

# Bartram Springs Elementary Newsletter

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<http://www.duvalschoolsorg/bartramsprings>

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February 8, 2021

Issue 6



## News from the BSE Administration Team

Dear Parents,

Thank you for notifying us immediately if you or your child are experiencing COVID symptoms. Your timely communication is extremely important during this difficult time. Please know that we are following the appropriate COVID 19 safety protocols.

Also, we know that the temperature checks in the morning car rider line can cause a slight delay. Please have your child ready to go with their face coverings and backpack so that we can keep the line moving as quickly as possible.

As a reminder, our annual **Mid-Year Stakeholder's Assessment** will take place during our meeting on **Tuesday, February 9<sup>th</sup> at 6:00 pm** in the Media Center.

Your input is vital to our school in helping us actualize its Core Beliefs and Commitments. We value your help in creating a shared vision with BSE and the community to support our students' achievements. This is an opportunity to receive up-to-date information on the progress of our students.

We hope to see you there!

### Dates to Remember

**February 9**  
Progress Reports

**February 9**  
SAC Meeting 6:00 pm

**February 15**  
Presidents' Day - NO SCHOOL

**February 24**  
Wellness Wednesday

**March 8 - 12**  
NO SCHOOL  
SPRING BREAK



Hello Parents,  
Just a small reminder that Bartram Springs is still missing several library books out from last year. Please check your homes for any book labeled with a school barcode sticker. Send it back with your student or drop it off at the front office.

Thank you.  
Ms. O'Sullivan, School Librarian.

### Music News

In honor of Black History Month, our music teachers would like to highlight Herbie Hancock.

Herbie Hancock was a child prodigy born in Chicago. At age 11, he performed a Mozart concerto with the Chicago Symphony Orchestra. In college, Herbie double-majored in music and electrical engineering. Check out his modern music at home!



## Counselor's Corner

### The Importance of Challenge

It is the obligation of all schools to provide work that challenges each one of their students. Students who have to put forth little effort to be successful in school are being terribly short-changed. Not only is their intellectual development being suppressed, but they are also not being required to develop study habits, planning skills, or a good work ethic because they do not need them to be successful. When these students come to a point in their lives when they need study skills and work habits to be successful, they have to find ways to change old, established habits. They often must change their mindsets as well.

It may be that middle school is where these students first must work to be successful. For some, it does not occur till high school and for a few it is college. Some are successful in making the transition to a scholarly approach to their studies, but others are not. The student with a fixed mindset has a special challenge when he finds he must study to be successful. Since he believes that success is determined by ability, then working hard must mean that he lacks ability and is not smart. **Here are a few examples of how a student with a fixed mindset may be oriented more toward protecting his self-esteem than developing new strategies.**

A student may be most concerned about keeping up appearances: I have always been the kid who got good grades without even trying. My friends, my parents, and even my teachers always said so. Now, I don't understand this new material. I may be able to get it if I study. But then, I won't be the cool kid who doesn't have to study. On the other hand, if I start to act-up in class people will think I'm defiant and won't notice that I don't understand the material.

Or children may start to question their own capabilities: People said I was smart because I never had to study. If I must study that may mean I am not smart. If I act like I just don't care people will think I'm lazy. I would rather be lazy than not smart. So, I am going to act like I just don't care.

Each of these ways of thinking is based on what a student believes about herself. The student is not necessarily aware of all her internal beliefs or may not understand the implications of those beliefs. Another type of thinking that impedes success is when students resist changing because of the fringe benefits the old established habits provided when they were not challenged. I never had to study before but now I will have to work harder if I want the grade. But then, I will have to give up all my time playing video games and socializing with my friends. I know my parents and teachers would like me to change my habits and study more. I would certainly get better grades if I did. I'm just not ready to give up all the time I spend on fun stuff.

**Help support your student at home by highlighting their efforts toward their tasks, exams, and homework. Set up study times and help them learn how to study. Reinforce that their efforts are paid off when they receive good grades. Let them know it is ok to make mistakes and learn from them. When they are not performing well, talk to them about their study and work habits and guide them in coming up with successful schoolwork habits.**