



# School Talk

## WEEKLY UPDATE!

November 20, 2020

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Thanksgiving break is **Wednesday, November 25** through **Friday, November 27**. The MPSA office will be **CLOSED**. On Wednesday, November 25, office staff will be working from home and will be answering e-mails.

School lunch distribution is on **TUESDAY**, instead of Monday this week. You will be given 5 days worth of meals when you pick up on Tuesday. Normal hours, 11AM to 1PM.

### **MPSA Report Cards Available 11/20**

Report cards are now available on for our families through ParentVUE and StudentVUE, both available at <https://vue.apsva.us>. Report cards provide families with a “snapshot” of student academic progress at the end of the marking period. Families are encouraged to review the report card together and confirm that students are making desired progress.

Printed copies of your child’s report card are available from the office. Just call the main line at **703-228-8871** during the open office hours of **Monday through Thursday, 8:30AM to 12PM & 1PM to 4PM** and make the request. You can also [e-mail the office](#) for help.

Directions for accessing the report card through ParentVUE can be found at: <https://www.apsva.us/wp-content/uploads/2019/10/Viewing-Printing-Report-Cards-Parents.pdf>

### Primary Kit Distribution Reminder

The Primary Montessori teachers have some more supplies for your children to aid with virtual learning. The pick up date will be **November 23rd**. Please mark your calendars. All pick ups will be curbside, so pull up to the curb by each entrance but please remain in your car. The teacher will bring your supplies to you.

#### Monday, November 23rd from 10AM to 11:30AM

- **Ms. Mendolia** at the Main Entrance, **Door #1** (by the gym entrance)
- **Ms. Morgan & Ms. Bruno** at Car rider/walker Entrance, **Door #5**

#### Monday, November 23rd from 1:30PM to 3:00PM

- **Ms. Novak & Ms. O'Donnell** at the Main Entrance, **Door #1**
- **Ms. Kain & Ms. Kalkus** at Car rider/walker Entrance, **Door #5**

If you have any questions, please contact your teacher. Thank you.

### Have Concerns About Your Child (Student Support Process)

We recognize and value the importance of family engagement and want to be sure that you are knowledgeable about the **Student Support Process**, and aware of ways in which you can partner with your child's school should concerns arise regarding your child's academic, social-emotional, and/or behavioral needs.

#### Student Support Process Phase 1

***When there is an academic, social-emotional, or behavioral concern about a student:*** The teacher communicates with the family and begins supports within the classroom. The teacher uses data to provide differentiated instruction, implement support, monitor progress, and determine what if any next steps are needed.

#### Student Support Process Phase 2

***If a student is not making anticipated progress with current support:*** The teacher will share concerns with the collaborative staff team at the school and communicate with the student's family to gather additional information and explore additional interventions.

#### Student Support Process Phase 3

- ***Intervention Plan***
- ***Evaluations for Special Education***
- ***Section 504 Screening***

If after interventions have been implemented with fidelity for at least 5-6 weeks and the student is still not making anticipated progress, the teacher will make a referral to the **Student Support Team (SST)**. You can view more information about the SST process [here](#). Also available in:

- [Amharic የተማሪዎች ድጋፍ መስጫ ሒደት](#)
- [Arabic عملية دعم الطلاب](#)
- [Mongolian – СУРАГЧИЙГ ДЭМЖИХ ПРОЦЕСС](#)
- [Spanish – PROCESO DE APOYO ESTUDIANTIL](#)

The complete **Student Support Manual** can be found [here](#).

For additional questions, contact:

- The **Parent Resource Center (PRC)**: [website](#), [e-mail](#); or
- Our MPSA Student Support Coordinator **Danielle R. Miles** at [danielle.miles@apsva.us](mailto:danielle.miles@apsva.us)

### [Library – What’s Happening Next Week](#)

Due to the upcoming Thanksgiving break, we won’t be pulling and sending home any books on hold until we return, so the next NEW books distribution will be Thursday, December 3. Those who received a book-ready notice last week can still come pick up books **Monday** and **Tuesday, 9AM to 12PM** and **1PM to 4PM**.

### [APS Martin Luther King, Jr. Literary Contest](#)

Does your student have a creative side or love to write? We are now seeking entries for the **2021 Dr. Martin Luther King, Jr. Virtual Literary and Visual Arts Contest**. The contest is an opportunity for students to describe in writing or through visual arts how they are contributing to their community and how they can make a difference through acts of kindness in the spirit of Dr. King’s vision. Entries are due by Dec.16. [Learn more](#).

### [Upcoming Dates](#)

- Wednesday, 11/25 to 11/27 – **Thanksgiving Break, NO SCHOOL**
- Tuesday, 12/1 – **PTA General Meeting, 7PM**
- Thursday, 12/3 – **Coffee Chat with Principal Genove, 9:30AM**

### [Keep in Touch](#)

- MPSA on APS: <https://montessori.apsva.us/>
- MPSA on Twitter: <https://twitter.com/MPSArlington>
- MPSA Library on Twitter: [https://twitter.com/MPSA\\_Library](https://twitter.com/MPSA_Library)
- Principal Genove on Twitter: <https://twitter.com/CSGenove>

- Arlington Montessori PTA: <http://acmpta.com/>
- Arlington Montessori Action Committee (AMAC): <http://www.arlingtonmontessori.org/>

### What Caught My Eye?

MPSA School Counselor, **Ms. Reeser**, would like to share a resource that she thought some of our families might find of interest. She will be sharing resources in the newsletter bi-monthly/monthly under “What Caught My Eye?”.

## **Am I Too Easy on My Kid?**

*By Emily Flake*

I’m taking a break this week, so I asked Emily Flake, a cartoonist for The New Yorker and the author of “That Was Awkward: The Art and Etiquette of the Awkward Hug,” to take the wheel. She’s pondering a question many parents have asked ourselves as we queue up the sixth episode of a Disney show that stars Ariana Grande: When does pandemic leeway turn into irrevocably lowered standards? — Jessica Grose, NYT Parenting columnist

We talk so much about how the pandemic has made our lives harder. But we talk less about how it’s made some things easier, or at least how it has given us permission to slow the pace of our previously frenetic lives. Quarantine permissiveness takes many forms, some hedonistic — why not have cake for lunch? It’s quarantine! And some shading close to despair — who cares if I eat, shower or get out of bed? It’s quarantine!

But it’s in my parenting that the idea of lowered standards keeps me up at night.

Some rule loosening is an inevitable consequence of constricted mental bandwidth. Many of us just don’t have the energy to insist on the completion of every single online assignment across a multitude of goofily-named platforms, or to shepherd a child into making her bed every day.

But as a parent, I can’t permanently abdicate responsibility for raising my daughter to be a decent adult, even if it feels optimistic to assume she’ll be an adult in a world where decency is prized. As a Gen Xer, I am primed for nihilism. But I would hate to find that a decade from now, the world hasn’t ended and I’ve wound up broke, out-of-shape and having raised a brat. It’s the behavioral piece I truly need to figure out, more than anything else.

My own 8-year-old daughter has leaned hard into the idea that these are extraordinary times. “You don’t know what it’s like to be a kid during Covid!” she wails, sometimes in response to being asked to brush her teeth. This is true, but I also know that as weird and dislocating as these times are, most generations have faced something at least as terrible, and dental hygiene is important.

I adore my daughter and genuinely enjoy spending time with her, but these days there’s both an adolescent tang to her back-talk and a toddler-like regression in the way she gets upset, and neither bode well for the future. One rejoinder to being told it was time to go to bed was to tell me she doesn’t

even want her life anymore, and “You can just TAKE it, Mom.” I didn’t know whether to laugh at the absurdity of that or to place a call to emergency psych services.

Instead of a good and bad angel on my shoulders, I have warring parenting philosophies. This was true even before Covid, but is particularly exacerbated by the pandemic.

On one shoulder sits a mother who says children ought to be treated extra gently now, because the continuing psychic fallout of school closures, truncated social lives and a silent viral menace are huge. The mom on the other shoulder tells me to suck it up and stop letting my kid be such a baby. I think this mom smokes?

The truth is, just like always, somewhere in the frustrating middle, leaving me to my own inept devices to discern. My own upbringing provides little in the way of a road map here. Besides the obvious lack of a pandemic in my childhood, my parents, like many of the time and our white, middle-class demographic, parented at a vague and irritated remove.

Punishments were meted out on a somewhat arbitrary basis; I might get grounded or switched for rudeness or a messy room, or I might not. By the time I hit adolescence I had the protection of an older sister who ran away and became a teen mom, more or less leaving me free to get away with murder. I might have been pulling in lousy grades, but at least Mom and Dad knew where I was. The only lasting fallout for me from her bad behavior was that I was forbidden to ever work at the Stop & Shop — my parents were convinced that’s where my sister had started to go bad.

No matter what happened, children’s emotions tended not to rate as cause for intervention or concern, and we never had family dinners over which to discuss them. As a result, I am terrible at setting a table, and never ask my parents for advice.

For that, I tend to call on my cousin. She raised four girls and has a no-nonsense Texan philosophy that I find refreshingly bracing, if difficult to emulate. “Backsliding is the devil,” she tells me, and I know she’s right. Still, I find myself acquiescing to my daughter’s requests more often than I should, failing to be consistent with consequences, and generally not being “present.” Telling my kid she can’t have extra iPad time when I’ve got one eye on the doomscroll is not a great look. I lose my temper when my daughter whines, but the person who really needs to stop whining is me.

This is hard on all of us. I have been more forgiving of my own inadequacies in the past few months, in ways that sometimes feel kind and sometimes just plain indulgent, as my pants and the state of my apartment can attest. But the most important thing to remember here is that whatever leeway I give my daughter is a lesson I need to learn for myself first.

There’s an art to being gentle with yourself and with others in a way that doesn’t cancel out the idea of expectations and responsibilities, of keeping yourself in some semblance of order even if it feels like the world is falling apart. I haven’t mastered this art any more than I’ve mastered Spanish, like I said I would at the beginning of the pandemic. Hopefully I’ll figure it out by the time there’s a vaccine available.

*This article was originally printed in The New York Times Parenting Newsletter, November 18, 2020.*