



# Around the Round!

Round Elementary School  
11550 Hibner Rd, Hartland, MI 48353  
<http://round.hartlandschools.us>  
**Phone: 810-626-2800** Fax: 810-626-2801

**Absence Line: 810-626-2805**  
Office Hours: 8:00 am – 4:15 pm

**October 2023**

## Important Dates

### October

#### October

- 10/2-10/13 Yearbook Cover Contest for 4<sup>th</sup> Graders
- 10/4 First grade to Longway
- 10/5 Mackinaw Parent Mtg. 6-7
- 10/10 PTO Meeting 7 pm
- 10/13 End of the Marking Period
- 10/17-10/18 Yearbook Voting
- 10/18 Yearbook Winner Announced
- 10/20 No School
- 10/26 Trunk or Treat 5-7pm

### November

- 11/3 Conferences**
- 11/10 PTO Meeting 7:00 pm**
- 11/23-11/27 Thanksgiving Break**
- No School for Staff or Students**

#### School Hours

**Monday -Thursday**

**8:50 – 3:50pm**

**Fridays**

**8:50 – 2:50**

**Students may enter at 8:45am**

## Happy Fall!

It has been an exciting start with a talented group of students and wonderful families. We are looking forward to achieving amazing things this year!

It is our hope that all children will have interesting and comfortable reading materials available for nightly reading, so they become proficient lifelong readers. We know that your support is critical to our success. Please make it possible for your child to read each night. The books that are coming home with your child are specifically chosen at your child's independent reading level (easy to read with very few to no challenges). These books are often familiar reads (books they have read before k-2), that provide your child with successful practice. High-success reading practice builds confidence and knowledge around how books work. "A child who is on the way to independence needs to read often from many different books selected to be easy for him to 'go it alone.' It is the quantity of successful reading that builds the assured independence of the competent reader." (Marie Clay, Literacy Lessons 2016) See page 6 for more information.

You can listen to your child read as you are making dinner, driving in the car, or sitting at practice. Feel free to make this time manageable. When you are listening to them, and something doesn't make sense or sound correct, ask them to go back and try again. If they are stuck on a word, please tell them the word. If they don't understand a word, give them a child friendly explanation to help them understand the story.

Round Elementary School is a special place where our commitment to excellence, relationships and the development of thoughtful citizens is the priority.

Fun Run was a HUGE success! We raised over **\$35,000**, we will let you know the items we will be purchasing soon. These funds also make it possible to provide cost free events for families such as the Glow Dance. Thank you for all of your support!

Mrs. Dotty Hottum  
Round Elementary Principal

## *Safety in the Parking Lot!*

The morning “drop off” time before school and afternoon “pick up” time after school has students and parents negotiating a very busy parking lot. PLEASE DRIVE SLOWLY AND CAUTIOUSLY and put the safety of our students first. **The drop off lane is a “kiss and go lane”, please pull all the way forward, stay in your car, give them a kiss and a hug, send them out to the sidewalk and keep the line moving. We would like the line to move quickly so parents with other morning commitments can get through the line efficiently. If you want to get out of the car please park.** Also, remember to save the parking spaces labeled handicapped for those with the appropriate legal designation. Finally, please allow the buses to enter from Hibner, they need to get their students to school on time. Thank you to everyone who has been letting the buses enter the parking lot by entering going east. We appreciate your support!

## **The Hartland Educational Association is hosting a Coat Drive!**

The Hartland Education Association coat drive will be taking place in October. The Hartland Teachers will be collecting coats and other cold weather items for local families in need. Please consider donating new or gently-used winter gear: coats, jackets, snow pants, gloves, hats, boots, etc. At Round Elementary, we will be collecting items for the whole month of October. Please drop them off at the building entrance in the big box in the foyer. Thank you for your support!



## Rude vs. Mean vs. Bullying: Defining the Differences

Signe Whitson Become a fan

Author: Child and adolescent therapist

Posted: 11/26/2012 8:29 pm EST Updated: 08/27/2014 10:59 am EDT

A few weeks ago, I had the terrific fortune of getting to present some of the bullying prevention work that I do to a group of children at a local bookstore. As if interacting with smiling, exuberant young people was not gift enough, a reporter also attended the event and wrote a lovely article about my book and the work I do with kids, parents, educators and youth care professionals. All in all, it was dream publicity and since then, has sparked many conversations with people in my town who saw my photo in the newspaper and immediately related to the examples of bullying that were discussed.

I have been brought to tears more than once since the article ran, while listening to parents share their feelings of outrage and helplessness over their kids' experiences with bullying in school. One gifted but socially awkward middle school student blew me away with his articulate, poised, yet searingly painful accounts of relentless physical and verbal bullying on his school bus. An elementary school aged girl described how she had to learn to shed her Australian accent within a month of entering U.S. schools because of how she was shunned by her classmates. The commonness of it all routinely astounds me with every new account; the pervasive cruelty makes my jaw drop every time.

It is important for me to begin this article by establishing that without doubt, many of the stories of bullying that are shared with me are horrifying and some are unspeakably cruel. But now, I also want to be honest and share that some of the stories are... well... really not so bad.

Take this story recently shared with me by an acquaintance who read about my professional work:

"Signe, I saw your picture in the paper last week. Congratulations! I didn't know you worked with bullied students. It's so important that you do -- things have gotten so bad! Last week, my daughter was bullied really badly after school! She was getting off of her bus when this kid from our neighborhood threw a fistful of leaves right in her face! When she got home, she still had leaves in the hood of her coat. It's just awful! I don't know what to do about these bullies."

"Was she very upset when she got home?" I empathized.

"No. She just brushed the leaves off and told me they were having fun together," she said.

"Oh," I answered knowingly, aware that oftentimes kids try to downplay victimization by bullies from their parents, due to the embarrassment and shame they feel. "Did you get the sense she was covering for the boy?"

"No, no. She really seemed to think it was fun. She said that she threw leaves back at him, which I told her NEVER to do again! The nerve of those kids."

"Those 'kids,' I clarified. "Was it just the one boy throwing leaves or were there a bunch of kids all ganging up on her?"

"No, it was just this one boy that lives about a block from us," she assured me.

"Is he usually mean to her? Has he bothered her after school before?" I asked, eager at this point to figure out what the bullying issue was.

"No. I don't think so at least. That was the first time she ever said anything about him. It was definitely the first time that I noticed the leaves all over her coat. But it better be the last time! I won't stand for her being bullied by that kid. Next time, I am going to make sure the Principal knows what is going on after school lets out!"

While I always want to be careful not to minimize anyone's experience (it's the social worker in me!) and a part of me suspects that the sharing of this particular story may have been simply this parent's spontaneous way of making conversation with me in a store aisle, I hear these "alarming" (read: benign) stories often enough to

conclude that there is a real need to draw a distinction between behavior that is rude, behavior that is mean and behavior that is characteristic of bullying. I first heard bestselling children's author, Trudy Ludwig, talk about these distinguishing terms and, finding them so helpful, have gone on to use them as follows:

**Rude = Inadvertently saying or doing something that hurts someone else.**

A particular relative of mine (whose name it would be rude of me to mention) often looks my curly red hair up and down before inquiring in a sweet tone, "Have you ever thought about coloring your hair?" or "I think you look so much more sophisticated when you straighten your hair, Signe." This doting family member thinks she is helping me. The rest of the people in the room cringe at her boldness and I am left to wonder if being a brunette would suit me. Her comments can sting, but remembering that they come from a place of love -- in her mind --helps me to remember what to do with the advice...

From kids, rudeness might look more like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed up pile of leaves in someone's face. On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or narcissism, but not meant to actually hurt someone.

**Mean = Purposefully saying or doing something to hurt someone once (or maybe twice).**

The main distinction between "rude" and "mean" behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize clothing, appearance, intelligence, coolness or just about anything else they can find to denigrate. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often regretted in short order. Very often, mean behavior in kids is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down. Commonly, meanness in kids sounds an awful lot like:

"Are you seriously wearing that sweater again? Didn't you just wear it, like, last week? Get a life."

"You are so fat/ugly/stupid/gay."

"I hate you!"

Make no mistake; mean behaviors can wound deeply and adults can make a huge difference in the lives of young people when they hold kids accountable for being mean. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

**Bullying = Intentionally aggressive behavior, repeated over time, that involves an imbalance of power.**

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behavior. Kids who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse - even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, and relational and/or carried out via technology:

- Physical aggression was once the gold standard of bullying-- the "sticks and stones" that made adults in charge stand up and take notice. This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling, slamming a child into a locker and a range of other behaviors that involve physical aggression.
- Verbal aggression is what our parents used to advise us to "just ignore." We now know that despite the old adage, words and threats can, indeed, hurt and can even cause profound, lasting harm.
- Relational aggression is a form of bullying in which kids use their friendship or the threat of taking their friendship away to hurt someone. Social exclusion, shunning, hazing, and rumor spreading are all forms of this pervasive type of bullying that can be especially beguiling and crushing to kids.

- Cyberbullying is a specific form of bullying that involves technology. According to Hinduja and Patchin of the Cyberbullying Research Center, it is the "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

So, why is it so important to make the distinction between rude, mean and bullying? Can't I just let parents share with me stories about their kids? Here's the thing; in our culture of 24/7 news cycles and social media sound-bytes, we have a better opportunity than ever before to bring attention to important issues. In the last few years, Americans have collectively paid attention to the issue of bullying like never before; millions of school children have been given a voice, 49 states in the U.S. have passed anti-bullying legislation, and thousands of adults have been trained in important strategies to keep kids safe and dignified in schools and communities. These are significant achievements.

At the same time, however, I have already begun to see that gratuitous references to bullying are creating a bit of a "little boy who cried wolf" phenomena. In other words, if kids and parents improperly classify rudeness and mean behavior as bullying -- whether to simply make conversation or to bring attention to their short-term discomfort -- we all run the risk of becoming so sick and tired of hearing the word that this actual life-and-death issue among young people loses its urgency as quickly as it rose to prominence.

It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene. As we have heard too often in the news, a child's future may depend on a nonjaded adult's ability to discern between rudeness at the bus stop and life altering bullying.

## **How do I help my child with rude, mean, and bullying behavior?**

Your child and the entire school have common intentional language, values, principles, expectations and identity. This all starts with "words". You can help your child at home. Here is an example of what you can do:

1. Practice these "Four Steps" with them in a strong voice, with hand gestures and body language (if they have a specific child they need to use this on, use their name):
  - a. Step One - "Joey, stop that. I would not do that to you!"
  - b. Step Two - "Joey, stop it, I already asked once to stop. If you do it again I will report it!"
  - c. Step Three - "Joey I already asked you to stop twice. Now I will have to report!"
  - d. Step Four - "Mr. Smith, I don't want to get Joey in trouble but he has been calling me names in the hallway and it really hurts my feelings. I have already asked him to stop three times. Would you help me please?"

It is important for your child to know that adults are here for the "big stuff". Physically or mentally hurting others is a big problem and they need to go to an adult immediately. The 4 steps are for small problems. Helping your child to see the difference between a big and a small problem will support them in learning what to do when a conflict arises. It takes a long-time for students to differentiate between big and small problems. We appreciate your support!



# PARENTS' READ-AT- HOME PLAN FOR STUDENT SUCCESS

**Hartland  
Consolidated**

9525 Highland Rd. Howell, MI 48843  
810-626-2100

**This guide includes:**

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**Reading resources you can use at home**

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**Why reading at home is important?**

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**Parent Guide to the Third Grade Reading Law  
Public Act 306**

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**Resources**

## **Reading Rockets**

<http://www.readingrockets.org/article/get-ready-summer-ideas-teachers-share-families#online>

## **Scholastic**

[http://www.scholastic.com/ups/campaigns/src-2015#age\\_screener/cleanup](http://www.scholastic.com/ups/campaigns/src-2015#age_screener/cleanup)

## **Imagination Soup**

<http://imaginationsoup.net/2015/05/summer-reading-list-for-kids/>

## **Read Write Think**

<http://www.readwritethink.org/parent-afterschool-resources/>

## **Barnes and Noble**

<http://www.barnesandnoble.com/u/summer-reading/379003570/>

## **Start with a Book**

<http://www.startwithabook.org/>

## **Michigan Electronic Library**

<http://kids.mel.org/>

## **Starfall**

[www.starfall.com](http://www.starfall.com)

## **Storyline Online**

[www.storylineonline.net](http://www.storylineonline.net)

## **ABCya**

[www.abcya.com](http://www.abcya.com)

## **RAZ Kids**

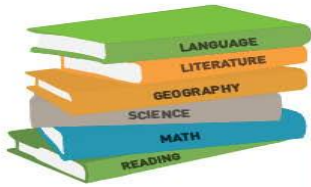
[www.raz-kids.com](http://www.raz-kids.com)



# READING MATTERS



SMART  
START MAKING A READER TODAY™



Reading is the most important subject in school. A child needs reading in order to master most of the other subjects.

Research shows that just 20 minutes a day spent reading with a child helps him/her develop critical reading skills.



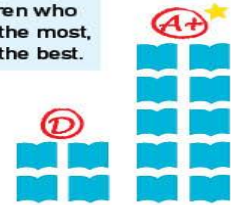
## WHY IS READING AT HOME SO IMPORTANT?

A child spends 900 hours a year in school and 7,800 hours at home.



About half of illiterate adults live in poverty. They are less likely to find employment than their more literate counterparts.

Across the world, the children who read the most, read the best.



www.getSMARToregon.org

# WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

(Baker and Brennan, 2012.)

## WANT TO BE A BETTER READER? SIMPLY READ.



# Parent's Read-At-Home Plan For Student Success

Reading with your child is a proven way to promote early literacy. One of the most important things you can do to prepare your child for his/her future is helping to make sure that your child is reading on grade level by third grade. You can influence your child's success in school by making reading a daily routine in your home. Research shows that students who read at least 20 minutes per day score in the 90<sup>th</sup> percentile on standardized tests. Do you want to help your child to be successful in school? They simply need to read.

## What can I do to support my child?

**Read at home with your child daily (at least 20 minutes) with books they enjoy.  
Some ways to do this:**

- Read out loud to your child.
- Listen to your child read.
- Echo read (you read a line, then they repeat).
- Read together at the same time.
- Reread or retell favorite stories
- Talk to your child about the reading

**As you read:**

- Ask your child to share what they remember.
- Ask questions about the reading.
- Talk about your favorite parts
- Talk about what you have learned.
- Talk about how the pictures in the book connect to the words on the page.
- Help connect the reading to your child's life or other books they've read..

# Michigan Third Grade Reading Law

## A Parent Guide to Public Act 306

### *What you should know as a parent?*

- ❖ In October 2016, Michigan lawmakers passed Public Act 306 in an effort to boost reading achievement.
- ❖ Beginning in Kindergarten, your child's literacy progress will be closely monitored by your child's teachers.
- ❖ Each child will have a reading plan. This means that your child's teacher and school will work with your child to find where your child needs support and create a plan to support your child. The plan will include:
  - extra instruction or support in areas of need
  - ongoing progress checks
  - at home reading plan (20 minutes of reading outside of the school day)
  - Your child may be encouraged to participate in summer reading program
- ❖ Extra support in your child's individualized reading plan will occur in small group or one on one instruction during the school day. Your child will not miss regular reading instruction.
- ❖ Based on this law, beginning in the 2019-2020 school year, 3<sup>rd</sup> graders must score within one year behind on state reading assessments in order to be promoted to 4<sup>th</sup> grade. 3<sup>rd</sup> graders can also be promoted to 4<sup>th</sup> grade if they prove to be at grade level through an alternate assessment or a portfolio of work.
- ❖ If you are notified by the state, that your child may be retained, your school will contact you to discuss possible exemptions.

Research does not support retention and shows that students who are retained are no better off than their peers who are promoted to the next grade level. Hartland Consolidated schools supports the promotion of students to the next grade level with continued support based on academic need.

# Around the Round



*Round Elementary  
Staff 2023-24*

# We Need Your Help

Please bring your recyclable papers to our  
**Green & Yellow Paper Retriever® Bin.**

## ACCEPTED ITEMS:

- Newspaper
- Magazines
- Shopping Catalogs
- Mail
- School Papers
- Office Papers
- Envelopes

## ITEMS NOT ACCEPTED:

- **NO** Cardboard
- **NO** Cereal/Soda Cartons
- **NO** Food wrap/containers
- **NO** Tissue Products
- **NO** Phone Books
- **NO** Plastic
- **NO** Glass

### RESOURCE SAVINGS from Recycling One Ton of Paper:

**4,102 kWh less Electricity**

**60 Lbs. less Green House Gases**

**7,000 gallons less of Water**

**390 gallons of oil**



# Make Every Page Count™

**Thank you for recycling!**