

JCSA Jonas Clarke School Association Newsletter



Jonas Clarke Middle School
17 Stedman Road ♦ Lexington, MA 02421-7210
781-861-2450 ♦ <http://lps.lexingtonma.org/clarkems>

Principal: Anna Monaco
Assistant Principals: Jennifer Turner
Jonathan Wettstone

December 2012 - January 2013 *Print edition*

Online at www.clarkenewsletter.org



SCHOOL CALENDAR

12/6/12	8:00 AM - 12:00 PM	School Picture Make-Up Day
12/7/12	11:45 AM	Middle School Conferences - Half Day
12/10/12	9:00 AM - 9:45 AM	Parent Coffee - 3rd Cafeteria
12/13/12	8:30-9:30 AM	JCSA Meeting 3rd Cafeteria
12/14/12	11:45 AM	Middle School Conferences - Half Day Dismissal
12/18/12	7:30 AM - 12:00 PM	Discovery Team Sponsored Breakfast- 3rd Flr Teacher Lunchroom
12/24/12		Schools Closed/Offices Open
12/25/12		Holiday! Schools and Offices Closed
12/26/2012		Schools Closed/Offices Open
12/31/2012		Schools Closed/Offices Open
1/1/13		Holiday! Schools and Offices Closed
1/2/13	7:50 AM	School Resumes - 7:50am
1/10/13	11:45 AM	Professional Development - 1/2 Day for Students
1/10/13	8:30-9:30 AM	JCSA Meeting in 3rd Cafe
1/10/13	12:00 PM - 1:00 PM	Teacher/Staff Luncheon in Cafeteria sponsored by Clarke Parents
1/15/13	7:30 AM - 12:00 PM	Adventurer Team Sponsored Breakfast- Teacher Lunchroom 3rd Floor
1/21/13		Holiday! Schools and Offices Closed
1/26/13	7:00-10:30 PM	Clarke Night Out - Lexington Depot

FROM THE PRINCIPAL



Dear Jonas Clarke Community,

I hope that you have all enjoyed a wonderful Thanksgiving holiday with friends and family, and that you were able to find some time for rest and relaxation. This time of year tends to get hectic and goes by very quickly. We are in the midst of parent conferences now, and although we realize that the reduced conference time is not ideal, we thank you for your flexibility as it gave us an opportunity to offer more conference slots to each grade-level team. If you were unable to schedule a parent conference, please contact your team leader to try to find an alternative time.

I would like to let you know about an exciting opportunity that I recently experienced. In early November, I was lucky enough to be invited to attend a leaders' conference in Shanghai, China sponsored by the Asia Society. Currently, Clarke is in the final year of a three-year grant from the Asia Society. This grant money has been used to support our Mandarin program in the form of materials and supplies, technology, and professional development for the Mandarin teachers at Clarke. In addition, for the past two years we have been working with the Asia Society to find a partner school in China with whom we are trying to set up an exchange program. Last spring, the Principal and Deputy Principal of the Jinhua Foreign Language School came to Clarke to begin discussions of a possible partnership and exchange program.

After the conference in Shanghai, Ms. Jane (our Mandarin teacher) and I had the opportunity to travel to the Jinhua Foreign Language School. The school is located in the city of Jinhua, about four hours outside of Shanghai. Here we were able to tour the school, observe many classes, talk with students, meet with the administration, and learn more about this school. We were also able to tour some of the local sites of interest and have dinner with a potential host family. This was an incredible experience and I feel fortunate to have been able to learn so much about the Chinese culture and educational system. I believe that this would also be an incredible learning experience for our students taking Mandarin at Clarke.

After meeting with the Principal and his administrative team, our tentative plan is to have a small group of middle school students from the Jinhua Foreign Language School visit Lexington and stay with Clarke host families in October 2013. We are very excited about sharing our community with these students. It is our hope that we could send students to China to visit this school and also stay with host families in April of 2014. For more information on my trip and to see some pictures of what I experienced, please visit the Clarke website: <http://lps.lexingtonma.org/clarkems>. I hope that you have a wonderful holiday season.

Sincerely,

Anna Monaco
Principal

FROM THE JCSA

We hope everyone had a wonderful Thanksgiving with family and friends.

Every year, the JCSA helps organize parent coffees in which our wonderful guidance counselors and social workers lead discussions related to parenting concerns. We had our first parent coffee of the school year on December 10, led by Stacy Glickman. Our second will be on January 14 at 9:00 AM. The January coffee will be led by Mia Brousse and we will be discussing issues surrounding girls' social development.

The eighth graders were treated to their first school dance in early November. Thanks to Clarke staff and JCSA Social Committee members for taking care of refreshments and offering students a chance to play board games when taking a break from the dance floor.

Now that our children have had the opportunity to have fun with their friends, it's our turn! Be sure to put the Clarke Night Out on your calendar for January 26, 2013, from 7:00 PM -10:30 PM. You can catch up with friends, enjoy appetizers and drinks, and bid on a wide variety of items in our silent auction. Clarke Night Out is one of our only fundraisers, so please come out and support the JCSA.

In addition to the Clarke Night Out, we have two other important events coming up. Dr. Ryan Madigan from the B.U. Center for Anxiety and Related Disorders will give a presentation about stress and middle school on January 23, at 7:00 PM in the Clarke auditorium. The second event is a forum discussion co-sponsored by the JCSA along with several other Lexington PTAs/PTOs: **AP Courses and Other Myths about What Colleges Really Want**. The forum will be held Jan. 29, from 7:00 PM - 9:00 PM at Cary Hall. This forum will feature admission directors/deans from Tufts, UMass Amherst, MIT, Harvard and Boston University, and it will be moderated by Linda Wertheimer, author of the recent Globe magazine article "AP Classes, A Problem for Massachusetts High Schoolers?" One of the high schools featured in this article was LHS. While you might think this is a conversation for parents of high schoolers, remember that LHS is just around the corner for us and our children.

We want to wish all of you a wonderful holiday season and happy new year.

Kara Brandes and Kathleen Lenihan



TEAM NEWS

Atlantis 6

Atlantis Students' Top Ten New Year's Resolutions

Atlantis students reflected on goals for the upcoming year during a recent Intervention/Enrichment Block. This list is representative of many of their thoughts.

1. I resolve to do better in school by doing all of my homework right when I get home before I do anything else.
2. I resolve to do better in school by paying more attention in class.
3. I resolve to read questions more carefully, so I don't get answers wrong.
4. I resolve to do better on tests by studying more and checking my answers.
5. I resolve to be nice to my siblings by listening to them instead of ignoring them.
6. I resolve to get up on time in the morning by cutting down on my screen time, so I get to bed earlier.
7. I resolve to never give up by always believing in myself and trying my hardest.
8. I resolve to make new friends by joining clubs and teams and by being friendlier.
9. I resolve to be more athletic by signing up for sports and stretching every day.
10. I resolve to get to classes on time by not talking so much in the hallways.

Voyager 6

Voyager Ancient Civilizations has just completed their early human unit. We spent time studying Ardi, Lucy, and some early human groups as well as tools, shelter, appearance, community, and communication. The final project was a research assignment. We spent time in the IMC using the online databases and books. Now we are beginning the start of farming civilizations.

Voyager science is in the midst of studying weather and climate. Every week, two students take on the role of meteorologist, collecting data and presenting a weather report. Kudos to the students who made interactive weather maps complete with sound effects! The students have also explored the angle of light with temperature probes and solar panels. We will finish the unit with a study of the seasons.

Why are Voyager Math students doing things backwards? The reason is that they are using "inverse operations" to solve 2-step variable equations and inequalities as part of their introduction to algebraic reasoning. Students will proceed to interpreting numerical relationships between real world items. These are subsequently turned into variable equations and graphs.

In Voyager English, we looked at methods authors use to develop characters in their writing. We read the novel *Boy of the Painted Cave*, which is about an early human group -- the Cro-Magnons -- and did some cave painting. In addition to providing some background for Ancient Civilizations' study of early humans, we were able to identify methods of characterization used by the author to develop dynamic characters. We also found many examples of figurative language (similes, metaphors, and examples of personification) the writer used to make the book so interesting. The review of figurative language will help us in our next unit on poetry as we look closely at word choice for connotation (implied meanings) as opposed to denotation (literal meanings) of words.

Quest 6

Quest historians are now experts on one species of Early Human, so ask them what they know! We are finishing up our first research assignment of the year, which asked students to examine the question "What were the abilities or characteristics of one early human species that made them human?" We will soon be examining how humans transitioned from hunting and gathering in the Paleolithic Age to the advent of agriculture in the Neolithic Age.

This month in Quest English, we are continuing our reading of the novel *Flipped*, by Wendelin Van Draanen. Students are investigating characterization and how characters develop and change over the course of a story. After Thanksgiving break, we began discussing the difference between connotative and denotative meanings of words, and how word choice affects meaning within writing. This will lead to a bigger focus on figurative language, specifically metaphor, simile, and personification. To aid in our understanding of figurative language, students will read and eventually write their own poetry.

Quest students of science are in the midst of investigating how habitable a differently-tilted earth might be. Individual lab groups have been asked to diagram and explain how seasons on an earth tilted at zero, forty-five or ninety degrees might be different. Through this activity, students are beginning to realize just how important and particular our climate must be to adequately support life. In addition, it provides food for thought as we begin to discuss global climate change, especially when we realize that slight fluctuations in the earth's tilt do, in fact, influence global climate.

This year at Clarke, the Math Department has implemented a new, more-advanced curriculum aligned with the National Common Core. During November, Quest Math students have been learning about algebraic expressions and equations. They've practiced combining like terms, operating with the distributive property, applying the order of operations and solving multi-step equations. While some of the concepts seemed unfamiliar at first, many students are finding success with these new topics!

Finally, Quest Team would like to thank White House Gardens on Waltham St. for donating six pumpkins, which were used during our wacky Halloween relay event. We had a lot of fun and the amount of huffing and puffing would seem to indicate that a good deal of exercise occurred at the same time!

Endeavor 7

Endeavor students voraciously tore through an impressive volume of Choice Reading texts during the first quarter. Many titles were turned into Choice Book trailers that have been used to inspire the team to continue reading in their spare time. To view samples of the finished products, keep posted for updates made to our Clarke Library electronic card catalogue system (Destiny Quest). As the second quarter unfolds, we are delving deep into the Writer's Workshop and exploring a multitude of strategies to plant seed ideas. I am eager to watch these thoughts grow into polished written product!

In seventh-grade Math, students have been working in the Expressions and Equations unit. Students have been translating word problems to expressions. We have been practicing generalization as a problem-solving strategy for writing expressions. In the upcoming weeks, students will be learning to write and solve single-step and multi-step equations. Students took the second CML on December 6th. The third CML is scheduled for January 10th.

Endeavor Team has arrived in Europe. The students are well-acquainted with the political and physical geography of Europe. We have been working on writing strong sentences and paragraphs focusing on making inferences and conclusions from observations of the physical and human characteristics in Europe. The students entered their responses on a web-based program called VoiceThread, which allows for communal viewing of the pictures with their inferences and conclusions. Our next areas of investigation will include the European Union and notable people and places in Europe.

In Endeavor Science, students are learning about cells. We started by examining the structures of plant and animal cells using microscopes. Students were shocked to be able to see their own individual cheek cells on a microscope slide! Following our organelle analogy project, students began learning about the different processes cells use to move materials. We are currently examining the effects of osmosis on an egg. As we continue our study of cells, students will explore the different processes that cells use to get energy.



Adventurer 7

In English, we've completed our focus on some key elements of literature: the nuances of setting, critical conflict, and plotline elements. In addition, we're finishing our review of simple sentences. After Thanksgiving, we began the writing process by exploring the ups and downs of adolescence. Our trials and triumphs will guide our writing of a multi-paragraph essay.

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In Science, students are diving into ecology, with a focus on the marine environment. After learning a plethora of ecology vocabulary, we are applying these terms to land and aquatic ecosystems. Students are performing food chain skits, coral and plankton microscope labs, and carrying capacity scenarios to help their understanding of these topics. The unit will culminate with our field trip to the New England Aquarium. Adventure on!

Geography students will be hopping on our "magic school bus" and jetting to Europe! Expect fascinating dinner-table conversations about tiny European countries (Andorra? Liechtenstein!), the Chunnel, the Rhine and the Rhone, and which country will be the next to join the European Union. This unit will culminate with our field trip to Paris. Just kidding.

Enterprise 7

Team Enterprise would like to observe a moment of silence in honor of the decommissioning of the USS Enterprise. Also known as "The Big E," it was the world's first nuclear aircraft carrier and enjoyed a notable 51-year career.

In seventh-grade Science, students have been learning about cellular transport: diffusion and osmosis. Students have been exploring cellular transport by experimenting with balloons and different extracts, and with shell-less eggs in water and syrup. Fun Fact: eggs are the largest single cell. Our next unit is Cellular Energy.

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In English, Enterprise will be embarking on a Writer's Workshop that will take them through the New Year. Students will be challenged to generate topics and practice on-demand, sustained writing. This will be a great opportunity for students to tap into their creative juices and truly grow as writers and editors.

In World Geography, we have landed in Europe. While many students thought it would be "impossible" to learn all of the countries in Eastern and Western Europe, a little practice and some help from a few nifty acronyms really paid off. We all surprised ourselves with how many countries we were able to identify. It is also time to say good-bye to our brilliant iMovies we put so much time and energy into creating. They came out great, proving to be both entertaining and educational! (A student-teacher win-win!) Steven Spielberg better watch his director's seat, as some members of Team Enterprise showed a real aptitude for making movies.

Last, but certainly not least, a heartfelt apology goes out to *Slender Pig*, who did not get the recognition he so rightly deserved in last month's newsletter. *Slender Pig* was the Enterprise entry of Homeroom 369 in the seventh grade Pig Races. After training all summer and going through grueling two-a-day practices, *Slender Pig* pulled off an amazing upset to claim the title of "World's Fastest Pig." Congrats to *Slender Pig* and Homeroom 369.

Apollo 8

Most exciting this November was Apollo's field study to Revolutionary War sites in Lexington & Concord! Though we may share the same zip code with some of these sites, students were excited to walk the same pathway that led the British to retreat, as well as situate the places they read about in history. The Nor'easter was no stop for us as we followed a guide in traditional Colonial military clothes and discussed primary source materials regarding "who shot first" at the Battle of Lexington. Overall, a day of success! In other news, Apollo students have also been participating in philanthropic work here at Clarke, both bringing in cans for the school council's food drive and attending a training to promote drug prevention at the elementary schools.

In English, students are working hard to finish up their thematic development unit, in which they deconstruct stories to realize how theme, or message, evolves in a work of fiction. We are nearing completion in this unit, and are excited to move on to our first non-fiction unit of the year. In this non-fiction unit, students will analyze the power of argument in all forms of non-fiction from memoir to persuasive essay, and take a shot at creating their own arguments.

In History, students have recently completed their "Map/Display and Timeline" projects on the electrifying American Revolutionary War. Students are currently reading Ann Rinaldi's historical novel, *Cast Two Shadows*, to further their understanding of the Revolutionary War's impact on the Southern communities. Next up will be the study of our Constitution and Government.

In Math, Apollo kids are studying functions mostly, and starting to look at systems of equations as well.

Finally, in Science, in time for the cooling we have experienced outdoors, Apollo students learned about how different types of heat transfer work. Ask your child why heat rises - they should be able to tell you! With the tool of heat under our belts, we are well equipped to understand changes in states of matter and the role of heat in those changes. This provides a great opportunity for us to revisit the important tool of graphing and relate it to changes of state.

Classroom policies regarding homework assignments have not changed, but I am intentionally initiating less follow-up when students are absent or missing homework. Please encourage your child to take the initiative to be aware of what is due (or was due if absent) and make sure to do it and turn it in, or ask me if there are questions. Thank you. I look forward to seeing many of you at conferences.

Challenge 8

In Science classes, Challenge team students have been studying what thermal energy is and how even cold things like ice and liquid nitrogen exhibit a certain amount of heat. Students also explored the various ways that this heat energy travels. For example: on a beach, the water and the land heat up due to radiation, the sand feels hot to our feet due to conduction, and there's a cold breeze created by convection. As a culminating activity, students used their knowledge of conductors and insulators to make a cardboard oven. Their challenge was to make this oven at least 325°F and if they did, Mrs. Kaw would bake cookies for them. It was successful: the Tuesday before Thanksgiving, students enjoyed a freshly-baked cookie during their science class.

In Math, Algebra I has tackled functions, the heart of algebra, and is delving deeper into specific kinds, beginning with linear functions. Algebra IA wrapped up inequalities just before Thanksgiving and is now venturing into true algebraic territory with a functions unit! Math 8 closed November by finishing a unit on equations and proceeds to inequalities in December.

English classes have been getting logical, learning some of the basics of what a quality argument looks like (and getting a crash course on the many fallacies that ruin an argument). Mr. Vincent's classes recently completed a persuasive argument essay, and Mr. Despres' class took a close look at how themes develop across a literary work. Students then moved on to Thornton Wilder's *Our Town*, getting metaphysical in their discussions on life, time, and their place in the universe.

In US History, students found themselves in the throes of the American Revolution, creating "multi-dimensional" posters on the topic and reading an abundance of primary sources in the meantime. Groups have also gotten an introduction to the world of research, practicing the art and science of finding relevant, trustworthy sources and using them to formulate and "prove" a thesis. In the not-to-distant future, a unit on Civics and Government awaits, just as a new Congress takes its place in Washington, D.C. It should make for a great-informed discussion!

Discovery 8

In Discovery Science, we recently completed our study of heat. Students learned the differences between heat, thermal energy, and temperature, as well as the different ways that heat can transfer from one substance to another. With that new knowledge under our belts, we will now apply it to gain a deeper understanding of solids, liquids, and gasses. We'll explore what is happening at the particle level during each phase of matter, and discover how and when phase changes occur.

In Mr. Owens' Math 1 class, we have just completed a unit on functions and are now moving into the next unit, where we will look more specifically at linear functions. We will be looking at rate of change, slope, and intercepts, and how those aspects of linear functions relate to real-life applications involving linear relationships.

In Mr. Owens' Math 1A class, we have just completed a unit on solving and graphing inequalities and are now moving into the next unit, where we will be looking at functions. We will be talking about multiple ways of representing functions, writing function rules for real-life situations, evaluating functions, and graphing.

In English we have moved on from our short story unit with its focus on character, word choices and irony (and skits to get a kinesthetic, 3-D connection to the stories) to a focus on character, conflict and theme, using Steinbeck's *Of Mice and Men*. To see how a theme transcends a particular text, we recently listened to "I Dreamed a Dream" and studied those lyrics. Our vocabulary work continues and we are incorporating word roots and prefixes into our vocabulary activities and quizzes.

United States History classes are completing their study of the Revolutionary War and about to explore the early stages of the Republic. Students will examine evidence from primary source letters, public papers, and political cartoons to reveal George Washington's character traits and explain his role and influence in the development of the American nation.



ANNOUNCEMENTS AND OTHER NEWS

LEF Awards \$320,366 in Grant Funding

The Lexington Education Foundation (LEF) is pleased to announce it has awarded \$320,366 in grants for 2012-2013! LEF has united private donations with business sponsorships to offer \$149,435 in technology and associated training; \$64,620 in professional development; \$44,627 in innovative curriculum; and \$32,500 in school community grants. LEF grants fund innovative instruction across a wide spectrum of academic disciplines; technology and training; and professional development. Fellowships are available for teachers to attend courses, seminars, and workshops to improve professional practice. School community grants fund smaller-scale educational initiatives or community-building activities at each school. Among the 33 grants awarded, four grants involved iPads, including a pilot iPad program enabling 50 LHS sophomores to access online textbooks, electronic note taking and graphic organizers for writing projects. For more information about LEF, visit www.lexedfoundation.org. LEF heartily thanks the Lexington community for its support!

The ANNUAL CLARKE TEACHER/STAFF APPRECIATION LUNCHEON is around the corner on Thursday, January 10, 2013! Please go to the online sign-up at <http://appreciationlunch.pleasebringit.com/public/2bewAHgMbE4>, so that you may contribute a family favorite or donation to our wonderful luncheon! Let's feed our teachers and staff as they feed our children on a daily basis! Thank you so much in advance for your participation!

Teacher/Staff Appreciation Committee

Questions? Please contact Lori Benjes (benjes18@comcast.net) or Carol Selemon (cselemon@hotmail.com)



Clarke Middle School presents Disney's *The Little Mermaid*

In a magical kingdom fathoms below, the beautiful young mermaid Ariel longs to leave her ocean home to live in the world above. But first, she'll have to defy her father King Triton, make a deal with the evil sea witch Ursula, and convince Prince Eric that she's the girl with the enchanting voice.

Over 100 Clarke students are working hard to create the underwater world of Ariel and her friends. At each rehearsal, the tech team is creating props, set pieces and costumes for the production while the 52 actors are learning songs, scenes and dances.

The drama department at Clarke is presenting the Disney classic on:

Thursday, January 31 at 7:30pm

Friday, February 1 at 7:30pm

Saturday, February 2 at 1:00pm and 5:30pm

Please make our production of *The Little Mermaid* a "part of your world". Tickets are \$10 for general admission seats and will go on sale starting January 22. For more information, contact Alyson Brown at ClarkeDrama@aol.com.

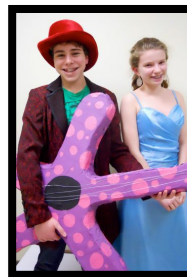


Photo shows Andy Edelman as Sebastian and Genevieve Wharton as Ariel in Clarke's production of *The Little Mermaid*

Jonas Clarke Middle School Site Council Update

What is the Site Council and how does it work?

The Site Council for Jonas Clarke Middle School is a group of parents and teachers that meets monthly and is charged by statute with assisting the Principal in:

- identifying the educational needs of the school's students
- adopting educational goals for the school
- reviewing the annual budget for the school
- formulating an annual School Improvement Plan (SIP)

Hot topics for the Site Council right now include:

- Students and social media: Facebook, Google +
- Homework and stress
- Parent-teacher communication
- Curriculum updates

We are meeting monthly to discuss these and other pertinent issues to advise our Principal in the development of our School Improvement Plan.

Who is on the Site Council?

2012 - 2013 School Site Council Members:

Anna Monaco	Principal, Co-Chair
Jennifer Turner	Assistant Principal
Jonathan Wettstone	Assistant Principal
Kristen Rangel	Teacher Representative
Jonathan Schechner	Teacher Representative
Kelly Manor	Teacher Representative
Tessa Riley	Teacher Representative
Krystal Bavin	Teacher Representative
Sandra Mayo	Parent Representative
Suzanne Chersonon	Parent Representative
Liz O'Neil	Parent Representative
Lorelle Yee	Parent Representative, Co-Chair

Parent representatives to the School Council are elected each spring, and serve for a term of two years beginning the following fall. Teacher representatives are elected by the faculty and also serve for two-year terms.

Who are the parent representatives to the Site Council and how do I contact them with my concerns and questions?

Sandra Mayo (sandramayo@rcn.com), Suzanne Chersonon (scherenson@gmail.com), Liz O'Neil (lizzieoneil@gmail.com), Lorelle Yee (lorelleyee@yahoo.com)

What is the School Improvement Plan (SIP)?

The SIP consists of District-wide goals that each Lexington Public School implements consistent with its needs.

The 2012-2013 goals are as follows:

1. If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels. An example of SC teacher-parent collaboration was when parents identified the need for an 8th-grade health curriculum, which prompted an adjustment in course offerings and consequently a budgetary change.
2. If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve. Clarke is implementing this goal by continuing Rachel's Challenge and adding the new Linked In program.

Linked In is designed to facilitate students' building relationships with school peers to more deeply engage them in the Clarke community. It is a facet of the Chain Links Club at Clarke. Both Linked In and the Chain Links Club support our school-wide effort to accept Rachel's Challenges and create a positive school environment at Clarke. Students who choose to participate in the program will be assigned to a Linked In Team. Linked In Teams will be an eclectic mix of students from different grades, backgrounds, academic teams, and special education programs. Linked In is an opportunity for students to develop leadership and teamwork skills, to diversify their peer connections, and to build new relationships.

Attention Parents: We would love to know what YOU think about Clarke! *Stay tuned for more information about a Clarke Parent on-line Survey in 2013.*



SAVE THE DATE! CLARKE NIGHT OUT - January 26, 2013, 7:00-10:30 pm

Don't miss out on your opportunity to be part of the hottest night of the season!

Clarke Night Out will be a casual night for Clarke parents, supporters and teachers to get together for great food, great company and of course, a great silent auction.

The night isn't just about having a great time. It is also about raising money for a very important cause - our children. The JCSA has been providing resources to enhance the education experience for all of our children for many years. The funds are distributed through teacher grants, investments in technology and other enrichment programs. The JCSA relies on the support of our entire community to meet the annual needs of the budget. The proceeds of this night will continue to fund the school's innovative programming for years to come.

We are currently asking for donations for our silent auction. If you would like to donate an item or know a business that would be interested in making a tax-deductible donation, please contact Anne Stevens at ann@janescove.com.

More information coming soon!



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for Clarke!!!

Stop & Shop A+ Rewards Program Off to a Great Start - Sign up Today!

The numbers are in and we are off to the best start ever! As of October 31st, we had 186 Stop & Shop cards registered for Clarke, and we had earned \$383.73 for the Month of October!!!!!! (To give you an idea, last year we had 140 cards registered for the year and we earned an average of \$230 per month.)

The momentum continued in November, and we had an additional 23 cards registered for Clarke, bringing us to a total of 209 participants!!!! As of press time, we are awaiting the earnings for November, but we are hopeful they will be excellent as well. Stay tuned to the Listserve notices, because the results will be posted as soon as they are in. Thank you to all of you who are registered for Clarke!!!!!! WOW!!

For December, we are hoping to reach a total of 225 participants and we would love to earn at least \$400 for the month. If you haven't signed up yet - there is still time! **All registrations for this school year must be completed no later than January 31, 2013.**

So many members of the Clarke community have already signed up for the A+ Rewards program at Stop & Shop. They have started earning money for Clarke, and you can, too. Remember, you don't have to do the majority of your shopping there to make a difference.

Please help us earn money for Clarke and enroll today. **You must register your card for our school to reap the benefits. Encourage your family and friends to sign up, too! The more participants we have, the more money we will earn.**

You may register your Stop and Shop card using one of these options:

- Log on to <http://www.stopandshop.com/aplus> to register online (Click "My Stop & Shop", "Register Your Card" and "Designate your school" - Jonas Clarke Middle School is #09297)
- Dial [1-877- 275-2758](tel:1-877-275-2758) (Jonas Clarke Middle School is #09297)

Some things to keep in mind:

- It is free - there is no cost to participate!
- If you have children in multiple schools, you can register up to 2 schools on one card. Dual registrations should be done at the same time. Just search the city and state on the website to see which schools are enrolled.
- You can participate in multiple Stop & Shop programs (such as the Gas Program, Rewards, etc.) at the same time - you earn full points for each program when you shop.
- You can earn MORE POINTS for our school by taking advantage of various promotions during the program. Please see the Stop & Shop website (www.stopandshop.com) for details.

Thank you to all who have already signed up to participate! Please be sure to check the bottom of your receipt to see how many points you have earned for Clarke every time you shop. (If there are no points recorded, please feel free to email Paige Sabine at eppy567@gmail.com for assistance.) Thank you and Happy Shopping!!





As we strive to produce an informative and interesting newsletter, it would help us to get your feedback and ideas regarding the content. Please email your suggestions and comments to clarke.newsletter@gmail.com
Many thanks!

Jonas Clarke Middle School
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Address Correction Requested

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