch and was headed out of the cafeteria, that same student came up to me and said, "I want to really apologize to you. I am so sorry. I thought you were calling me a lady in the hallway." I thanked him for his extra effort to seek me out to repeat his apology and assured him I would never do that. To me, this was a fine example of a Child of Character. He did not have to go that extra mile to seek me out, and it showed something very special in him that I think is often found in our students that we don't take for granted!



My second example of a Child of Character was related to me and also happened last week this time at HJr./Sr.H.. Mr. Childs was supervising the cafeteria and a student gave him a note he found on the floor as he waited in line to be served. He told Mr. Childs, "I know you're going to want to see this." The note was threatening, and Mr. Childs went into Administrator Mode and, following protocol, began scanning the area for clues to its author. Seeing none, he started toward the office and a student approached him and confessed that she had dropped the note though she had found it elsewhere in the building. During fact finding and through many tears and with her mother in attendance, she admitted that she had written the note, and that she admitted to it and came up to Mr. Childs in the cafeteria because she saw that Mr. Childs was upset. By writing the note, this student walked into a whole lot of consequence, but I consider her a Child of Character, too, because while denying the situation until the bitter end could have been the easy way out, and that perhaps she would have escaped the consequence, she chose not to. The boy who reported the note deserves a tip of the Tiger's tail, too, for doing the right thing! These examples remind me that the values and expectations that our families and our schools share are producing exemplary results for our children!

We send a tip of the Tiger's tail to Ms. Henderson for accompanying two of her students to The Dairy for their student leadership in creating the Robotics Club at HES. The activities of the Robotics Club is grant paid and provides intermediate grades students with STEM learning beyond the requirements of their science curriculum! (I send a 'covert' wink of the Tiger's eye to HES teachers and Ms. Hokey! Of all days to take the picture!) You all know I save these pictures and will reuse them when I need to, right?



Moving on! Did you send a card? Last week HES celebrated Dr. Seuss's birthday. Students dressed up as Seuss book characters, and posters decorated cafeteria doors commemorating the event. These students in Ms. Walker's room were waiting in the hall to return to their classroom for afternoon activities. We send a tip of the Tiger's tail to Ms. Walker and all of the teachers who took time out to shine the light on the work of a very special children's author.



On Friday I joined Ms. Shedd and her students to observe their weekly data progress reviews. These reviews are common among each of the sixth-grade classrooms and is a strategy aimed at sharing the accountability for learning progress with students. The ease of the conversation between Ms. Shedd and her students and the fact that they were able to cover a lot of material in a very short amount of time are strong indications that this Best Practice is routine for the teacher and the student. Notice the vocabulary bulletin board in the background that indicates, according to NWEA scores, which words students are ready to learn next. A focus on learning vocabulary is strongly tied to advancing student achievement in all subject areas and at all grade levels. Thank you, Ms. Shedd for allowing me to sit in, and sixth-grade teachers, this tip's for you!



Let's end this week's letter with a tip of the Tiger's tail to Ms. Hendrickson, Ms. Isaacs and Mr. Olinger who were identified by top-performing NCSC students as their ISTAR teachers by playing very significant roles in the students' success. Congratulations to all three of you! Students know that effective teachers are key to their success!

Yours for another successful week with children!



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