

MTSS Update

August 2022

District's Strategic Plan:

Sweetwater County School District #1 will nurture a positive learning climate and culture.

- Promote positive behaviors and relationships among students, staff, families and the community.
- Ensure schools are safe and secure.
- Proactively support physical, mental and emotional health.

A large portion of the information contained within monthly updates will be borrowed from other locations. I will always cite the location where the information is gathered and encourage you to look up the original source if you desire more information.

The updates will be sent out district-wide. If you in anyway touch the lives of a child/student, you are an educator and this newsletter is meant for you.

If you have questions or I can be of assistance please don't hesitate to call or email.

Tina Johnson
Academic and Behavior Coordinator
johnsonti@sw1.k12.wy.us
352-3400 ext. 1240

Within this newsletter

- Fostering a Love of Reading
- Healthy Habits
- Mandt Moment
- SWIS Updates, To Dos and How Tos

"If kids come to us from strong, healthy, functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important." — Barbara Colorose



Educators Fostering a Love of Reading

By gaining the love of reading young, children of all ages are establishing benefits that can last a lifetime. Research shows that reading can improve emotional health and cognitive intelligence.

Reading positively affects children by:

- Improving concentration and developing focus.
- Teaching children about the world around them.
- It helps children develop empathy.
- Reading develops imagination.
- Reading is fun and can beat boredom.
- Reading promotes better achievement in school.
- Children who read a lot get better at reading.

- Improving vocabulary and language skills. By reading, children learn how to use words and structure sentences.

Children are often restricted in their book choices. Limits may be placed on them due to the amount of books available in the home or a teacher/school may appoint a genre, Lexile score or page count. If these already reluctant readers happen to find a book they enjoy, often they are told these texts are not long enough, are above (or below) their prescribed Lexile level or are too similar to books they have previously read.

As adults, no limits are placed upon us when we enter a library, walk through the bookstore doors or power up our Kindle/iPad. My own bookshelves are a hodgepodge of texts — some professional text, some mindless drivel, assorted cookbooks (yes, I do read them), self-help works, and, of course, texts on knitting/quilting. From those shelves (or from any source, for that matter), I am free to choose what I please, not limited by subject or Lexile.

If we do not trust our children to make these same choices, how can we expect them to grow into the readers they have the potential to be? As stated by Beth Jarzabek in her article *A Teacher's Tip: Want to Foster a Love of Reading? Let Students Pick Their Own Books Giving My Kids Voice & Choice Changed My Classroom*

With more choice in books comes an increase in the amount of reading students actually do. As with any skill, the more students read, the better they are at it, leading to improved reading ability and greater achievement in other content areas. Finally, and most important to me, choice in books gives rise to lifelong readers.

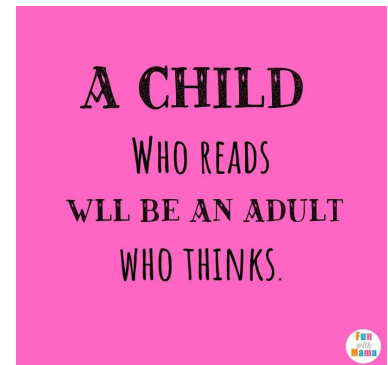
If we want to foster a true love of reading within our students, we need to stop limiting their choices in books and allow them to find their own reading identities, regardless of Lexile level, genre or page count. We need to allow them the experience of finding that perfect book that they will count as their favorite years later. We need to let them try books and abandon them. We need to allow them their voice and choice — with no limits.

<https://www.the74million.org/article/a-teachers-tip-want-to-foster-a-love-of-reading-in-students-let-them-pick-their-own-books-how-voice-and-choice-has-changed-my-classroom/>

Healthy Habits

The following came from an article entitled *7 Habits of a Healthy Educator* by NEA Member Benefits <https://www.neamb.com/family-and-wellness/7-habits-of-a-healthy-educator>. The article discussed the opportunity to be proactive in regards to your health. It gave suggestions, although I did not include all of them, on how to fight off chronic low energy, constant sniffles and stress headaches.

- **Take mindful breaks.** Even just a few minutes of relaxation a day will help your body's stress response. Find a peaceful place at school or home where you can try deep breathing exercises, or take a short walk in the halls or outside the building.



- **Be vigilant about germs.** Have children wash their hands every time they go near their noses and wash your own hands at the end of the work day before heading home.
- **Schedule physical activity.** Schedule time to move. Put exercise on your calendar as a visual reminder to yourself and others. Or make it a date with a friend so you'll be accountable if you're tempted to skip. Be realistic about your time and interests.
- **Pack a healthful lunch.** Tempted to skip lunch? Besides a growling stomach, you'll also have low energy and an urge to polish off a bag of cookies after work. Plan ahead for your weekly meals, use leftovers for a quick lunch, or make packing your lunch part of your routine. Try to make lunch a balance of complex carbohydrates, such as whole grains, plus fat, protein and fiber.
- **Think before you drink.** Our body needs a lot of water—half your weight in ounces, so 60 ounces for a 120-pound person.
- **Get some ZZZs.** Aim for 7-8 hours. To make sure you get enough sleep, plan for it. Figure out how early you need to get up, then count back seven hours to find your ideal bedtime.

Mandt Moment

When a student challenges an educator in front of other students it is often difficult but essential to maintain self-control. Losing control and responding in anger or an emotional outburst (yelling, swearing, etc.) is not only unprofessional, it results in a loss of respect for you as an educator and brings you down to the offending student's level. You lose all credibility, and your power and authority are compromised. It is a signal to the students in your classroom/cafeteria/hallway or on your bus that you are no longer running the show. Maintaining your self-control, like most skills, is a learned behavior that can be acquired through habitual practice.

REMAIN CALM: "CALM IS CONTAGIOUS," AND "SILENCE IS POWERFUL."

The first step in maintaining self-control is to remain calm. When faced with disrespectful or challenging behavior, do not immediately react. Instead, take a deep breath to help you relax and remain silent, at least initially. If you overreact, the students have just witnessed how to set you off, which virtually guarantees that they will try it again.

Remaining calm does not mean you are going to ignore the problem. If you ignore it, then students have just observed you back down and relinquish your authority. You are not going to ignore or overreact—both of which result in a loss of control and authority—but respond appropriately in action and timing. In order to do this, you must first be calm and have a clear mind to think.

This information and wording has primarily been taken from the article: *Remain Calm & Respond Right When a Student Challenges!* <https://www.bemidjistate.edu/services/public-safety/wp-content/uploads/sites/92/2020/01/Classroom-Security-1.pdf> please read the complete article. I will be chatting about the second step, waiting and modeling cognition in the next newsletter.

SWIS To Dos and How Tos

- Update staff – archive staff that have departed, enter new staff including staff identification numbers and emails
- Update days of school per month
- **Wait** until the 10-day drop to update students – I will send more detailed instructions in how to complete a data import of students.
- If you have questions about how to do any of the above email Tina Searle and myself.