



LES NEWS

Lexington Elementary School

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Lexington, SC 29072

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www.lexington1.net/les

James H. Hamby, Principal

Sujata Wallace & Alicia Prezzy, Asst. Principals

April 2015

Upcoming Events

- April 2 Report Cards Issued
- April 3 3rd Weather Make-up Day or Holiday
- April 6 - 10 Spring Break
- April 17 RFL Hat Day, \$1
- April 28 ACT Aspire Writing & ELA Grades 3, 4, 5
- April 29 ACT Aspire Reading Grades 3, 4, 5
- April 29 **Collaborative Planning Day CANCELLED**
- April 30 ACT Aspire Math Grades 3, 4, 5



What's Happening at LES



- **CELL PHONES** - For the safety of your children and others, please refrain from using cell phones while driving on school property. We need your undivided attention!
- **DRESS CODE** - As the weather becomes warmer, students are reminded to wear school-appropriate clothing. No "flip-flops" are allowed at school. These are the type of open toe shoes that have the rubber button on the bottom. These type flip-flops break quite easily. Spaghetti strap t-shirts are not allowed. Short-shorts and short skirts need to be checked. Our measuring "device" is if the skirts/shorts are shorter than the tips of the student's finger tips then they are too short to wear to school. Students always need to wear proper athletic shoes to PE class.
- **STUDENT TRANSPORTATION** - Please remember to send a note to your child's teacher if there is going to be a change in how your child will be going home in the afternoon. We do not take verbal change of transportation request from students.

PTA Upcoming Events:

- April 1 & 2 Cat's Store
- April 17 Spring Fling (Info coming home soon.)
- April 29 Zaxby's Family Night
Zaxby in Lexington
4:00p.m. - 9:00p.m.

Collaborative Planning Day
previously scheduled
for April 29 is
CANCELLED.
April 29 will be a normal school day.



Principal's Page

Jim Hamby, LES Principal

Fostering Growth Mindset at Home

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck - a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success - without effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.

Mindsets are beliefs - beliefs about yourself and your most basic qualities. Think about your intelligence, your talents, and your personality. Are these qualities simply fixed traits, carved in stone and that's that? Or are they things you can cultivate throughout your life?

People with a fixed mindset believe that their traits are just givens. They have a certain amount of brains and talent and nothing can change that. If they have a lot, they're all set, but if they don't... So people in this mindset worry about their traits and how adequate they are. They have something to prove to themselves and others. "Think about your intelligence, talents, and personality. Are they just fixed or can you develop them?"

People with a growth mindset, on the other hand, see their qualities as things that can be developed through their dedication and effort. Sure they're happy if they're brainy or talented, but that's just the starting point. They understand that no one has ever accomplished great things - not Mozart, Darwin, or Michael Jordan - without years of passionate practice and learning.

So what can parents do at home to foster a growth mindset?

1. Help your child reconnect with a time when they learned something new that was a stretch or a challenge. Point out the developmental nature of "getting good" - we all go through the process of making mistakes, practicing, and then getting better.
2. Help your child get curious about mistakes. Help them reframe a mistake as new information or as a step in the process of learning. In addition, help them incorporate self-correction in their own learning process.

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Principal's Page

Fostering Growth Mindset at Home CONTINUED

3. Help your child learn to hear their own fixed mindset “voice.” Capture and, in a gentle and appropriate way, share their own statements with them. Most children are unaware of this self-talk because it has gone on so long and is subliminal.
 - a. That guy is brilliant; he never tries and he gets it.
 - b. I got it wrong again, I’ll never get this.
4. Help your child talk back to negative self-talk with a growth mindset voice (i.e. give them the language).
 - a. I am willing to learn new skills to improve, and I know it may be hard at times.
 - b. I get better and better with practice, this is hard, but will get easier.
 - c. Practice makes permanent.
5. Model growth-mindset at the table.
 - a. At dinner: Tell your child about a time when you didn’t know the answer to a recent question. Who did you ask for help? How did you learn the answer?
 - b. At breakfast: Ask questions about the opportunities for learning and growth in the coming day or week. What questions do they need answers to? What do they want to learn, practice or get better at today/this week?
6. Avoid labels and give growth-mindset praise.
 - a. Don’t label yourself in ways that model a “fixed mindset.” (e.g., I’m a terrible cook...I was never good at math.)
 - b. Shift your child’s attention to the process that led to the outcome. (i.e., cause-effect)
 - c. Praise and value effort, practice and self-correction, and persistence.
 - d. Don’t shelter your child from a failed task. Ask, “What can you learn from this experience? What could you try differently the next time?”
7. Get curious about your child’s work through questioning.
 - a. How did you figure that out? What’s another way you could have done that? How many times did you try before it turned out that way? What here was challenging and how did you figure it out? What do you plan to do next time?



Notes from the Nurse

Jane Pinkham, School Nurse



Seasonal Allergies

**Does this sound like anyone you know?
It sounds like a lot of my young friends at school!**

1. My head hurts.
2. My eyes hurt.
3. My *_____itch(es). (fill in the blank—eyes, nose, throat, skin, all the above)
4. I'm coughing/sneezing.

If your child has seasonal allergies, there are some things you can do to help them:

Avoid:

Watch our local pollen counts on the weather forecast & avoid being outside on the heaviest days. Peak pollen production can occur in early morning, so try to plan outside activities for other times of the day. When driving, keep windows up & set the air on recirculate. At home, keep windows closed & use air conditioning. Change home air filters often.

Remove:

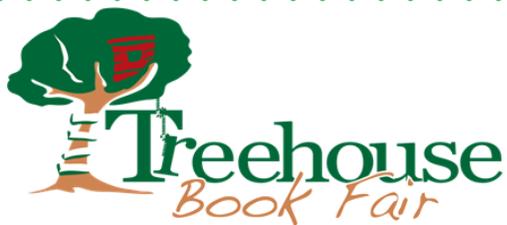
A quick shower and change of clothes can remove pollens that may have collected on hair or fabrics while you were outside. Have your kids take off their shoes and change their clothes after coming in from playing in the afternoons, also wash hands & face to remove pollen. Remind them not to touch hands to face. Wash sheets often & have them shower before getting in the bed.

Symptom relief:

Your child may benefit from OTC allergy medicine, nasal sprays or allergy eye drops given daily. Be sure to use the non-drowsy if given before school! Have them hydrate well for the headaches that can accompany all these allergy symptoms.

Corner Commons

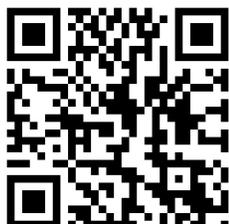
Susan Dubose, Media Specialist



**March 30 - April 1
LES Learning Commons**

**Monday thru Wednesday 7:30-2:45
and Thursday 7:30-12:00**

They accept: cash, Visa, MasterCard, Discover, and checks payable to Treehouse Book Fair.



Check out the Lexington Elementary Virtual Learning Commons at <http://leslearningcommons.weebly.com>.

Access online resources, online catalog, and family resources. Find out what's happening in the Learning Commons and upcoming events.



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The work of our board members demands commitment. Members invest hundreds of hours of personal and professional time working for and in our district. Successful board members possess the skill of diplomats, the knowledge of scholars and the commitment of the truly devoted.



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