CONGRATULATIONS!!

Students of the second quarter
Alexandra Rose: Distinguished SOQ
MiKara Johanson: Most Improved SOQ
Juan Castillo, Jr.: Citizenship SOQ
Rayce Worley: Elementary SOQ
Greetings Patrons of the Edmore School District:

A new calendar year is upon us and the second semester of school year began on Monday. It seems like each school year goes by more quickly than the past. As an educator it is an enjoyable and rewarding experience to observe students mature as they develop academic and civic skills that will enable them to thrive after high school graduation.

Just as each community has its own culture, each class of students has its own collective personality. Every student in the Edmore family possesses unique qualities that contribute to a great educational environment. The enrollment of the Edmore School has remained steady this year with 70 students. The staff work hard to assess individual student strengths and weakness and develop enriched curriculum and instructional strategies to assist students, in mastering the skills necessary for success. During the first semester the academic day was adjusted to allow staff to work with students on mastering those areas of weakness. This process is known as Response to Intervention (RTI).

During the second semester staff will continue to work with students, in achieving success but will also begin a process known as curriculum mapping. This process allows each staff member to examine what curriculum he/she is utilizing and make sure the curriculum is aligned to North Dakota and common core standards. Once individual staff have completed mapping, the entire staff will begin cross curriculum mapping thus developing opportunities for staff to work together to provide enriched curriculum and instruction to students.

Facility – The boiler project is on schedule for the school. Once completed, the new electric-powered boiler will provide heat to our building with an overall savings on heating costs. I am also exploring additional grant opportunities to update our lighting in the school. If this project is implemented additional financial savings will be afforded through the installation of energy efficient lights.

In closing, each academic year brings opportunities for staff and students to make Edmore an even better place to work and learn. The school board, administration, and staff are committed to continue to improve the educational opportunities and facilities for our most precious asset, our students.

Frank Schill
Dear Patrons:

Where is the year going? We are now beginning the second semester. Like usual, the students at Edmore School have had a good first semester. They are dedicated to their studies. The discipline issues have been a non-factor.

Our entire staff has also put in a lot of hard work the first half of the year. Mr. Schill and I push them to do a lot of extra professional development to strengthen their skills which will result in the best education possible for our students. The teachers have responded very well to these extra duties and we’ve seen the positive results due to the hard work. THANK YOU STAFF!

Congratulations to Tim Hodek and Ethan Sampson for qualifying for the 2015 USA Curling Junior National Championships, in Devils Lake on January 17-24. Grades 8-12 made the trip down on January 21, to watch the team in action. Tim and Ethan didn’t disappoint, as they won their match!

Report cards were sent out this week with the students. Please make sure that you take the time to review the scores with your student(s). If you have any questions about your child’s grades please feel free to contact the teachers or me. We are always willing to visit. Communication between school staff and guardians is an important element and a necessity for student success.

Our student-to-teacher ratio is 5:1 at Edmore Public School. I make a point of discussing with my students that if they work hard, meet with their teachers, and take their studies serious there is no reason to fall below a “C” average in their classes. With a 5:1 ratio, the students basically have their own tutor, if needed. Please don’t let them overlook this opportunity or take this for granted. Encourage your student(s) to meet with their teachers when needed.

The winter extracurricular activities are in full swing. The boys’ and girls’ basketball teams have both jumped out to a good start. The students and coaches love when a good crowd shows up to support them. Please battle the cold weather and make a couple games. We appreciate the support!

I would also like to thank the patrons of the Edmore School District for all their support and sacrifice of time when it comes to volunteering at the school. I’ve asked guardians to jump in and help out at concessions, fundraising, and much more. I always seem to get positive feedback and workers willing to help the students and school out. Thank you for your time. I APPRECIATE all you do!

Again, if you have any questions or want to come talk to me, please don’t hesitate. My door is always open. I continue to enjoy working for the Edmore School District and feel Blessed to be part of such a positive place where people are hardworking and dedicated. You will continue to receive my very best efforts.

Stay warm!

Matt Ford
PK-12 Principal
Edmore Public School
### EDMORE HONOR ROLL
#### 2nd QUARTER
#### January 26, 2015

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<td>Fallyn Freije, Candra Kalhagen, Robb Kuchar, Kaden Martinson, Miranda Martinson, Jaedyn Pesek</td>
<td>Brandt Ronningen, Alexandra Rose, Lauren Sampson</td>
<td>Haley Lorenz, Owen Minello</td>
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<td>Denver Dvorak, Timothy Hodek, Erika Kratochvil, Katelyn Kuchar, Colton Skorheim</td>
<td>Nixon Smith, Ashtyn Pesek, Jonathan Skjervheim</td>
<td>Juan Castillo, Jr., Katelynn Nielsen, Mary Nienhuis</td>
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<th>FRESHMEN</th>
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<td>Emily Ketelsen</td>
<td>Sara Hodek, Haylee Linstad, Ethan Sampson</td>
<td>Callie Ronningen</td>
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<td>Tanner Aanstad, Austin Jenniges, Leandre Kalhagen</td>
<td>Natasha Graham, Holden Mack</td>
<td>Jadyn Harpestad, Mason Horner, Wyatt Knoke, Abigail Mack</td>
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2015 First Lego League

By: Mr. Hanson

The 6th and 8th grade classes participated in the First Lego League Regional Robotics competition on January 19th. The students were tasked with building and program a Lego Robot and work through various tasks during the competition. FLL also incorporates sportsmanship, honor, and gracious competitiveness within each competition. That means the students are not just judged by how their robots perform, but also how they interact with and treat each other and their opponents. It is with great pride that I announce that our students once again displayed great integrity and sportsmanship as they were awarded runner-up in both the FLL Core Values and Overall Champion.

N from the music room!

By: Ms. Swartz

Congratulations to Lauren Sampson who was a part of the UND Honor Band this past weekend and just learned that she has been selected to the All-State Band.

This month is an active month for the students. Grade K-12 is all busy in music. Pre-Kindergarten and Kindergarten are working on the concepts fast vs. slow and loud vs. soft. They do this through listening, analyzing, moving, dancing, and singing. It’s always an adventure with Pre-Kindergarten and Kindergarten!

First grade has been working on a multicultural unit. We have been singing songs in French and Spanish. After we sing a song in a different language we find it on a map and discuss how our cultures are different from the other countries. When asked, they said their favorite song is "One Big Family" because they learned to say hello in French, Spanish, and Jamaican.

3-5th grade is starting their unit on recorders! They are very excited to get playing. We are implementing a fun curriculum called recorder karate. Once they pass a playing test they earn that color "belt" and get to hang that colored string on their recorder. We just started, so they are all currently white belts!

Band and choir is working on their concert pieces for spring. Our concert is movie themed, so we are working on familiar songs both old and new. We are starting to rehearse for small group ensembles as well. There are students signed up for solos, duets, trios, and large groups. They will compete in regionals in April.
CONGRATULATIONS

3rd Place in the Ramsey County Tournament

Congratulations to Robb Kuchar and Kaden Martinson for being named to the all-tournament team.

Wendy’s High School Heisman Award

Fallyn Freije, a senior at Edmore High School received the 2014 ND State Wendy’s High School Heisman Award. She was also a top 30 finalist for the National Award. This award honors the top high school scholars, athletes, and citizens in the country.

Since 1994, the Wendy’s High School Heisman Program has honored more than 395,000 of the nation’s most esteemed high school seniors in partnership with the Heisman Memorial Trophy® Committee. The leadership award-honorees are well-rounded young men and woman who excel in learning, performing, and leading in the class room, on the field and in the community.

Like The Heisman Memorial Trophy, the Wendy’s program believes in the pursuit of athletic and academic excellence with integrity. And in addition to honoring student accomplishments, the Wendy’s High School Heisman Program inspires all future high school students to pursue their higher education goals.

Every year, the Wendy’s High School Heisman Program and The Heisman Memorial Trophy team up to recognize our nation’s most esteemed high school Seniors. The culmination of this process takes place in December in conjunction with the National Heisman Memorial Trophy presentation during Heisman Weekend in New York City. It’s here where Wendy’s selects its National High School Heisman Winners during a broadcast on ESPN networks. This partnership ensures that high school winners enjoy the prestige of national recognition for their tremendous achievements.

CONGRATULATIONS FALLYN…AN HONOR WELL DESERVED!!
FROSTFIRE TRIP

Thank you for taking us skiing, snowboarding or snow tubing!! A great time was had by all!!
Fox Fitness Corner

– Technology Health Benefits

In today’s world we have seen a huge push in finding different ways to stay physically fit. Technology companies have gone from Waist pedometers to the new electronic wrist pedometers. Treadmills, Elliptical and different types of exercise bikes have flooded the market with great opportunities. The weight machines have progressed to the point we don’t need spotters for most axillary lifts.

Fitbit has really changed the area of fitness for the better. The Fitbit can track your steps, sleep schedule, activity level and calories burned throughout the day. With a computer or a smart phone we have the ability to see how we can tweak our lives for the better. Maybe I need to get up and move more throughout the day which could give me one more advantage to making my life healthier. If you’re really ambitious you can track calories and water intake. We are extremely fortunate to live in a world that is making strides to help prolong human life and health.

If technology wrist bands and apps scare you or just make you feel uncomfortable. A good solid weight lifting schedule, running or walking routine can still make a small difference in your life. Take advantage of the internet with creating a lifting schedule. So many sites have the ability to give step by step pictures, instructions or even videos to help you with unfamiliar lifts or lifts you already know. We try to incorporate as many of these tools in our fitness classes at the Edmore Public School so each student is familiar with lifelong fitness.

The Edmore High Funding the Future (EHFF) silent basket auction was held in December. Around $630.00 was raised for scholarships. Thanks to the following businesses and individuals who donated a basket: Jeff & Stacey Ronningen, Barb Settingsgard, Sonja Bylin, Deb Lee, Jackie Lindstad, Beth Bylin, Laurie Haugen, Joan Skjervheim, Gerald & Bert Kalhagen, Ketelsen Fireworks, John & Diane Martinson, Karla Mack and Citizen’s State Bank. Also, thank you to those who bid and purchased a basket!!

The next event will be a bake sale on Monday, February 9 at the girls’ basketball game vs. Larimore. We are asking that junior and senior families provide some baked items. Please have them to the school by 4:00.

The senior fun night basketball game with the seniors taking on the faculty may make its appearance again if there is enough interest. Stay tuned for further information regarding this.
In the Edmore English Language Arts classroom, the North Dakota Common Core has gone from concept to practice. This federally mandated initiative seemed overwhelming to me when I first began reading and studying it. My students were equally overwhelmed when they began practicing Common Core based units. But, like anything else in life, the more we understand and the more we practice, the more familiar and less intimidating this program becomes.

Communication - reading, writing, speaking, and listening - is still basic curriculum in the ELA classroom. Even with the added Common Core components, we are still able, through smart time management, to study the human experience and the "arts" in English Language Arts: novels, poetry, fiction, creative writing, classic works. The changes brought about by Common Core include content, medium, skill sets, approach, and rigor.

Students are now expected to read more nonfiction, i.e. historical documents, instructional texts, and science-based material. Learned skills include more expository writing, formal presentations, and effective note-taking. The writing component stresses the use of evidence to support the writer's claim. Students follow an approach of process: assimilate, compile, organize, and present solid research (via various mediums) through writing and oral presentations. There is a practical, if sometimes complex, approach to the ELA Common Core.

Using the tools of technology and practicing critical thinking and problem-solving, our students are preparing for their future work force, which looks quite different than it did even a decade ago. According to a 2013 Forbes magazine survey, top skills that employers now look for in their workers include: problem-solving, organization, verbal communication, research skills, technology proficiency, and technical writing. While the state Common Core will certainly undergo modifications, its fundamental goals are worthy and will benefit students, no matter what their future plans.

The Edmore staff has made a commitment to help students prepare for the rigorous Common Core standardized ELA and math tests called Smarter Balanced. Through classroom curriculum, individual assistance, and RTI (Readiness Intervention Training), our students will go into testing this spring knowing what to expect and having practiced the skill sets. Common sense, patience, and practice go a long way in dealing with anything new and unfamiliar, and maybe that's the best lesson any of us can teach our kids.
Happenings in Prek/K/1
By: Miss Rzaszutak

This year has been going by so fast. We are already coming up on the 100th day of school and the kids are so excited for it. The students have been hard at work all year and have made a lot of progress. We have started doing RTI again so that we can make sure the students are learning all that they need to know before going on to the next grade. We have also started having PE with Mr. Fox and the kids are ecstatic about finding out what new games and activities he has to show them.

We just learned all about Martin Luther King Jr. Day. The students found it very interesting what he did for our country. Also we have talked about the five senses. There was so much that the students were amazed by.

Hello from 4th & 5th Grade
By: Mr. Mondry

The electricity was in the air as Christmas time drew near. We had no choice, but to have Secret Santa gifts in our room. It was very hard not to spill the beans on who their Secret Santa was, but because they know each other so well it seemed that everyone guessed the right person anyway. The month of December seemed to fly by as the students worked hard in finishing up before break. During January we started up our RTI time. We will start by focusing on Math. They will get extra work online in areas where they need more practice. I hope to eventually work into ELA to keep the students moving forward in both areas. I’m excited to get started with this and think that it will be very beneficial for the students.

The highlight of the year thus far is when we invited “the real boss” Mrs. Schill into our room to do some really fun science activities with the students. The students really enjoyed this time and wondered why we don’t do this in science every day. The highlights were making goo out of some secret supplies and slimy worms to bring home to mom and dad! A special thanks goes out to Mrs. Schill for taking time out of her busy schedule to come up to Edmore. It was a great afternoon and there is a special request that you come back soon.

All in all it was a great half of the year and we are looking forward to the next half!!
Grades 3-8 recently participated in the school spelling bee. The kids did a great job and the following students will proceed on to competing in the Ramsey County Spelling Bee in Devils Lake on February 24, 2015. The county spelling bee begins at 10:00 a.m. at the Ramsey County Courthouse and the Devils Lake Middle School. Parents are welcome and encouraged to celebrate your child’s success at the event.

**RAMSEY COUNTY SPELLING BEE QUALIFIERS**

3rd Grade: Jalynn Swanson (Winner) and Payton Harpestad (Alternate)

4th Grade: Madison Knoke (Winner) and Ethan Okeson (Alternate)

5th Grade: Helena Mack (Winner) and Jackson Skaar (Alternate)

6th Grade: Nicole Voeller (Winner) and Jaden Harpestad (Alternate)

7th Grade: Wyatt Knoke (Winner) and Callie Ronningen (Alternate)

8th Grade: Sara Hodek (Winner) and Haylee Linstad (Alternate)

**CONGRATS!!!**

Mrs. Martinson, Spelling Bee Coordinator
Recycling Project
Submitted by LouAnn Thorvilson

The junior-senior ecology class is continuing the recycling project in downtown Edmore. There are recycling bins for paper, plastic and aluminum. The Ecology Class has several guidelines:

- Paper should be separated into newspaper, loose paper and magazines.
- No cardboard, phone books, glass or garbage, please
- Please bag any shredded paper.

We commend you for your participation in the recycling project. Thanks for your part in taking care of the Earth and thanks to the ecology students for emptying the bins!
The students of the Edmore Public School are proud to announce that they will once again be participating in Pennies for Patients, a fundraising activity for the Leukemia & Lymphoma Society. In February, every class will be challenged to collect loose change that they find (watch your pockets parents) and bring it to the school to put in their classroom container. On February 20th the class who has raised the most money will be allowed to have a pizza party as a reward.

The US Mint estimates that there is 13 billion dollars in loose change laying around the US. The Leukemia & Lymphoma Society’s mission is to cure leukemia, lymphoma, Hodgkin’s disease and myeloma and improve the quality of life of patients and their families. Donations from Pennies for Patients help families of patients pay for medicines, and the doctor or other treatment-related expenses, in addition to help funding research focused on finding a cure.

Please don’t be alarmed when your child starts lifting the cushions of your couch, checking the floor of your car, or digging in your junk drawer in order to help his/her class raise money for those less fortunate!

THANK YOU IN ADVANCE FOR YOUR GENEROUS DONATION!
The Yearbook Staff is hard at work creating the 2014-15 yearbook, hoping to capture the memories of our school year! We encourage everyone to order early so you are guaranteed a copy!

I also want to encourage any parent to submit photos that they think would be a good addition to the yearbook. We are always looking for sporting event photos from all teams, as we don’t make it to some of the events. Please feel free to email .jpeg files to diane.martinson@k12.nd.us.

Students will be bringing home order forms in the near future. However, please feel free to cut out the order form below and return to the school with cash or a check made out to the Edmore Public School for $30.00.

---------------------------------------------------------------

**STUDENT’S NAME:**   

**NUMBER OF COPIES:**   

**PAYMENT ENCLOSED:**   

**GUARDIAN NAME:**   

**PHONE NUMBER:**
The ABC’s of Reading

Ask questions  
Buy books as gifts  
Celebrate progress  
Develop a love of reading  
Exchange books with others  
Find books your child is interested in  
Give hints if your child gets stuck  
Have fun  
It’s okay to make mistakes  
Join in praising reading success  
Keep books everywhere  
Libraries are great  
Magazines encourage reading  
Never force reading  
Open a book nightly  
Poetry teaches phonics  
Quiz your child (informally)  
Read aloud  
Stash books in the car  
Take your child to a bookstore  
Understanding reading takes time  
Variety is the spice of life  
Write a letter  
Xtend bedtime for reading  
You are your child’s most important Teacher  
Zealous readers come from reading families!!!!!!
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<th>Food For Thought</th>
<th>Table Talk</th>
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<td>If you could snap your fingers and go anywhere in time, where would you go and what would you do?</td>
<td>When faced with a difficult situation the first thing I do is</td>
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<td>Why is underage drinking a concern for everybody?</td>
<td>What has been one of the happiest days of your life?</td>
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<td>If someone made a movie of your life, who would play the starring role and why?</td>
<td>Sometimes we hear about celebrities who drink irresponsibly. As a family, what lessons could we learn from their mistakes?</td>
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<td>Why do you think the legal drinking age is 21?</td>
<td>What is the funniest/weirdest dream you've ever had?</td>
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<td>Freaky Friday! If you and your parents traded places for a day, what would you do differently?</td>
<td>If someone underage in our family drank alcohol, what do we as a family think should be the consequences?</td>
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<td>What is the nicest compliment you've ever received?</td>
<td>If you experienced peer pressure to drink underage, how did you handle it?</td>
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<td>Who had the first conversation with you about alcohol? How did you feel about it afterwards?</td>
<td>What are the three most important qualities of a true friend?</td>
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<td>Which character in a book would you like to have dinner with and why?</td>
<td>What impact does underage drinking have on families and friends?</td>
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<td>Give three reasons why you think underage youth drink alcohol.</td>
<td>What is the best gift you've ever given and what made it special?</td>
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<td>If you woke up tomorrow with a super power, what would it be and why?</td>
<td>When someone I care about takes risks – such as underage drinking - it makes me worry that ____________ will happen.</td>
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<td>Imagine that your “future self” (15 years older) sent you some important advice tonight. What would it be?</td>
<td>What is our family’s view on drinking?</td>
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<td>What would you do if you got into a car and the driver had been drinking?</td>
<td>If you could spend a day with any historical figure, who would it be and want would you do?</td>
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<td>What would your dream vacation be?</td>
<td>Who do you think has the greatest influence on whether a person drinks alcohol underage?</td>
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<td>How does alcohol affect your body and mood? What are the short- and long-term effects?</td>
<td>If you could keep only one possession, what would it be?</td>
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<td>What is your very first memory?</td>
<td>How can drinking – at any age – have an impact on a person’s dreams and goals?</td>
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Setting Limits

To keep the peace and have our homes be pleasant places to live, we have rules and limits.

Limits help children be safe, act responsibly and get along well with others. Take your child’s developmental stage into account when setting limits. Thinking that your first-grader can clean the kitchen independently may be unreasonable. Children this age are not good finishers and have short attention spans. A more reasonable expectation may be for this child to clear the dishes from the table and place them in the dishwasher.

Before you set a limit, think if it really reflects your deeply held values or beliefs. If not, we may create too many limits that can be hard to enforce and overwhelming for kids to remember and follow.

Make limits clear. Telling a child to “Be good” is ambiguous and confusing. For example, when out to eat at a restaurant, a clearer limit may sound like this: “Say ‘please’ and ‘thank you.’ Stay seated at the table. You can choose to color the kid’s page or visit while waiting for our food.”

Children need clear limits, but if those limits are not consistent, your child will not know what to expect. Here is where the saying, “Say what you mean and mean what you say” applies. If you say only two kids on the trampoline at a time, then make sure to apply this rule every time. The rule and the consequence for a broken rule should be appropriate and consistent.

Remember, when setting limits, you are setting the stage for how you will discipline and parent as your child gets older. Setting clear and consistent limits that truly reflect your values prepares you and your child for an easy transition to setting limits about drinking, driving and dating as your child ages.

Reference

Parenting middle school students is difficult, and you want to be the best parent you can be so your child makes healthy, less risky decisions. By developing an authoritative or positive style of parenting, you can put the odds in your favor.

Research has shown that this style has the most positive outcomes for children. Children of authoritative parents tend to be social, responsible, trustworthy, confident, self-disciplined and determined. These are all good protective factors for students to prevent them from using alcohol and other drugs.

What is an authoritative parent? This parent lets the child know in many ways that he or she is loved unconditionally. This parent sets clear and reasonable limits, balances control with independence, is firm and fair, and is accepting of who their child is.

Maybe you are good at a couple of these things but not very good in other areas. At times, we can slip into an authoritarian or dominating role when we demand kids do things our way “because we said so.” Or we become the permissive parent with few rules who lets our kids do whatever they want.

Know that you are not alone and that no one is a perfect parent.

Characteristics of Authoritative Parenting

- Clearly establish limits
- Judicious use of “no”
- Firm, consistent enforcement of consequences
- Respect for your kids; require it in return
- Emotional connection with your kids
- Negotiation, up to a point; you set the rules as the parent
- Give and take and, only occasionally, compromise

Next Steps

Take the parenting quiz at www.extension.umn.edu/family/parents-forever/online-resources/docs/parenting-style-assessment.pdf to better understand your parenting style.

Pick up a parenting book to get some ideas on how you can improve. A great place to start is “You and Your Adolescent” by Laurence Steinberg, a must-have for any parent of teenagers.

Reference


Take the next steps and check out more great parenting information at www.parentslead.org/grade79.php, our Parents LEAD website.
Guiding Your Teenager

Independence is the name of the game with teenagers. Teens drive themselves places, set their schedules, have jobs, get to practice and run errands for parents.

This freedom means the teen and the parents have responsibilities. Teens are responsible for practicing safe driving, meeting curfews, getting to practices on time and following the rules their parents set. Parents are responsible for monitoring their teen’s activity and making sure their discipline is consistent.

You might say, “Yes, I feel fairly confident that I am doing this for my teen.” But is it enough? New research shows the parenting style of your teen’s friends’ parents can have a strong influence on your child’s attitudes and behaviors.

A 2012 study showed that if parents of your teen’s friends have “poor” parenting skills, your child’s risk of using alcohol can increase. A “poor” parent is described as one who doesn’t have much knowledge about what his or her child is doing and is very inconsistent with discipline. These parents have less of a warm and loving relationship, and may have to dig for information from their teen, making them less aware of what is happening in their teen’s life. If teens break rules and parents let them get away with it, this reinforces an inconsistent discipline style.

Research also shows that more negative outcomes, such as delinquency and alcohol use, are associated with harsh and inconsistent discipline. If this is your teen’s friends’ parents, your teen could be at a higher risk of being influenced to use alcohol.

Get to know your children’s friends’ parents. What kind of relationship with their teen and discipline patterns do they have? If you observe more negative parenting skills, you might want to increase your monitoring and connections with your child.

The old saying, “It takes a village to raise a child,” may have more meaning than ever.

Stat: About two in three (65 percent) 12- to 17-year-olds in North Dakota in 2011-2012 perceived no great risk from drinking five or more drinks once or twice a week.

Next Steps

Get to know the parents of your children’s friends. Attend school functions that your child goes to and interact with other parents.

Take inventory of your own parenting skills. Many community agencies offer a variety of free parenting classes for those wishing to gain and improve their parenting skills.

Reference


Check out the Parents LEAD page at www.parentslead.org/grade1012.php for more parenting tips.
Setting Limits with Your Child

To keep the peace and have our homes be pleasant places to live, we have rules and limits.

Setting limits is part of being an authoritative or balanced parent. This is the parenting style that shows it has the most positive effect on children. Rules and limits help children be safe, act responsibly and get along well with others.

You need to take your child’s developmental stage into account when setting limits. Thinking that your first-grader can clean the kitchen independently may be unreasonable. Children this age are not good finishers and have short attention spans. A more reasonable expectation may be for this child to clear the dishes from the table and place them in the dishwasher.

Before you set a limit, think if it really reflects your deeply held values or beliefs. If not, we may create too many limits that can be difficult to enforce and overwhelming for kids to remember and follow.

Make limits clear and specific. Telling a child to “Be good” is ambiguous and confusing. For example, when out to eat at a restaurant, clearer limits may sound like this: “Stay seated at the table and keep electronic devices in your pocket while eating.”

Children need clear limits, but if they are not consistent, your child will not know what to expect. Here is where the saying, “Say what you mean and mean what you say” applies. If you say only two kids on the trampoline at a time, then make sure to apply this rule every time. The rule and the consequence for a broken rule should be appropriate and consistent.

Remember, when setting limits, you are setting the stage for how you will discipline and parent as your child gets older. Setting clear and consistent limits that truly reflect your values prepares you and your child for an easy transition to setting limits about drinking, driving and dating as your child ages.
Guiding Your Teenager

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Get to know your children’s friends’ parents. What kind of relationship with their teen and discipline patterns do they have? If you observe more negative parenting skills, you might want to increase your monitoring and connections with your own child. The old saying, “It takes a village to raise a child,” may have more meaning than ever.

Next Steps

Get to know the parents of your children’s friends. Attend school functions that your child goes to and interact with other parents.

Take inventory of your own parenting skills. Many community agencies offer a variety of free parenting classes for those wishing to gain and improve their parenting skills.

Reference


Developing Strong Values in Your Child

Our small actions, whether positive or negative, are showing our children how to behave.

Have you ever found yourself:

• Taking 10 minutes to talk and play with your child when you get home from work even though you just want some alone time?
• Yelling at the car in front of you for driving the speed limit when you are running late?
• Packing a healthy snack to eat in the car on the way to soccer practice?
• Making a purchase to keep up with the neighbors even though you really can’t afford it?

Children learn about right and wrong by watching those around them. Parents are especially important in modeling values for their children. For children to make confident, wise decisions now and in the future, they need to have good examples of caring, honest, responsible behaviors that teach positive values.

As children watch positive values portrayed in the adults around them, they begin to take on those values in their own character and develop a strong sense of self-worth and confidence. Children who are self-confident will be better able to follow their values when making tough decisions about how to treat others and make personal choices regarding risky behaviors.

Kenneth Ginsburg, in his book about resiliency in children, recommends parents:

• Help children see how their good or negative behavior affects others
• Acknowledge when children are showing caring behavior for others
• Assist children in clarifying their values
• Guide children in understanding right and wrong
• Model caring behaviors and delayed gratification

How do you help your child develop strong values and a sense of what is right versus wrong?

Next Steps

Determine the values you feel are most important for you to pass on to your child. Then be intentional about acting out those values in your life so your child can observe them.

Reference


For more parenting information, visit www.parentslead.org/content/k-3rd-graders, one of our Parents LEAD Web pages.
Middle School Edition 2

Modeling Values and More

Adolescence is a time when your son or daughter continues to become more independent. Adolescents transition from spending most of their time with you and your family to more time with friends. The pressure of being accepted by peers becomes increasingly important. Throughout this transition, you must continue to model positive values and provide opportunities for your child to practice them.

As a parent, part of your job is to teach your son or daughter the value of being self-sufficient. Although he or she may be away from home more often than ever before, your child looks to you for an example of how to do daily tasks he or she will need to do when he or she is on his or her own. Through your teaching and modeling, your child will be better able to determine how to make positive decisions now and in the future.

One way to do this is to teach your child a skill by doing it together. Examples may include cooking a new meal together, explaining how to budget finances and together creating a budget for your child, or changing a flat tire together. Some parents will do tasks for their child with the belief that they are being a good parent.

Making sure your child’s needs are met is part of being a parent but so is teaching life skills. If you always cook meals or give your child cash on demand, he or she becomes dependent on you. This also leads to learned helplessness when children never are expected to complete tasks on their own or use their critical thinking skills to solve problems.

By hands-on skill building, you not only enhance your child’s independence but also promote a healthy relationship by spending good-quality time together. Your child may gripe about learning some new tasks, but your knowledge of the long-term benefits should give you the courage to follow through.

Next Steps

What are some tasks you find yourself doing for your child even though he or she is fully capable of doing them?

What tasks could your child complete with some brief training and assistance from you?

Commit to sharing these tasks with your child as you spend time together, and increase your child’s self-sufficiency.

Check out more great parenting information at our Parents LEAD Web page at www.parentslead.org/content/7-9th-graders.
Helping Delay Gratification

Throughout the lifespan, every age group has a developmental task to complete. The major task of adolescence is securing an individual identity and establishing one’s independence. This can be a frightening time for parents. Some parents may tighten the reins in hopes of protecting their teen from the world. Another way parents may approach this stage with their teen is to let go of the reins altogether, allowing their teen to explore the world freely and make fully independent decisions.

While adolescents are working to establish independence, making sure teens remain rooted in the values and positive upbringing established in one’s family is important. The task of establishing rooted independence is challenging for adolescents because the brain, along with the rest of the body, is changing rapidly during puberty.

We could characterize this stage by its decreased self-control and increased desire for instant gratification. Because of the changing hormones, the adolescent brain can be a sensation-seeking organ, which can put teens in tricky and even dangerous situations. Giving teens opportunities to think about the decisions they will make in these situations before they have to actually make a real-life decision is important.

Adolescents may have trouble grasping the concept of delayed gratification because of their still-maturing brain. Often, teens don’t think beyond immediate desires. Research suggests that higher self-control and delays in gratification result in decreased risk-taking behavior, such as consuming alcohol.

Teaching your adolescent the value of delaying gratification is important because it helps him or her think through consequences and develop critical thinking skills. Assisting your teen with making decisions that incorporate delaying gratification is an excellent way to begin. Challenge your student to think about the value of delaying pleasure for higher satisfaction in the future.

Reference
# February 2015 Activities

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<td>GBB (A,B,JH) @ Cavalier 4:30</td>
<td>BBB (A,B,JH) @ Dakota Pr. (McVille) 4:30</td>
<td>Early dismissal @ 1:30 (K-12 Staff development)</td>
<td>BBB (A,B,JH) vs. Four Winds (Lakota) 4:30 Parent’s Night</td>
<td>GBB (A,B) @ Langdon 5:30</td>
<td>GBB (A,B) @ vs. Carrington (Lakota) 12N</td>
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<td>JVBBB tourney @ Northwood</td>
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<td>FCCLA District STAR event</td>
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<td>BBB (A,JH) @ Midkota 6:00</td>
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<td>GBB (A,B,JH) @ vs. Larimore (Edmore) 4:30 Parent’s Night</td>
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<td>FAFSA Senior &amp; Parents Night</td>
<td>BBB (A,B,JH) vs. Larimore (Lakota) 4:30</td>
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<td>GBB District Tournament-New Rockford</td>
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<td>GBB District Tournament-New Rockford</td>
<td>BBB (A,B,JH) @ Minto 4:30</td>
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<td>NAEP testing-Gr 4 &amp; 8 BBB (A,B) @ Langdon 5:30</td>
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<td>GBB (A,B) vs. Valley-Edinburgh (Edmore) 1:00</td>
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<td>GBB Region Tournament-Devils Lake</td>
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<td>7th Gr-The Lightning Thief @ Chester Fritz</td>
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## February 2015

### Breakfast & Lunch Menu

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<td>cereal, yogurt &amp; juice</td>
<td>chicken hotdish; carrots, salad, dinner roll &amp; sauce</td>
<td>French toast stix, sauce &amp; milk</td>
<td>omelets, toast, sauce &amp; milk</td>
<td>cinnamon roll, sauce &amp; milk</td>
<td>cereal, yogurt &amp; juice</td>
<td>fajitas, w/trimmings, refried beans, corn, salad &amp; fruit</td>
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<td>omelets, toast, sauce &amp; milk</td>
<td>chicken burger, rotini, carrots, salad, sauce &amp; rice pudding (Denver's choice)</td>
<td>oatmeal, toast, sauce &amp; milk</td>
<td>cereal, yogurt &amp; juice</td>
<td>French toast stix, sauce &amp; milk</td>
<td>breakfast wrap, sauce &amp; milk</td>
<td>meatloaf, cheese, crackers, salad, caramel rolls &amp; sauce</td>
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<td>omelets, toast, sauce &amp; milk</td>
<td>taco salad w/trimmings, corn, salad, sauce &amp; ice cream bars (Kaden's choice)</td>
<td>muffins, sauce &amp; milk</td>
<td>cereal, yogurt &amp; juice</td>
<td>French toast casserole, sauce &amp; milk</td>
<td>omelets, toast, sauce &amp; milk</td>
<td>cheese pizza, carrots, salad &amp; fruit</td>
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<tr>
<td>cereal, yogurt &amp; juice</td>
<td>French dip, French fries, salad &amp; sauce</td>
<td>oatmeal, toast, sauce &amp; milk</td>
<td>cinnamon roll, sauce &amp; milk</td>
<td>pancakes, sauce &amp; milk</td>
<td>omelets, toast, sauce &amp; milk</td>
<td>knoephia soup, assorted sandwiches, crackers, salad &amp; sauce</td>
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