

JC McKenna Middle School School Newsletter

March 2018

Families of JC McKenna,

As you all know, we have started the *ALICE* drills in each of the buildings. The February drill was a Lockdown with barricades and we have already started to plan our March drill. I am hopeful that your child(ren) come home and talk with you about what they have learned during the drills. It is important for them to process this information and talk about their reactions, emotions, etc. The drills are not only applicable to school settings so allow yourself the time to converse with your child and talk through situations. This might be a time that you will get more than “School was good” or “School was fine” when you ask a question.

Thank you to everyone that attended conferences. Our 8th graders have put in their schedule requests for High School and 6th and 7th grade will be scheduling soon although their process is much simpler with choices being if they are in band, chorus and/or general music. The end of the trimester is coming soon and students will be beginning their last rotation. 6th grade will have Art, 7th will be in Computers and 8th finishes with Tech. Ed.

Before we know it, spring will be here. 7th and 8th graders will have the opportunity to participate in track. More information will be coming soon!

Ms. Mumm has created a new project for all middle school students this year by having them create their own website. Ask your student (currently only 6th and 8th graders) to see what they have created. This will truly help them with college and career preparation in the future as well as help them to track their involvement in a variety of activities.

As your middle school student continues to be involved in school and in extracurricular activities it is important to remember that with this increasing independence they also still need guidance and support. The middle school years can be challenging not only for students but also for parents. Here are a few bits of advice for parents of middle school students:

1. Be interested: not only in school work but also in their activities outside of school as well as with their friendships.
2. Be informed: know when your child has upcoming projects due, when are fun events occurring and what opportunities can your child participate in.
3. Encourage your child to try new things and make friends.
4. Discuss the importance of a work ethic. Get your child to school on time, set up a homework routine and expect work to be completed on time.
5. Teach respect for themselves and towards others. Help your child to understand right from wrong.
6. Acknowledge efforts at school.

Thank you for sharing your child(ren) with us every day. As always, please contact me with any questions, concerns, or fun stories you would like to share.

Joanie Dobbs

Important Dates

End of tri-core 2.....Mar 2
No school (Staff Development)....Mar 12
8th grade Music Trip.....Mar 14
6th grade Immigration Day.....Mar 22
End of 3rd Qtr-Early Release.....Mar 23
Spring Break.....March 26-April 2

Mission Statement

“Educating and engaging the whole student”

To create a stimulating, caring and socially responsible environment that encourages students to reach their individual potential

Contacting JC McKenna Middle School Main Office Hours

7:15am-3:45pm

Telephone Extensions:

Principal, Mrs. Dobbs.....882-3302

Attendance Voicemail .882-3301

School Guidance Counselor:

Mrs. Holm.....882-3304

School Social Worker:

Mr. Mike Czerwonka...882- 3356

307 S. First Street

Evansville, WI 53536

Fax: 608-882-5744

Website: jcm.ecsdnet.org

Families of JC McKenna,

Wisconsin students in Grades 3-8 and 10 will be participating in the Forward Exam during the March/April testing window.

The Forward Exam tests students in the areas of English Language Arts and Mathematics, grades 3-8, Science, grades 4 and 8 and Social Studies, grades 4,8, and 10. One or more subtests may be administered daily during the identified period and it is very important that your child be in school during this time. Students that are absent on the scheduled testing day(s) will be scheduled for a make-up test prior to the close of the testing window.

The *Informational Brochure for Families* gives more information about the assessment including the purpose, what scores will be provided, and how the scores will be used.

The Forward Exam measures the knowledge and skills your student(s) should have acquired by the time they reach each grade level. Their performance on the assessment will not affect any of their current grades. Please encourage your child(ren) to take the test seriously and do the best they can. The results of these tests will be used to help school staff make determinations or placement in classes to best support your child(ren).

If you have any questions, please contact me at dobbsj@evansville.k12.wi.us or 882-3302.

Thank you,

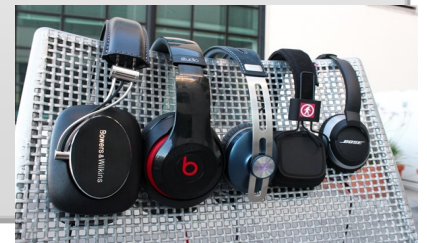
Joanie Dobbs

All students will need to bring headphones/earbuds for Forward Testing.

8th grade will be taking the Science and Social Studies portions March 20-24.

6th and 7th grade will be taking the Math portions March 20-24.

ELA and additional Math will be the week after spring break.



When does the Forward Exam take place?

The Forward Exam will be given in schools between March 19 and May 4, 2018. Schools are permitted to select their own testing dates within this window.

What type of scores will be provided?

The Forward Exam is a summative assessment which provides information about what students know and can do in relation to the Wisconsin Academic Standards. Students receive a score based on their performance in each content area. Each score will fall in one of four levels:

- **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Where can I find sample or practice test questions?

An Online Tools Training (OTT) is available for students at <http://dpi.wi.gov/assessment/forward/sample-items>. The OTT is intended to give students the opportunity to practice with the tools available on the Forward Exam, as well as allow them to familiarize themselves with the testing platform. It also gives students a chance to work with the different question types they will encounter on the exam. The OTT is not scored, nor is it intended to provide practice on test content.

For more information contact the Office of Student Assessment at osamail@dpi.wi.gov



dpi.wi.gov/assessment/forward

September 2017

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

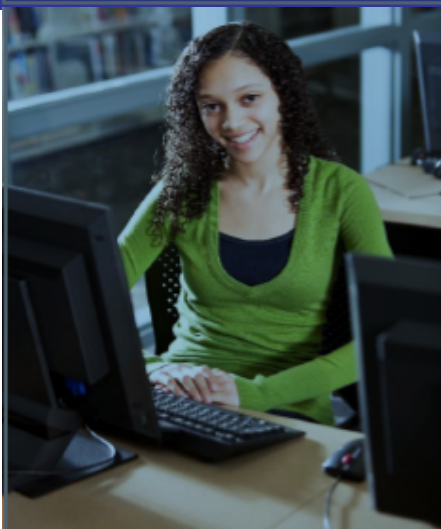


Wisconsin Forward Exam

Information for Families 2017-18



Wisconsin Department of Public Instruction



What is the Wisconsin Forward Exam?

The Wisconsin Forward Exam is designed to gauge how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year at:

- grades 3-8 in English language arts (ELA) and mathematics,
- grades 4 and 8 in science and,
- grades 4, 8, and 10 in social studies.

The Forward Exam includes several question types

- **Multiple-Choice (MC)**
Question that has four answer choices, including three distractors and one correct answer.
- **Enhanced Selected Response (ESR)**
Question which may contain combinations of MC, short-answer, and technology-enhanced.
- **Evidence-Based Selected Response (EBSR)**
Question which has two parts. The student answers Part A, then provides evidence in Part B to support answer in Part A.
- **Text-Dependent Analysis (TDA)**
Question used on the ELA test. The TDA is a text-based analysis, based on a passage that read by the student during the assessment. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response. Students have up to 5000 characters to formulate their response.
- **Technology-Enhanced (TE)**
TE questions allow for a more engaging, interactive assessment. A wide variety of TE questions are present on the Forward Exam including:

- Clock Input
- Angle Draw
- Short Input
- Bar Graph
- Number Line

- Coordinate Graph
- Line Plot
- List
- Drag and Drop
- Drop-Down List
- Pictograph using Drag and Paste
- Circle Graph
- Matching
- Highlighting Text

Accommodations and supports for students with disabilities and/or English language learners are built into the system so that the progress of students can be accurately measured.

What does this mean for my child?

The Forward Exam is a summative assessment that gauges your child's achievement in the content areas tested compared to other students in the state. Along with local measures such as report cards, school-wide assessments, and other information about your child's progress in school, the results from the Forward Exam provide insight into how well your child is doing on a broad measure of achievement.

What are the test times?

The estimated time for test administration in each grade is approximately:

- 2 hours and 20 minutes for ELA,
- 1 hour and 45 minutes for Mathematics,
- 1 hour and 40 minutes for Science, and
- 1 hour and 30 minutes for Social Studies.

These are estimated times, for the purpose of scheduling, as the Forward Exam is not a timed test.

6th Grade News

6th Grade Team

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Mr. Colin Langan 882 -3323
Reading/Language Arts
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Mrs. Renae Smith 882-3322
Reading/Language Arts
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Mr. Greg Vossekuil 882-3329
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Mr. Dave Kopf 882-3319
Tech-Ed
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Ms. Paige Baxter 882-3314
Special Education
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- Parents please continue to sign and check over your child's assignment notebook, unless otherwise discussed at conferences. This helps everyone stay informed about what is being assigned for homework as well as any upcoming tests or projects. Team Time teachers check for signatures daily.
- Grades are posted online. Please use Family Access to find your child's grades. It takes about 1 week turn around time for teachers to post grades. If you have not signed-up for Family Access please contact Mindy Molloy at the District Office.
- 6th Grade Success Club meets every Wednesday from 3:15 to 4:15 pm; except the 2nd wed. due to meetings. This club is staffed by 6th grade teachers. Students needing assistance or those with late work should attend. Contact your child's Team Time teacher with any questions.

Science:

The Science Olympic teams are 10 competitions into the season right now and things are really heating up. The over leader is Metali followed closely by Powerland and Bohrneo! Make sure to ask your student about their team and how they are doing.

We will be wrapping up our Chemistry units soon and we will moving into Physics.

Mr. Vossekuil

Tech Ed/STEM/ Mr. Kopf

In this month/lesson students will learn how to use a three-dimensional (3D) model on a computer AutoCAD Inventor. Major advantage of using a computer solid modeling program is that it allows a crude initial sketch to be transferred into a polished drawing with a few simple commands. Many crude sketches can be turned into 3D models that

can be converted to a working drawing with dimensions and annotations. In order to get maximum benefit from this powerful tool, students will study the basic geometric shapes, such as cubes and spheres, and how they are combined to form complex geometry using the aid of the computer. Students will build on drafting basics by adding many essential features to their 3D models. They will learn to document,

edit, and archive drawings as well as study techniques for adding features such as holes, slots, and chamfers. Finally, students will see that once they have created a 3D model of an object, the computer can show them the model from a virtually limitless number of viewpoints, greatly enhancing their visualization of the object. This function is also a wonderful tool for multimedia presentations.

Sixth Grade Math:

Regular math classes are just beginning Chapter 7 of BIG IDEAS. Chapter 7 is the study of equations and inequalities. Students will be working on writing and solving 1 variable and 2 variable equations with the 4 operations. Students will also be solving and graphing inequalities with the 4 operations. Due to the topics of this chapter...this will be a challenge for many students!!! Ask your child if they have done any math extra credit. Check out my YouTube lessons for extra practice or help on math skills. Calculators will be used in this chapter! Please make sure your child has a calculator at school.

Advanced Math students will be working with angles, triangles, quadrilaterals and scale drawings in Chapter 7 of BIG

IDEAS. Students will be working on adjacent/ vertical angles and complementary/ supplementary angles. Students will classify and draw triangles and quadrilaterals. Students will also work with scale factor. Check out my YouTube lessons for extra practice or help on math skills. Calculators will be used in this chapter! Please make sure your child has a calculator at school.

Mr. Bethke's website has a variety of math resources including YouTube video lessons from the current chapter for regular and advanced math classes.

<https://sites.google.com/a/ecsnet.org/bethke-website/home>

Math 24 Tourney Re-

sults: Honorable Mention was Ava Brandenburg with 17 points, 6th and 5th place was Noah Deml and George Lamp-
tey with 25 points apiece, 4th place went to Alex Karnes with 29 points, 32 points was good enough for 3rd place for Wesley Everson, Jada Walmer was fighting for cards with 46 points, and the overall winner was Anabelle Zblewski with 13 points in the final round to finish with an outstanding 52 points in 15 minutes worth of work. All 6 team members will compete at UW on February 27, 2018.

Mr. Bethke

Sixth Grade Language Arts: Mr. Langan and Mrs. Smith

The sixth graders are nearing the end of their Character Study for Reader's Workshop. They are currently focusing on identifying multiple motifs in their novels and developing theme statements based on a selected motif. Eventually they'll investigate how symbolism relates to themes. The sixth graders continue to impress us with the amount of literature they're reading, the enthusiasm they bring to every class and the growth they have shown over the last couple of months.

For writer's workshop, the sixth graders finished up writing poetry and creative stories with a focus on sentence structure, language development and editing. The next writing unit will focus on Research-Based Information Writing. Student activism will be the classroom focus, and students will have the opportunity to choose what form of student activism they research. As always, thank you for your continued support!

As a reminder, all sixth graders are expected to read for at least 20 minutes each night, even if they are caught up on their assigned reading. If they are all caught up on their self-selected book for Language Arts, they can still read a free choice book, magazine or newspaper at home. Thank you for your continued support!

Mr. Langan and Mrs. Smith

February 16, 2018

Dear Parents and Guardians,

On Thursday, March 22nd, the 6th grade class will participate in a decades old JC McKenna Middle School tradition: Immigration Day. As many of you know, students spend this day participating in a simulation of immigrants arriving in America at Ellis Island near the turn of the century. Last year we began some new activities and changes. As always, we plan to make it a memorable, fun and educational day.

The purpose of this letter is to give you some basic information and to seek your help:

We always need parent volunteers to help us run the Ellis Island stations, where the 6th grade immigrants are welcomed and “processed” as they enter the country. We are looking for at least 25 adult volunteers during the morning of March 22nd from about 7:45 – 11am.

As students study the topic of immigration in Social Studies and Language Arts classes, they may have a chance to share stories of how and why their relatives or ancestors came to the USA. This is a great opportunity to talk with your child about family history and about current immigration topics in the news.

Immigration is a hot topic. Last year we included a panel presentation with members of our Evansville community who have immigrated to America. This gives students some perspective on immigration today and provides a chance to ask questions. Have *you* moved here from another country? Do you know someone who immigrated to the US and might want to talk with sixth graders about that experience? We’d love to hear your story!

This portion of the day will take place in our auditorium, 11:30 to 12:45.

Can you help? Let us know! Thank you for your support!

Please email or call any of these teachers:

Tristan McKittrick, 6th grade Social Studies: mckittricktr@evansville.k12.wi.us

Rena Smith, 6th grade Language Arts: smithre@evansville.k12.wi.us

Colin Langan, 6th grade Language Arts: langanc@evansville.k12.wi.us

Social Studies:

6th Graders are exploring the major changes that took place at the turn of the century, to understand how machines, railroads, cities and new immigrants changed the USA.

Students are weighing the pros and cons of this massive transfor-

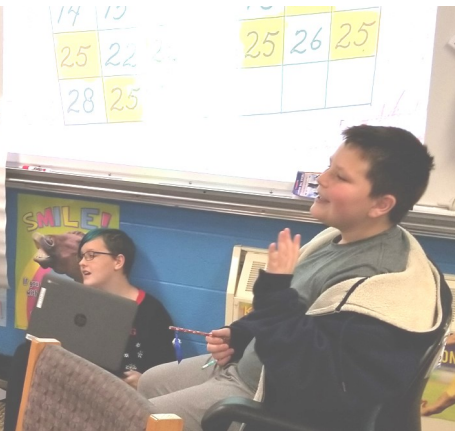
mation in our country, and they are making some great connections to current issues. We are finding out about laws that protect workers, the impacts of technology, and the role of immigration in our country, both then and now.

In addition, I’ve been working with Ms. Ferrell, our building reading specialist, to include 12 different

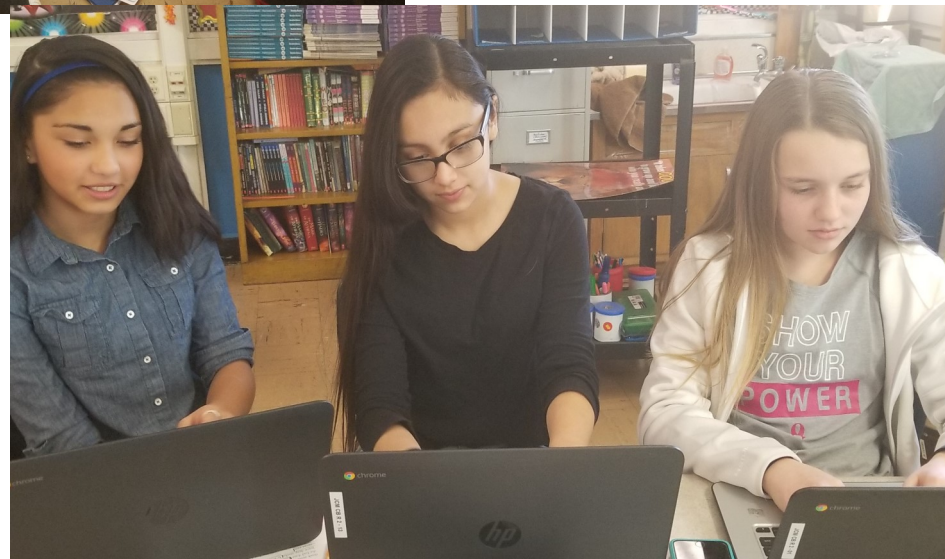
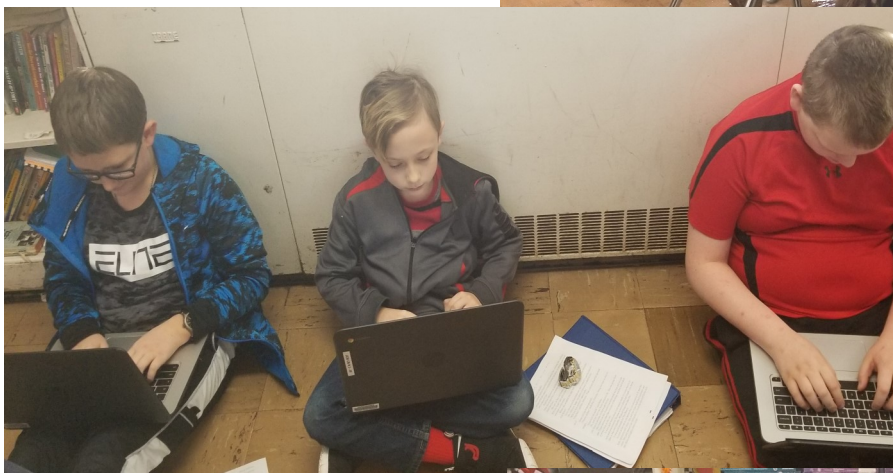
historical fiction books in this unit, to provide engaging stories that fit into the historical background.

Soon we will be gearing up for our annual Immigration Day on Thursday, March 22nd! See the attached letter for more about how you can help.

Mr. McKittrick



6th graders working hard



7th Grade News

7th Grade Team

Mrs. Ann Alme 882-3325
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Mr. Bruce Curtis 882-3356
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Mrs. Carla Gomez 882-3348
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Mrs. Beth Oswald 882-3342
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Mrs. RuthAnn Yoerger 882-3349
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Mr. Mike Maves 882-3336
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Mr. Trent Schmick 882-3335
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Ms. Kelli Ours 882-3324
Special Education
Oursk@evansville.k12.wi.us

7th grade math

Students are starting Chapter 6 a unit about percent. Students will be convert numbers into fractions, decimals and percents. We will be calculating mark-ups and sales prices. We will also be looking at simple interest.

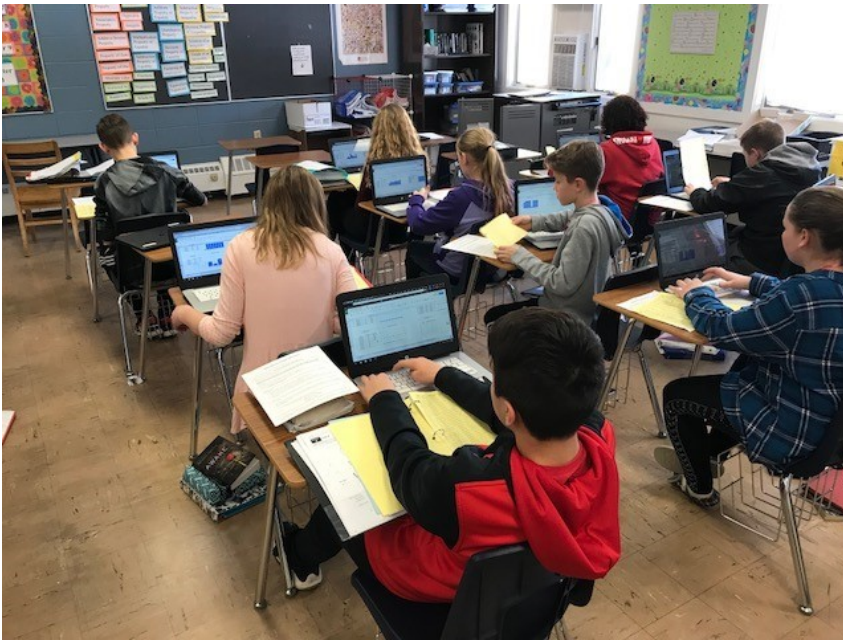
Science

We are currently working on the Circulatory System and will soon be moving into DNA and Genetics. Some of the topics will include Blood Typing inheritance, Karyotyping and Family Pedigrees.



Spanish:

Students in 7th grade Spanish are working on our activities and places unit. They will be creating a map of a city in class and learning how to talk about the things they do in their free time and the places they go to do those activities. We also will be learning the Spanish verbs Ir and Estar.

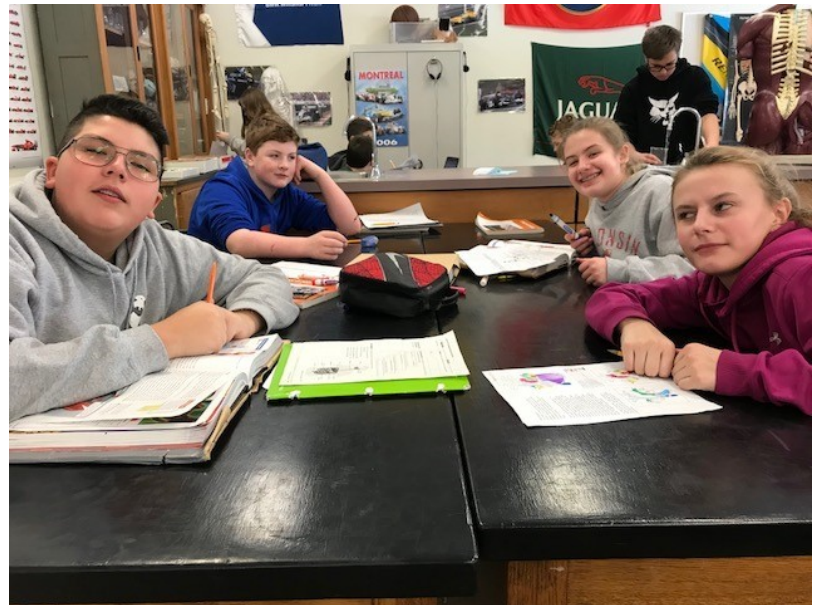


Writer's Workshop:

In writer's workshop, students will be finishing up their companion books. Students will have a companion book that consists of an introduction, conclusion, and six chapters for writing related to a novel of their choice.

7th Grade World History:

The Museum of Ancient History was an amazing success! Students' artistic talents, research skills, and writing abilities were on display for all to see. And the student curators did an awesome job setting up displays, making signs, and repairing artifacts. We are starting our unit on ancient Greece next. Watch for information about the 22nd annual Greco-Roman Day (Toga Day) coming up this month!



7th Grade Art Notes

I just wanted to remind everyone that on **March 2** your child's 12 week art class will be ending. I will be turning in final student grades on March 9. Please continue to follow up in Skyward and communicate with your child to make sure all work is completed and accurately evaluated.

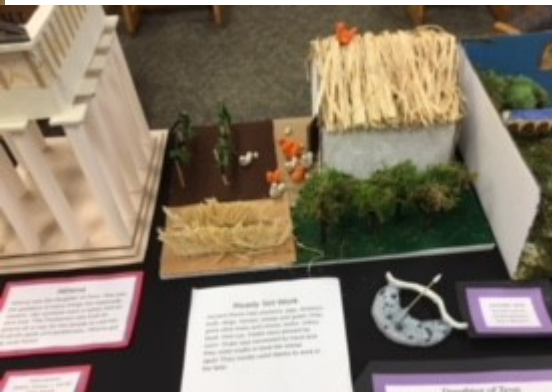
I want all of you to know that I greatly enjoyed working with your child. The opportunity to explore materials that fosters creativity and problem solving and artistic appreciation for the arts is so important to the educational and creative development of every child. I wish every student continued success as they finish the rest of the school year.

Respectfully,

Mr. Schmick



W
elcome
to the
Museum of
Ancient
Civilizations



8th Grade News

Composition/Literature

8th graders in comp/lit have just started a new, and final, writing unit for this year. This unit is split into two sections, or bends. In bend I, students are writing a position essay on if violent role playing games are perilous or diverting for those who play them. In bend II, students will be arguing if child soldiers should receive amnesty or not. Bend II will fit with the Africa unit they are working on in social studies as a co-planned unit. This help students build background knowledge they then can apply to their writing. They are also continuing their work with Word Within the Word each week, as well as reading workshop.

Spanish

Students in 8th grade Spanish are busy reading graphic novels (in English) and learning about how they differ from traditional novels. They are reading like crazy and really seem to enjoy them! In Spanish right now, students are learning vocabulary for traveling, like places, activities, items to pack and weather.

Science

In March, 8th grade science will be studying the Earth History Time Line. This will be a fun and interesting trip back in time to find out what our earth was like in the past, what major geologic events happened to change the earth, and also what kinds of animals lived during each of the major time periods.

World Geography

Students will be charting a course for Africa in late February and early March. Students will have a focused and reading-leveled novel about an issue and area of Africa. Book talks and readings will be expected on Day 3's with lessons and projects pertaining to Africa's regions and cultures on days 1 & 2's.

Math 8

IT'S FINALLY HERE!!!! Pi is such an amazingly irrational number that it doesn't just get a day for 8th grade, it get's the whole month! Students will be working in "pi" groups for the month of March, earning points for great participation, homework completion, and various contests of math skill. While in groups, students will be studying other irrational numbers like certain square and cube roots and the Pythagorean theorem- $a^2 + b^2 = c^2$!

Algebra

Pi month is just as important for our Algebra folks. They will be working in pi groups too. They will be studying adding, subtracting, and multiplying polynomials. Remember FOIL? Then we will be doing the same process in reverse.

Computer Literacy 8

8th grade is finishing the tri core strong with lessons in Personal Finance and Excel. They just completed a simulation of entering transactions for their banking account with various deposits and withdrawals. This unit is in preparation for the high school Personal Finance class which is required by our state for graduation. Tech Education begins March 5th!

Tech Ed

Welcome to Tech Ed for the last 12 weeks of school. For our first unit, students will be studying robotics. They will be learning the purpose and uses of robots in our society, describe their effects on humans in terms of safety and economics, and investigate a career related to robotics. Then, they will design, build, wire, and program both open and closed loop systems, use motors and sensors appropriately to solve robotic problems, and troubleshoot a malfunctioning system using a methodical approach.

8th Grade Team

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Mr. Rich Fanning 882-3358
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Ms. Kelly Fanta 882-3350
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Mr. John Hanson 882-3340
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Mrs. Gretchen Kopf 882-3343
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Mr. David Kopf 882-3319
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Mrs. Brittany Shottliff 882-3315
Special Education
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News from the LMC

JCM March Newsletter

Thank you to the many families that stopped by the Scholastic Book Fair during conferences. It is wonderful to see so many families supporting reading and the LMC. Proceeds go back to the Library Media Center to support student learning! Many thanks.

Students have been utilizing the LMC on a regular basis, from book check-outs to research to studying. We are open 7:30am-3:30pm and students are welcome to come use computers, check-out books and devices, use databases and access resources.

This past month, students learned about our new e-book resource, Overdrive. All students have access to this electronic collection and can read e-books on digital devices. Download the Overdrive app and find JC McKenna. Ask your student about how it works and if they have checked one out yet.

7th graders have been hard at work on a museum research project. They utilized library books and online resources for their research. The LMC website, <http://www.ecsdnet.org/programs-support/jc-mckenna-middle-school.cfm>, offers many online databases that provide high quality resources to support student learning and are available to all JC McKenna students. These databases offer credible, curated resources students can utilize for class. Nettekker was used for the museum project and students received a lesson on how to best utilize this resource. Visit our website to see it in action.

In March we will be having a March Madness book bracket competition. Students will vote on their favorites throughout the month and we will see which book is the JC McKenna winner! We hope to excite students' interest in reading, while teaching good sportsmanship, and encourage literacy skills all at the same time.

As always, we are happy to help students find the information and resources they are looking for. If at any time, there are questions please feel free to contact us.

~Mrs. Beyerl, District Librarian beyerla@evansville.k12.wi.us 608-882-3131
& Mrs. Zastoupil, LMC Clerk zastoupila@evansville.k12.wi.us 608-882-3360

Nondiscrimination Statement

The Evansville Community School District prohibits harassment or discrimination against any pupil in any program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability, or any other basis protected by law.



Talking with students about tragedies

September 11, 2001; Hurricane Harvey; Parkland, Florida—these events took place a long distance from Evansville, but are familiar situations to us due to the media and social media coverage and information that gets reported and/or posted.

In the information age it has become more challenging to isolate ourselves and those we care for from various world events that many consider devastating and tragic. As adults, it can be challenging to find our own comfort and understanding with the issues and events, let alone talk about them.

Various professional groups have suggestions and ideas for how to talk with children and young adults about these events. The American Academy of Pediatrics recommends limiting a child's media/social media exposure to the events. Recognize the age and development of the children you are talking to.

Others things to facilitate a conversation:

1. Be aware of your own body language and tone when you start the conversation—sometimes it is not what we are saying, but how we are saying it that makes a difference.
2. Ask your child what they know about the event—many times information is put out before all the facts of a situation are known or there can be some misinterpretation or misperception of events.
3. Share basic information –avoid graphic images, details and descriptions. Most people want information so they have a grasp of the situation, but do not need overly descriptive details that might create fear and anxiety.
4. Reassure children—the gist is that children want some sense that they are safe. Commenting that Police, Fire and Rescue people are there to make sure others are safe and can get to a doctor can be reassuring to younger children.
5. Allow them some time to express their emotions and thoughts by listening.
6. It's ok to say you don't know or don't have an explanation for what happened. Listening to their questions and reassuring them is ok.

There are also some signs that your child may not be coping well. Here are some indicators that you may want to seek other help.

Sleeping pattern changes—trouble falling asleep or difficulty waking up

Physical complaints—more complaints of headaches, stomachaches

Changes in behavior—eating more, becoming less patient

Emotion changes—feeling more depressed, fearful or anxious

Don't wait for children to demonstrate symptoms—start the conversation and keep it straightforward and direct and listen to their concerns. Contact your school counselor if you have questions or concerns.

Additional Resources:

<https://www.healthychildren.org/English/family-life/Media/Pages/Talking-To-Children-About-Tragedies-and-Other-News-Events.aspx>

<http://www.pbs.org/parents/talkingwithkids/news/help-kids-feel-safe.html>
<http://www.apa.org/helpcenter/talking-to-children.aspx>

MENTAL HEALTH PRESENTATIONS IN 7TH AND 8TH GRADE HEALTH CLASSES:

Your child will be involved in a mental health presentation regarding depression and suicide during the second week in March. Mrs. Hannibal, the school psychologist, will be teaching about the signs and symptoms of depression (focused in 7th grade) and the warning signs of suicide (focused in 8th grade). Both topics will be interwoven to some degree in both grades, since they are so interdependent. Information will be shared, resources discussed and an opportunity for a private conversation will be offered at the end of the presentation.

The focus of the program (Signs of Suicide) is around educating our youth about recognizing the signs of mental health. **ACT – Acknowledge** that your friend has a problem at it's serious, **Care** – showing them that you care and want to help and **Telling** a trusted adult of your concerns. Depression looks different in pre-teens and teens than it does in adulthood. Signs for you to look for as a parent are:

Sadness or hopelessness

Irritability, anger, or hostility

Tearfulness or frequent crying

Withdrawal from friends and family

Loss of interest in activities

Poor school performance

Changes in eating and sleeping habits

Warning signs of suicide may look like:

- **Talking about suicide**
- **Making statements about feeling hopeless, helpless, or worthless**
- **Significantly worsening mood over days**
- **Preoccupation with death**
- **Taking unnecessary risks or exhibiting self-destructive behavior**
- **Out of character behavior – behavior that appears odd or vastly different for your child**
- **A loss of interest in the things one cares about**
- **Visiting or calling people one cares about to say goodbye**
- **Making arrangements; setting one's affairs in order**

Giving prized possessions away

We greatly appreciate the ability to spend time talking about mental health and what signs/symptoms to look for with our middle school youth. If you ever have concerns or questions about these topics or your child specifically, please feel free to contact one of the pupil services staff members (Meaghan Hannibal/school psychologist at 608-882-3361; Jennifer Holm/school counselor at 608-882-3304 or Mike Czerwonka/school social worker at 608-882-3346.)

Track practice will begin April 3.

All paperwork must be in before practice begins. Access forms at:

<http://www.ecsdnet.org/schools/high/activities/athletic-forms.cfm>

ATHLETIC SCHEDULES

Access forms at:

<http://www.ecsdnet.org/schools/high/activities/athletic-forms.cfm>



School Lunch

For monthly lunch menus please visit:

<http://www.taherfood4life.org/schools/evansville/menu/>



Things to Remember:

- ◆ Students may be on the playground at 7:30 a.m. The bell to enter the school will ring at 7:45 a.m. and school will begin at 7:50 a.m. Students that come after 7:50 a.m. will be marked as tardy. Please make sure to call the office at 882-3301 to report an absence or tardy.
- ◆ To help us keep our students safe, anyone coming to the Middle School should enter through door 15 (off the Liberty Street parking lot) and check in with the office staff. Please bring a valid ID with you.
- ◆ You may pay for lunch either online or by sending in a clearly marked envelope with student name and the word lunch money written on it with the money inside.
- ◆ Students go outside daily, please remind them to dress for the weather.



TAHER INC.

HEALTHY to a "T"

March 2018

Harvest of the Month

Pineapple

Calories 82

Total Fat 0g

Sodium 2mg

Sugars 16g

1 cup



FUN FACTS:

The pineapple plant produces over 200 flowers in various colors from purple to red. The fruits of these flowers join together to create the pineapple

The enzyme bromelain, present in raw pineapple, breaks down protein and is a useful meat marinade and tenderizer.

The top of the pineapple, after cleaning and drying, can be planted in soil and a new plant will grow.



This institution is an equal opportunity provider.

March is National Nutrition Month®

"Go Further with Food" is the theme for National Nutrition Month®, and its importance is timely for many reasons. Whether it's starting the day off right with a healthy breakfast or fueling before an athletic event, the foods you choose can make a difference. Preparing foods to go further at home and within the community can have a positive impact, as well. Follow these tips to *Go Further with Food*.

Prepare food to go further

- Participate in family menu planning by writing a menu for the week; don't forget about snacks
- Shop smart and plan your meals based on foods you currently have in your pantry, refrigerator and freezer

Help your community go further with food

- Participate in ongoing food drives
- Volunteer at a soup kitchen, year round
- Explore food recovery options in your community

Reduce food loss and waste

- Save and actually eat leftovers
- Buy only the amount that can be eaten or frozen within a few days

Melanie Wirth, RDN, LD, MBA
Corporate Dietitian, Taher, Inc.

Reference: Academy of Nutrition and Dietetics

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HARVEST OF THE MONTH RECIPE—MARCH

Pineapple Radish Pico de Gallo

Yield: 4 servings

- 1 cup Diced Fresh Pineapple (about 1/4 of a pineapple)
- 3 each Radishes, small, diced
- 1 each Green Onion, thinly sliced
- 2 Tbs Lime Juice
- 2 Tbs Cilantro, minced
- 2 tsp Fresh Jalapeño, minced (or less, to taste)
- 1/4 tsp Kosher Salt

1. Mix all ingredients in a small bowl.
2. Chill.

NUTRITION SNAPSHOT ~ 1 serving
 30 calories, 0g total fat, 0g saturated fat, 0g protein, 0g trans fat
 0mg cholesterol, 8g carbohydrate, 109mg sodium, 6g sugar, 1g fiber

EVANSVILLE YOUTH CENTER

CALENDAR OF EVENTS

March 2018

26—Karaoke

27—Karaoke

28—Minute to Win It

1—Minute to Win It

2—Wii Snowboard

5—Charades

6—Challenge Us!

7—Air Hockey Tournament

8—Air Hockey Tournament

9—Learn to Play Cribbage

12—NO SCHOOL/NO EYC

13—Movie & Popcorn

14—Challenge Us!

15—Over-sized Games

16—Party

See Everyone Back on April 3