



Kirtland Schools'



Becky Rowell-Malinas,
Director of Pupil Services
Diana Simpson,
Special Ed
Administrative Assistant

Kirtland Elementary School:

Jamie Kamensky
Krista Eadeh
Marissa Burwell
Michelle Skrbis

Kirtland Middle School:

Barb Markovic
David Beans
Kelly Hedger

Kirtland High School:

Alexa Tarasco
Alicia Martin
Beth Hrusovsky

Related Services:

Marina Ergun,
School Psychologist
Melissa Bean,
Speech and Language
Therapist
Shawna Roche,
Occupational Therapist

Title I

Julie Bonacci
Liz Flannery

Wilson Reading

Alice Monihan

KIRTLAND SCHOOLS SPECIAL EDUCATION PARENT COLLABORATOR DECEMBER, 2020



While this year has certainly brought constant trials to everyone, we hope you found time during Thanksgiving to appreciate the most important things in life. During this pandemic, the appreciation of even the smallest things has kept us going when times are tough, and we've tried to pass on this perspective to our own children and students as they endure a very atypical school experience. To get through this we are focused solely on the positive so that we can enjoy the holiday season and keep momentum as we proceed through the school year.

We want to reiterate our gratitude for your continued support and wish you and your family good health and good spirits throughout the holiday season. We feel confident that when we all return together, it will be with a greater sense of belonging and a renewed perspective on all of the values that make Kirtland Local Schools and its Community such a very special place to live, learn and grow!



Wishing you a wonderful, relaxing and healthy holiday season!



Current research states that children need to learn 2,000 to 3,000 new words each year from 3rd grade onward, about 6-8 new words per day. Children can learn as much vocabulary from reading as from being read to. Choosing the right words is key!

Tier 1 Words: Common, everyday words that most children enter school knowing already, many times used in everyday conversation. These words are more easily learned because they are commonly heard making them easy to learn and do not typically have more than one meaning. Since we don't need to teach these, this is a tier without tears!

Tier 2 Words: Words that are used across the content areas and are important for students to know and understand. Tier 2 words may have a large impact in the everyday functioning of language, due to their lack of redundancy in oral language, Tier 2 words present challenges to students who only see the words in text. We really want to get these words into students' long-term memory. Tier 2 words play an important role in direct instruction and have certain characteristics such as:

- * Multiple Meanings;
- * Used in a variety of subject areas;
- * Necessary for reading comprehension;
- * Characteristic of a mature language user;
- * Descriptive words that add detail.



Additional Resources can be found at:
<https://www.kirtlandschools.org/PupilServices.aspx>

Tier 3 Words: This tier consists of content-specific vocabulary—the words that are often defined in textbooks or glossaries. These words are important for imparting ideas during lessons and helping to build students' background knowledge.



Learn **multiple meaning** words:
jam-jelly jam-dance jam-traffic back up
jam-stuck my finger in a door

Go back and re-read the entire sentence. Think about the context of the sentence and how the word is used.

Make a mental picture of the vocabulary word in your mind or draw a picture that represents the word.

Look for a restatement. This is where the meaning of the word is restated in other words within other sentences or in the same sentence.

Make your own definition of the word that you can remember instead of memorizing a definition from a dictionary.

Start looking at the sentences that follow the unknown word to help you figure out the meaning an unknown word.

Put the **word in a sentence or make a song that uses the word** to help your remember what the word means.

Use the word in a sentence to help define the unknown word(s). Create different sentences for each meaning of the word.

Use the vocabulary words in **sentences, in writing, in speaking.**

Use the root word, suffixes and prefixes to help figure out the word.



Alicia Martin has been providing the very best instruction, interventions, support and guidance for Kirtland High School students for the past 17 years. Alicia's passion and dedication for her students is exemplary, she spends endless hours to create lessons and data-based interventions to build her students skills and knowledge. Alicia recently celebrated her twentieth wedding anniversary and she has been blessed with two amazing daughters along with her dog, Orbit, whom she adopted this past summer.

Alicia loves learning about history, especially history about Cleveland and its surrounding suburbs. Alicia and her family love to travel to the many big cities across the United States, she hopes to visit Baltimore in the future. Her hobbies include drawing, painting, creative writing, making greeting cards, and researching her family history.

Alicia earned her Master of Social Work degree from OSU and worked as a Clinical Social Worker. However, due to her love for children and a desire to work in an educational setting, Alicia went on to earn her Master's of Education to become an Intervention Specialist and has recently earned her Transition to Work Endorsement to assist students with transitions and preparing for their future after High School.

Students would be surprised that her paternal grandparents emigrated from Sicily, her maternal grandparents were farmers in Oklahoma. She was fortunate enough to meet her Sicilian relatives on a beautiful trip to Sicily and she also travels to Oklahoma during her summer breaks.

Alicia believes that a good day is when there is time to laugh and enjoy her students while helping them accomplish their goals. She always makes an effort to let students know of their unique strengths. Alicia feels rewarded by seeing the pride that her students feel when they learn that success is within their reach. She tries to make learning fun and enjoyable for her students. Alicia was inspired by her mother, an award-winning teacher and guidance counselor. She retired after many years of working in education. Alicia hopes to have a career as successful as her mother's. Even though her mother passed away last year, she continues to inspire Alicia each and every day. Thank you for all you do for our students, staff and families Alicia!



Empowering Instead of Enabling

As parents, we will do whatever necessary to make our kids feel safe, secure, and as happy as possible. However, there are times that we as parents and children have to step outside of our comfort zone. At the core of every opportunity to grow lies the decision to "empower" or "enable." The difference between the two is a very fine line and is often very difficult to decipher:

Enabling: Refers to the practice of over-helping, as in rescuing your student from uncomfortable or challenging situations without considering if they are able to handle it themselves such as doing work for your child, helping "too" much, making excuses, blaming someone else...

Empowering: Refers to supporting your child by providing space for them to learn from their mistakes and build the necessary coping skills to handle life's twists and turns, teaching them to try it on their own such as having your child try something before helping, have them own up to their acts...

Here are some ideas of what enabling looks like and how empowering can help a child grow to a confident, happy, respectful, well-adjusted and resilient adult.

Giving in to complaints or demands
Standing firm when your child complains or demands

Not allowing a child to take risks
Creating experiences that offer small risks to your child

Protect from natural consequences
Allow your child to experience natural consequences

Cover up your child's errors
Helping your child work through and accept his/her errors

Stepping in to complete a difficult task for them
Working together with your child to complete a difficult task or ask him/her to work on their own and circle areas of difficulty for help later.

Shielding or protecting your child from situations that may cause anxiety
Offering examples for gradual exposure to situations that may lead to anxiety

It is not what you do for your children, but what you have taught them to do for themselves, that will make them successful human beings.
- Ann Landis



Upcoming Workshops:

Student Virtual Connect: Monday, January 11, 2021

- *KES Students: 4:30-5:30 p.m. <https://zoom.us/j/96175515722>
- *KMS and KHS Students: 3:30-4:30 p.m. <https://zoom.us/j/99352281445>

Parent Virtual Connect: Tuesday, January 12, 2021

- *KES Parents: 5:00-6:00 p.m. <https://zoom.us/j/99943927555>
- *KMS and KHS Parents: 6:00-7:00 p.m. <https://zoom.us/j/99572609101>



Continue to look for upcoming Parent Workshops. Resources can be found on the Pupil Services Home Page: <https://www.kirtlandschools.org/PupilServices.aspx>



TIPS & TRICKS

