Aloha Titan Families,

Our last month of school is here and excitement for summer is definitely starting to build. I would like to take this opportunity to say THANK YOU to our wonderful Teachers and Staff for all the hard work they do to support our students. We just finished celebrating Teacher Appreciation Week, May 6-10.

Each year we need to create a special schedule to accommodate our end of the year activities. Please notice that there are different dismissal times for that week.

**Last Week of School Schedule**
- **Monday, May 27**, No School, Memorial Day
- **Tuesday, May 28**, 8th Grade Banquet, Dismissal 2:00
- **Wednesday, May 29**, Hoʻolaulima Team, End of Year Award Assembly, Dismissal 2:00
- **Thursday, May 30**, Titan Wheel, Dismissal 2:20
- **Friday, May 31**, 8th Grade Recognition Ceremony, 6th & 7th Grade End of Year Award Assembly, Dismissal 1:15

**Titan Wheel Day**
Permission slips for the water slide are being sent home starting on May 9th.

**8th Grade Recognition**
Our 8th Grade Recognition Ceremony will be held on the last day of school, May 31st at Waiakea High School Gym. All 8th Graders who earned 12 core credits are invited to attend. It’s a special day and a wonderful opportunity to celebrate the transition from middle school to high school. Invitations & Confirmation of Attendance forms were sent home on Thursday, May 9th and Friday, May 10th.

All parking will be across the street at the University parking lot. Shuttles will be available for drivers and passengers can be dropped off at Waiakea High School.

**Reminders**
- All 8th Graders will return to the Intermediate Campus after the Ceremony. Parents can sign out their child at the Intermediate front office.
- A pot luck get together for the 8th graders is being planned for after the Recognition Ceremony in the Intermediate Cafeteria. Food donations would be appreciated. A signup will be sent through Parent Square.

**Packet Pick-Up**
Summer will fly by and it will be time to get ready for a new school year. Packet Pick up is an important step in the back to school ritual. Packet pick up dates are set for July 24 and 25 from 8:30 a.m. to 3:00 p.m. in the cafe. Be sure to bring $15 for student fees (student ID, student planner and student activities fees included). Please bring your child if he or she has not taken a photo for his/her student ID. Student must be in dress code. Listed below are the many back to school tasks you can get done at one time.

- Pay student fees
- Pick up your child’s schedule
- Take pictures for student IDs
- Purchase Yearbooks at early bird prices
- Deposit Lunch money
- Complete bus application
- Purchase uniform shirts and hoodies
- Setup your Infinite Campus accounts

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**Mission Statement**
Empower the academic and social excellence of every student by helping them grow as life-long learners, and as collaborative contributors to our community and the world.

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**In This Issue:**
- Principal’s message
- February’s Students of The Month
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- VEX Robotics Team
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- Announcements
- Employment Opportunities
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- Middle Years

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**Lisa Souza, WIS Principal**
CONGRATULATIONS TO THE STUDENTS OF THE MONTH FOR FEBRUARY 
February’s theme was RESPONSIBILITY 
Please help us celebrate with them!

Evan Rosehill, Klaresajane Sivas, Dylan Matsui, Victoria Kaolulo, Chase Sato, Kuupiliahoaokauanoelani Mahi, Noah Otani, Kalia Kingzio, Jackson Goebel, Chiarra Nguyen, Caleb Parages Martin, Khalla Chinen

STUDENT SPOTLIGHT
Alanna Sun

Eighth-grader Alanna Sun won first place in the Junior Website category at the Hawaii History Day Fair held at Windward Community College on Oahu. By placing first, Alanna was also awarded a spot at the National History Day Fair held at the University of Maryland, just outside of Washington DC. The National Fair will take place this summer, from June 9-13 and will feature students from all across the country. Congratulations Alanna!
The Ukulele Band was started in 1970 by Mr. George Camarillo Sr. In 1982, Mr. George Camarillo Jr. took over the band for his father. Through the years he has built the band into a local phenomenon. For 37 years he has directed and taught many students the fundamental skills of the ukulele and other Polynesian instruments. He has also taught them the value and understanding of learning about music and performing.

Next year the Ukulele Band will be celebrating its 50th Anniversary. There will be a Reunion held on March 21, 2020 at Sangha Hall for all to enjoy.

After 37 years of being an amazing educator and inspiring many students to pursue their future success in music, Mr. Camarillo Jr. has decided to retire at the end of this school year. He has decided that it is the right time to “pass the torch” to the next director. Mr. Camarillo Jr. will be greatly missed, but we are happy for him. We appreciate all his years of dedication and commitment to the program, club, and most of all to the students of Waiakea Intermediate School.
There are three different levels in the Poly classes. Poly 1 is Intro to Poly Music, Poly 2 is Beginning to Poly Music, & Poly 3 is Intermediate Poly Music. The Poly 2 & Poly 3 students are the performing students.

The students are given the opportunity to learn about Polynesian music and instruments in a classroom setting taught by Mr. Camarillo Jr. They are also self-directed learners. They lead the class and assist each other with learning the songs. Technology is also used in the classroom. The students can view videos of Mr. Camarillo performing the songs for them where they can receive a type of one on one instruction.
Throughout the school year the Poly 2 & 3 students perform at various events and march in the Downtown Hilo Christmas Parade and the Merrie Monarch Parade. At the end of every school year a trip is planned for the performing students where they can perform all the songs they have learned in Polynesian Music. They have traveled to Maui, O’ahu, California, Florida, & Japan where they perform and enjoy activities that have been planned for them. All the travelers enjoy the trip. For the students, the year is filled with unforgettable memories.
UPLINK ARTICLES

3rd Quarter Carnival
By: Ava H and Kaitlyn M.

Last quarter, Uplink events did a carnival for uplink. The Carnival was held in the covered courts. There were games such as ring toss, fishing, coin toss, mini golf, donut on a string, and bowling. They were paid for by the tickets that you could earn by playing the games. While playing games, Mr. Inouye was giving pop quizzes where you could earn tickets. There was also a concession stand with pizza pockets and hot dogs in PE 1. In PE 2, there were snacks like Pringles, airheads, Kool-Aid and more. We thought that the food was good. We also thought that the carnival was very fun. It was fun to put together and fun to see how well it turned out. We were very excited to see how the students liked it. Ms. Misty worked very hard with Uplink Events to make this event happen. We couldn’t have done it without her.

Anime
By: Kaylee Kroman & Karlynn Aoki

In the anime club we watch anime and have fun. We learn how to multitask when reading and watching. We learn what animes people like and what genres they like. We learn stories of fictional characters. People seem to hate on anime but it’s just Japan’s cartoons so they’re just hating cartoons. There are many popular animes such as My Hero Academia, Fairytail, The Promised Neverland, Sword Art Online, Black Butler, Lucky Star, and Ninja re Bang Bang. Something we like about anime is that it’s entertainment, the animation, and most have good plot lines.

By: Charlie Silva

Bulimia Nervosa is a life threatening eating disorder that deals with eating large amounts of food, and forcing yourself to throw up what you consumed. Bulimia is usually started by the constant guilt and shame or fear of gaining weight. Stressful transitions in life or maybe even genetics are maybe to blame. Some people (usually teenage girls) who have Bulimia take a dangerous amount of laxatives and antacids to help them release all of the food.

Some signs that someone is dealing with Bulimia, are binge eating, food aversion, fatigue, constipation, weight loss, bad breath, irregular menstruation, and mood swings. Acids in your stomach are very dangerous which is why only stomachs can handle them. When you barf, acid passes through your throat and too much of that can permanently damage your throat and may even burn a hole in it. You may have to think about the “later in life” consequences of Bulimia Nervosa.

Student Interview:
Noah Olivar, 7th Grade

By: Cole Anderson and Chase Sato

1. Favorite Food: Korean Chicken
2. Dream Job: I.T Boss
3. Favorite color: Light blue
4. Favorite part of Uplink: Fitness
5. Favorite Artist: Drake
6. Hobbies: Playing video games
7. Birthday: April 17
8. Role Model: Dad
9. Favorite movie: Uncle Drew
10. Favorite Uplink teacher: Mr. Wesley

Tutor Spotlight
Photo by Brian Holz
Written by Noah Olivar and Brian Holz

Mr. Chadler is a tutor here at uplink. At the age of 19, he looks after all of us kids. When he has spare time, he eats Korean chicken. As he grew up, his idol that he looked up to was Derek Jeter, a baseball superstar. His favorite sport is baseball, one which he used to play. Even though he doesn’t have a job beside UPLINK, he is currently pursuing a career as a firefighter. The things he enjoys most about being in the UPLINK program is being with all of us kids. His advice for growing up is “to always put full effort into everything.” Of all the 5 C’s, he says that the most important to him is character.
Ho‘olaulima Team Overnight Field Trip

On April 17th-18th The 7th graders on the Ho‘olaulima Team had the amazing experience of attending an overnight field trip to Kona. On Wednesday, they spent the day at Ke Kai Ola, the Marine Mammal Center, learning about the importance of how to help our environment and how they rescue and rehabilitate the Hawaiian Monk Seals in Hawai‘i. That evening they had a special dinner at the Sunset Luau at the Waikoloa Beach Marriott. They were able to experience a dinner show and had a chance to eat traditional Hawaiian food. Later that night they returned to Kona to camp out at Kealakehe High School Gym. There were lots of fun activities and movies for all the students to enjoy while getting ready for bed. On Thursday, the students visited the Pu‘uhonua O Honaunau, City of Refuge. The students had the opportunity to see in person all the things they have been learning about in class.
The 2018-2019 school year has been quite an adventure for the WIS Robotics Team. Under the mentorship of Mrs. Gayle Kamei and Mr. Jon Kitagawa, this season has been an amazing experience for the entire team. The mentors fielded 5 teams this year, 2 VEX EDR (metal constructed robots) teams and 3 VEX IQ (snap parts construction) teams.

The VEX EDR teams are a part of the Big Island TMT VEX VRC League and had an exciting year allying and competing against other schools across the Big Island. With the season starting in September and ending in November, the first-year teams did very well in their competitions with the 38501A Team receiving the Excellence Award for their hard work.

The VEX IQ team is part of the WHH League (Waiakea, Hilo and Honokaa), the largest league on the Big Island and the second largest in the State of Hawaii with 32 teams. With the season beginning in September 2018 and continuing thru to January 2019, the VEX IQ team worked together designing, building, coding and driving their robots to reach their goal, to qualify for the State Tournament. Not only did the 38501A Team and 38501B Team meet their goal by coming in first in the League Finals in January and qualifying for States, they surpassed it by receiving an invitation to compete in the CREATE Foundation U.S. Open Robotics Championship in Council Bluffs, Iowa in April.

The teams were so proud to represent Waiakea Intermediate at the State Tournament at the Saint Louis School on Oahu, and excited to represent our school and State at a national level in Iowa. The students experienced different cultures by being allied with other students from across the nation and with teams from China. Every student was very respectful towards their allies, other coaches and schools, and shared the Aloha spirit everywhere they went.

Throughout the season, the IQ teams brought home 4 awards. Teamwork Champions Award (38501A & 38501B), Middle School Excellence Award (38501B) and the Create Award (38501C). Congratulations WIS Robotics for an amazing season!

WIS Robotics VEX IQ Team
Team 38501A:
Ayce Wakano (C)
Lucas Yamanaka
Francis Anne Dela Cruz
AJ Kaita

Team 38501B:
Micah Tajiri (C)
Kaylee Brower
Evan Rosehill
Zakariya Tamimi

Team 38501C:
Cole Anderson (C)
Noah Otani
Jhayden Gines
Kallen Fujioka

WIS Robotics EDR Team
Team 38501A:
Jonah Furuli
Daycen Leite
Alex Ogawa
John Paul Tabile

Team 38501B:
Reyn Funai
Edinn Kitagawa
Kyler Miyazono
Nathan Sewake
29 MAR 2019 & 30 MAR 2019: ITO --> HNL --> PHX --> OMA

We’re not in Hawaii, any more. After traveling 4,170 nautical miles for a total travel time of 13.68 hours in the air and on the ground, here’s what we saw from the air—city lights, desert, snow and flooding as seen from the air…and on land.

30 MAR 2019

Micah Tajiri: “While we were in the plane, getting ready to depart from Phoenix, many of our teammates were already sleeping because they had not slept on the flight before. About half way through the flight, we got to see snow.”

Francis Anne Dela Cruz: “Today at 1:45 p.m., we landed in Omaha safely. When we went outside after we landed, it was 28 degrees! That is really cold (for me at least)!"

31 MAR 2019

Kaylee Brower: “Twenty three degrees, 7:00 AM [in Council Bluffs, Iowa]. We woke up and the cars, windows, and metals were frozen in frost.”

Kaylee Brower: “We finally left the zoo and went to the best place ever, OLIVE GARDEN. (It was so good!) We went back to the hotel after a fun day, prepared our [gifts—omiyage for our alliance partners], and had a short meeting to recap the day.”
01 APR 2019
RETURNING HOME...
OMA-->DFW-->HNL-->ITO
TOTAL DISTANCE TRAVELED: 4,583 NMI
Time to return home: 17 hrs. 52 min

FRANCIS ANNE DELA CRUZ:  March 29, March 30, and April 3, 2019
March 29, 2019  Today is the day that we will go to Iowa! We leave Hilo, Hawaii today, fly to Phoenix, Arizona, the next day, land in Omaha, Nebraska, then drive to Council Bluffs, Iowa which is about 20 minutes away. On the airbus (the big airplane which could take a large quantity of passengers for a long flight) going to Phoenix, Arizona, barely anybody slept. Mostly we were watching movies.
March 30, 2019  Today at 1:45 p.m., we landed in Omaha safely. When we went outside after we landed, it was 28 degrees! That is really cold (for me at least)! We had to drive from Omaha, Nebraska to Council Bluffs, Iowa to get to our hotel. When we got to Hilton Garden Inn, we checked in, then went to our rooms. Each room had two beds, so we had to either share beds (which that is what my room did) or did something completely different. After we went to our hotel, we went to Chick-fil-A. We all enjoyed it. Then we went to Target to get some things we need. Lucas Yamanaka, a 7th grader got apples to apples. We played that game almost every night.

MICAH TAJIRI:  First Day
Our first flight was from Hilo to Oahu departed at 530. We arrived in Oahu and ate dinner before our second flight that left at 9. We departed the Honolulu airport at 9 for Phoenix, Arizona and on the 6-hour flight to Phoenix. We all tried to sleep on that flight and some of us did. But the others that didn’t or slept very little were very tired on the 2nd flight from Phoenix to Omaha, Nebraska. We arrived at Phoenix around 6 in the morning and ate a light breakfast before our final flight to Omaha. While we were in the plane, getting ready to depart from Phoenix, many of our teammates were already sleeping because they had not slept on the flight before. About half way through the flight, we got to see snow. We all got very excited thinking that we were going to land in it, but as we kept flying, the snow slowly faded away. When we landed in Omaha, it was about 1 in the afternoon. It was 32 degrees and it was one of our coldest days there. We left the airport and went to the hotel. We were all very hungry, so we dropped of our stuff at the hotel, and went to Chick-Fil-A. We ate dinner there and went to buy snacks and water at Target. We then went to our hotel and played some apples to apples before going to bed.

KAYLEE BROWER:  DAY 2
Twenty-three degrees, 7:00 AM. We woke up and the cars, windows, and metals were frozen in frost. We waited, me, Frances, Micah, Even, and Zak for team A to finally arrived. They arrived, at 7:57!! At 8:00 we had a short meeting and were on a way to Cracker Barrel. The air was freezing, and we can see are breath! When we came to Cracker Barrel we discovered it was closed. We had lunch at the turtle cafe, and then we saw monkeys, reptiles, cute red pandas, and tigers. The other group saw the same aquatic museum we saw earlier. We finally left the zoo and went to the best place ever, OLIVE GARDEN. (It was so good!) We went back to the hotel after a fun day, made some lays, and had a short meeting to recap the day.

AYCE WAKANO:  Omaha Robotics trip (Bob)
Bob Kerrey Pedestrian bridge is a bridge that people use to travel from Nebraska to Iowa or Iowa to Nebraska by foot. We were able to see the line between Nebraska and Iowa on the bridge that connects the two. The bridge is a suspension bridge which means that it is holding us up by poles connected to the top. The bridge would shake side to side and one of us (not saying who) was getting scared because then bridge was shaking and wanted to get off as soon as possible. The bridge was around for about 10 years and was named after the former Nebraska Senator Bob Kerrey, who secured 18 million dollars of federal funding for the bridge in 2000. The bridge is a reminder of former Nebraska Senator Bob Kerrey. Besides the shaking and the freezing cold, we had a very good time and learned new things about Bob Kerrey Pedestrian Bridge.
ACE KAITA: On the third day we went to the strategic air command. The first thing we did at the place was the robot zoo, it was cool and interesting because we got see some animals on how they and how they function to work. The next thing we did was the flight simulator and it was very fun because the thing we sat in can move upside down, do flips, and do barrel roll. After that we walked round to see planes from the past and till now. The last day we did the last 3 matches and the last 2 autonomous. After that we watch the final matches and the awards. Than we went to hotel and grab our stuff and went to the airport to check in and we waited till we have to fly to Texas. Than Texas to Oahu and to the big island, when we landed we grab our luggage and we left.

ZAKARIYA TAMIMI:

Day 4

Day 4 was a great day because we went to an air museum and got to do a flight simulator. It was me (Zak) and Evan, Micah and Ayce W., Lucas and Ace K., and Kaylee and Andee. Me and Evan went again because we had another ticket so while we were doing our second one, everyone else got another ticket and went again. After that we went to go get food at the museum and I got a hot dog and I sat with Andee, Evan, and Kaylee. After a tasty meal we went to explore the museum and looked around. When we left the museum we went to the Mid American Center where CREATE US OPEN was. We set up our booth then practice a little bit. We went to a buffet and to eat dinner then went to the hotel and got ready for the next day.

TOURNAMENT DAY

The day that we have our tournament was ok we placed 32 place out of 84 teams we had to be 1-24 place to be in the finals so we watch and first place had 38 points. The second-place people got 36 points and so. when we got back to the hotel we packed up and made sure we were ready for the next day where we go to the airport and go home. To Hilo.

AYCE WAKANO:

Omaha Robotics Trip (Last Day of Robotics Tournament)

Today is the last day for the robotics tournament. We were all happy to get this far in the robotics tournaments and all the ones we did. We wanted to do our best from the start to the finish and represent our school as the Waiakea Intermediate Titans. Our first matches started off well, so we could get to it. Team A had 3 autonomous skills left because they did their three driver skills on the first day of the tournament. The teams were really good and was getting points at least 25 or more points but both of our teams were catching up. Both teams were doing well until our last matches, we checked the leaderboard, but we didn’t make it in the finals, but we were happy on what we got and how we did. People in the tournament was getting shocked and I think the air is dry and there was a bunch of electronics going on inside of the building like how Hawaii air is moist. We were happy we made it this far in the tournaments and was able to make it to the CREATE U.S open VEX IQ robotics tournament.

EVAN ROSEHILL

Robotics Paragraph For Article Day 5

On Tuesday, we ate at the buffet in the hotel we are staying in. Then we went to the Mid American Center from about 7:30. At about 8:00 we had our driver meeting. At the driver meeting the speaker talked about how we had some Chinese teams participating in the CREATE US Open and that some teams might get a stuffed pig for the year of the boar. Then we got started on our qualifications at about 8:30. Our qualifications were 26, 48, 88, 130, 205, ... After qualification 205 we went to the Strategic Air Command to eat and do a scavenger hunt. After the scavenger hunt we went to the hotel. We showered then went to sleep at 10:00pm.

Robotics Paragraph for Article Day 6

On Wednesday, we will finish the rest of our qualification matches and start packing up to leave the next day. Sadly, we didn’t make it to finals but at least we had a good time. Some of the times were okay, but enjoyable and fun. Then before we went to sleep we played a short game of “Apples to Apples”, some of the cards were funny some of the cards are one that I didn’t understand. Then we went to sleep at 10:00 when we were going to leave at 4:00 in the morning.

FRANCIS ANNE DELA CRUZ

April 3, 2019 Today is the last day of the tournament and we are somewhere in the 40s place out of 87 teams. They only took the top 24 teams to advance to finals and B team was 26 (which was sad). We all watched finals, and for middle school, a Chinese team and another team won the Teamwork Champion Award. They got 41 points out of 42. It was a really fun experience and I wish we could’ve stayed long
In March our school community suffered a great loss. Our Vice Principal and Teacher Michael McCumiskey passed away after a long illness. His passing has made a significant impact on our entire school community and he will be greatly missed. He was a great man and educator. His presence touched many lives and inspired many students to do their best. He will live on in our memories forever.
Titan Wheel Day
Thursday - May 30, 2019
School ends at 2:20
NOT a free dress day, come to school in uniform

Announcements

Fun Day of Activities for Our Terrific Titans!

- Water Slide
- Dance
- Yearbook Signing
- Tug of War
- Dunking Tank
- Kick Ball
- Food - Parents please send students to school with no more than $20, purchases will be limited.
- Hamster Ball Games and more!

Lunch and Wiki will still be served
8TH GRADE RECOGNITION CEREMONY
The Ceremony will be held on May 31st at Waiakea High School Gym. Leis are being made for all 8th Graders which is about 300 students. The SBG Officers & their respective committees are seeking donations of ribbon to make leis. They need yellow and purple grosgrain 3/8 inch ribbon rolls. Each roll is 50 yards. Please leave donations at the office for Jill Kubojiri or send it to PB-4.

LOANER UNIFORMS
PLEASE RETURN ALL LOANER UNIFORMS BY MAY 15TH. THERE WILL BE A $10 FEE IF THE UNIFORM IS NOT RETURNED.

Download the ParentSquare app today!
Stay involved with your child's learning and activities at school. From anywhere.
Waiakea Intermediate is NOW HIRING for school year 2019-20:
Paraprofessional Teachers to work under direct supervision and in close relations with AVID and elective teachers. Position requires instructional support services to a student or groups of students for, but not limited to:

1. Assists with classroom management, including organizing instructional and other materials;
2. Assists students with tutorials and tutoring;
3. Assists students in computer laboratory;
4. Assists students in a library or media center; or
5. Assists with parental involvement activities.

REQUIREMENTS INCLUDE:

1. 48 semester credits, 100 level or higher from a regionally accredited institution of higher education, must have a minimum of:
   - 3 credits Math, and
   - 3 credits in English or
2. Associates degree or higher from a regionally accredited institution of higher education or
3. Passing score of 459 or higher on the ParaPro Assessment provided by Educational Testing Services.

PAY RATE AND HOURS:
$16.99
19 hours per week
8:00am-2:30pm

Waiakea Intermediate School (WIS) is seeking a Coordinator for the position of After School Program (Uplink) Coordinator.
WIS’s Uplink After School program serves approximately 200 students after school daily.

Education and Qualifications:
Bachelor’s Degree preferred. Previous work experience in educational programming or recreation preferred. Additionally, the coordinator needs knowledge of the community and positive experience in working with families and collaborating with a variety of community partners. Other characteristics needed include: excellent organizational and problem-solving skills, good interpersonal and communication skills. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Responsibilities (include but are not limited to):
- Look for opportunities to solicit student voice, choice and feedback to build program content.
- Provide Community Engagement Branch fiscal updates of expenditures.
- Assure adherence to approved and/or revised grant, budget and budget narrative.
- Hiring, scheduling and supervising staff.
- Review and approve expenditures in accordance with approved and/or revised grant, budget and budget narrative.
- Be thoroughly familiar with the approved and/or revised grant, budget and budget narrative.
- Provide administration and direction to manage the UPLINK program.
- Supervise and monitor staff.
- Work in partnership with the school, families and other partners to provide quality services.
- Manage the recruitment and retention of students.
- Promote positive, collaborative relationships with students’ families that is linked to learning.
- Create a welcoming environment for families that helps to support their child’s learning.
- Facilitate communication to all staff with teachers, principals, family members, community partner and school administration.
- Ensure that the program has posted schedule and daily written lesson plans with staff assigned to specific duties.
- Maintain all staff and student attendance and enrollment records and ensure that all records are up to date.
- In collaboration with evaluation, manages data collection of student and parent surveys, homework, grades, school attendance, classroom participation and behavior and relationships.
- Ensure all required documentation for monitoring is complete, available, and up to date as reflected in the UPLINK Handbook.
- Attend all mandatory meetings, conferences, and trainings.
- Perform other duties as assigned.
- Be a steward of public funds.

Schedule:
This position may be approximately 17-25 hours per week and be in attendance, supervising staff and students during all program hours. The Site Coordinator should visit each program activity within the site while students are in attendance and provide feedback as necessary, at minimum one time a month. Non-program hours should be spent facilitating program administration and school-day connections. Interested parties should contact Vice Principal Casey Carpenter either through Parent Square, by email at casey_carpenter@notes.k12.hi.us or by phone at (808) 981-7231.
Self-Reflection and Growth Mindset

This new self-reflection practice fits perfectly with my emphasis on growth mindset this year. As powerful as the idea of promoting a growth mindset is, there has been lots of chatter recently that it is being poorly implemented. For example, there seems to be the false belief that by simply praising effort or building a child’s self-esteem you are promoting a growth mindset. There’s actually more to it than that. Carol Dweck, who pioneered growth mindset research, recently revisited the idea and pointed out some common pitfalls in an article for Education Week. She directly addressed the effort myth:

A growth mindset isn’t just about effort. Perhaps the most common misconception is simply equating the growth mindset with effort. Certainly, effort is key for students’ achievement, but it’s not the only thing. Students need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve. – Carol Dweck

Providing students with opportunities to self-reflect is a powerful way to help them understand that their effort must be focused, and it gives students specific tools they can work on to improve. That’s huge— for many, it can be the difference between feeling powerless or having hope.
On a roll with reading

Reading for pleasure on a regular basis will boost your tween’s vocabulary and general knowledge, and it may improve his test scores, too. Get him on board with these strategies.

Find a good fit
Falling in love with reading may simply be a matter of finding the right books. Suggest that your middle grader try the first book in a popular series—if he enjoys it, he may be eager to read the next one. Also, he can get lists of books similar to those he likes by Googling the title plus the term “read-alikes.”

Read with friends
Offer to drive your child to meet friends at the library. They might browse the shelves for fiction or nonfiction based on their own interests, then find a spot to settle in and read side by side. Or perhaps they’ll all get copies of the same book to read at home. When they finish, they could meet up to discuss their thoughts about the book.

Family story hour
If you think your tween has outgrown listening to you read to him, think again! In fact, children of all ages benefit from being read to. Offer to read the first chapter or two of a book out loud. Then, leave the book where he’ll find it. He just may get hooked and read the rest on his own.

Raise an appreciative child
Tweens don’t always realize how much their parents and others do for them. Help your child feel and express appreciation, and ward off a sense of entitlement, with these ideas:

- Teach your tween to be grateful for things she might consider no big deal. Maybe you wait in the car every week during her music lesson, or a friend’s mom drives her to a birthday party. Encourage her to think about the effort involved (“It was nice of Mrs. Lake to go out of her way to pick you up”) and to say thank you.
- Explain that you provide for your middle grader’s needs, but set an expectation that she’ll save or work for wants, like a skateboard or video game. Suggest that she do odd jobs, such as babysitting or washing cars, to earn money.

Acne advice
A good skin-care routine helps prevent or reduce acne. Encourage your middle grader to wash his face with a cleanser twice a day. Tell him not to pop pimples, since that could cause scarring. If the problem persists, consider taking him to a dermatologist.

Sixty-second challenges
For a quick, fun way to connect with your tween, have family members create challenges you can do in a minute or less! For example, set a timer and race to see who can stack the most plastic cups one-handed. Or compete to be the first to wriggle a cookie from your forehead to your mouth.

Worth quoting
“It is spring again. The earth is like a child that knows poems by heart.”
—Rainer Maria Rilke

Just for fun
Q: Why should you be quiet at a bowling alley?
A: So you can hear a pin drop.

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Conflict resolution: Find your path

When your child has a disagreement with a friend or sibling, she can actually use the experience to improve her relationship. How? By handling the situation the right way. Suggest these steps.

1. Ask your tween to think about how she normally reacts to a conflict. Is she a “hippo” who charges into an argument, a “turtle” who withdraws from clashes, or a “deer” who freezes when a squabble puts her in the spotlight?

2. Once your middle grader knows her usual response, she can adjust as needed. A hippo may need to walk away to calm down or to remind herself to listen quietly. A turtle might think about how good it feels when problems are solved, then make an effort to discuss the situation. A deer could admit, “I don’t know what to say,” and agree to talk after she thinks things over.

3. Encourage your child to practice new responses until they feel natural. Discuss how conflicts work out when she responds one way vs. another—what seems to get the best results?

Design a logo

Ask your child to imagine he’s starting his own company. What logo would send the right message to his audience? By designing one, he’ll practice creative thinking and build communication skills. Here’s how:

First, encourage him to think critically about logos on websites, food packaging, and clothing. For instance, why does the Amazon logo have an arrow that goes from A to Z? Then, have your middle grader research what people associate with certain colors, shapes, and fonts. For example, yellow is often considered cheerful, and squares are thought to hint at trust and stability. Different fonts can convey everything from fun to elegance.

Now your tween could use what he learned to design his logo. For a tech support company, he might choose yellow, a square, and a futuristic-looking font to suggest he’s cheerful and that customers can trust him to solve their technology problems.

Mental health ed

Q & A

Q My son’s school started putting mental health lessons into health class. Why is this necessary?

A The school wants to keep students safe and healthy—physically and mentally. That’s why they’re trying to help children recognize and deal with mental health problems like depression and suicidal thoughts.

Ask your son what he’s studying in health class, just as you would with any subject. For example, he may be learning about symptoms of depression or how to ask for help if he has suicidal thoughts. Let him know he can come to you if he feels down or thinks about harming himself.

If you’d like to find out more, talk to your son’s health teacher, school counselor, or administrator about the curriculum they use and how you can support him at home.

Learning about heritage

Parent to Parent

I recently started researching my family’s genealogy. When I mentioned this to my daughter, Evelyn, she wanted to help out. It turned out to be an interesting history and geography lesson for her—and for me.

I knew about our Spanish heritage, but after talking to my parents and digging a little deeper online, Evelyn and I discovered that we also had ancestors from England and France. On one genealogy site, she searched for old census records that traced some relatives all the way back to the mid-1700s. Then we looked at maps to see where they lived.

Evelyn has decided to make a family tree for an upcoming social studies project. She needs to know where the other half of her family came from, so she’s going to do genealogy research on her mom’s side of the family next.
Keep your brain in gear

When the school year ends, the learning doesn’t have to. Keep your teen’s mind active all summer long with ideas like these.

Take up a hobby
A hobby gives your child a meaningful way to spend time while she practices various skills. For example, knitting requires math and attention to detail. And chess promotes strategic thinking and patience. She could take a community center class or watch how-to videos. Then, suggest that she set a goal like knitting a scarf or beating you at chess before summer ends!

Explore the community
Visiting new places will build your teen’s general knowledge. You might tour a museum or hike in a state park, for instance. During your adventures, encourage her to ask a docent or ranger questions or to read signs to learn about the exhibits or wildlife.

Look ahead to fall
Your child can get a head start on a subject she’ll study in school next year. For example, if she’ll take Spanish, she could download a free app to begin learning greetings and other phrases. Or if she signed up for engineering, she might look online for projects to try like designing a water bottle rocket or a solar panel.

Summer routines
Setting up a routine can add structure to your child’s summer on days when he’s home. Try these tips.

■ Eating. Plan regular family meals to stay connected with your middle grader. Also, have him help you stock healthy snacks and lunches he can prepare on his own if you’re not home.

■ Sleeping. Getting enough sleep is important for good health year-round. Set a reasonable bedtime, and have your tween get up by a set time. This is especially important toward the end of summer so he’ll be ready to return to his school schedule.

■ Chores. Keep your child in the routine of having regular responsibilities. You might give him a list of jobs for the week (laundry; vacuuming) and let him decide which day he’ll do each task.

Prepare for exams
Your tween will remember more information if he studies for finals over a longer period of time rather than cramming. Suggest that he create a study schedule and stick to it. He could also join a study group to stay on track.

Words inspire confidence
The way your middle grader talks about herself can affect her self-esteem. If you hear her make a negative statement like “I can’t do this” or “I’m just not good at this,” have her turn it into a positive one. Examples: “I’ll try” or “I’m working on it.” Then, set an example by doing the same for yourself!

A first aid kit
Ask your child to make a home first aid kit. He can fill a container with bandages, gauze, adhesive tape, and antiseptic wipes. Show him how to use the supplies so he learns what to do if he or someone else is injured. Encourage him to put the kit where family members can find it easily, perhaps in the hall closet.

Worth quoting
“The cure for boredom is curiosity. There is no cure for curiosity.”
Dorothy Parker

Just for fun
Teacher: How fast does light travel?
Student: I don’t know, but it sure gets here early in the morning!
Ways to handle peer pressure

Peer pressure can be positive when friends motivate your middle grader to read a good book or work out. But when he's pressured to do things that aren't good for him, he needs to be able to resist. Share these strategies.

Listen to instincts. If your tween is pressured to do something he knows isn't right (shoplifting, bullying), suggest that he ask himself, "Would I want my parents to know?" or "Is this safe (legal, kind)?" If the answer is no, he should listen to his instincts.

Break into coding

Learning to code will make your child a better logical thinker and problem solver. It could even lead to a career one day. Spark her interest with these suggestions:

- Can your tween and a friend draw identical pictures without seeing each other's papers? First, each person draws a 10-by-10 grid on her own paper. One person secretly chooses a crayon and draws a shape in any box on her grid. Then, she writes code telling the other person how to copy her drawing (starting in the bottom left-hand corner of her paper). Example: R3 U2 BT = move right three boxes, move up two, draw a blue triangle. Now it's the other person's turn to draw a shape and write code. After a few rounds, they can see if their drawings match.

- Help your middle grader find a computer class or club at school or the public library. Maybe she'll create a mobile app or build a Lego robot. Or she might use coding to make online games at a site like code.org.

Building sibling bonds

Q: My daughters are busy with their own friends and don't spend a lot of time together. How can I help them be closer?

A: Suggest that your girls set aside "sister time" on a regular basis. They could take turns deciding what to do. Maybe your older daughter will teach her little sister to bake. Or perhaps your younger one will show her big sister a science project she did in school. They might even find ways to combine their talents or interests—say, by doing food-related science experiments.

Encouraging your daughters to support each other will also strengthen their relationship. Say your younger one is disappointed about not getting invited to a sleepover. Gently suggest to your older daughter that it would mean a lot if she comforted her little sister. She might show her funny videos or write a note about why she's a great sister, for instance.

Parent to Parent

'BZines by tweens

My son Brian recently submitted a short story about pet adoption to a teen magazine. That gave him the idea to publish his own 'zine, which he explained is a mini print magazine. He decided to focus on animal welfare and call his 'zine Paws and Claws.

In each issue, he highlights an animal in need of adoption. He prints a photo and description from our local shelter's website and pastes them into his 'zine. The 'zine also features the adventures of his rescue hedgehog. He takes pictures of Hedgie curled into a ball or snuggled up in a blanket and writes funny captions.

Now each month, Brian makes photocopies of his 'zine and mails them to friends and relatives. Sometimes he even gets "fan mail," which motivates him to keep writing.