

What is the purpose of the MSOE Monthly Newsletter?

The newsletter serves as a format to communicate to current families, prospective families, current sponsors, and prospective sponsors. It is a window for families to view what happens in the school at every level. It is more like a passenger sitting on a train, getting a quick glimpse of the world, as they travel to get to their destination. Families are on the train of life looking at every level of our programs to see if they want their children to be dropped off and be a part of that given program. It shows the parents another reason why they are in the right place for their children, or why prospective families should entrust them to us and be a part of our community. It keeps parents looking to the future to help them decide whether to bring their children to the next level or program of the school.

The newsletter also can provide an "emotional hook," not only for parents, but also prospective donors, corporate and private sponsors, board members and people who will be financially contributing to the school for possibly the rest of their lives. Hopefully this gives you an idea of the full spectrum of our newsletter audience.

When you are writing for the newsletter, ask yourselves the following questions. All of them may not be able to be answered for each article, but please use these questions as a reference point.

Toddler Level

- As a parent, what would I want to see or read about what my child has been doing?
- Does my child's guide seem to have it together?
- As a guide, what do I want to convey to parents that they may be missing when viewing Transparent Classroom?
- Do I just want to summarize what I have included in Transparent Classroom?
- Is what I am writing helping families, giving them the opportunity to connect to myself as a guide and person?
- What have we done to provide opportunities for vocabulary, grace and courtesy, gross and fine motor skills, practical life, math, art, etc...?
- What are we doing to help prepare them for Primary this month?
- Am I spelling things out for parents in a way that is engaging?
- Am I assuming that they understand certain things, lessons, etc...?
- What types of thinking are they learning to utilize in the classroom (analytical, critical, intuitive)?
- What can I suggest they do at home to compliment what we are doing at school?
- Is the length of my article too short or long? (2-5 paragraphs should be good, but not always 2 paragraphs).

Primary Level

- As a parent, what would I want to see or read about what my child has been doing?
- Does my child's guide seem to have it together?
- As a guide, what do I want to convey to parents that they may be missing when viewing Transparent Classroom?
- Do I just want to summarize what I have included in Transparent Classroom?
- Is what I am writing helping families, giving them the opportunity to connect to myself as a guide and person?
- What have we done to provide opportunities for vocabulary, grace and courtesy, gross and fine motor skills, practical life, math, language, art, etc...?
- What are we doing to help prepare them for Elementary this month?
- Am I spelling things out for parents in a way that is engaging?
- Am I assuming that they understand certain things, lessons, etc...?
- What characteristics and tendencies are being nurtured?
- What types of thinking are they learning to utilize in the classroom (analytical, critical, intuitive)?
- What can I suggest they do at home to compliment what we are doing at school?
- Is the length of my article too short or long (2-5 paragraphs should be good, but not always 2 paragraphs)?

Elementary Level

- As a parent, what would I want to see or read about what my child has been doing?
- Does my child's guide seem to have it together?
- As a guide, what do I want to convey to parents that they may be missing when viewing Transparent Classroom?
- Do I just want to summarize what I have included in Transparent Classroom?
- Is what I am writing helping families, giving them the opportunity to connect to myself as a guide and person?
- What have we done to provide opportunities for vocabulary, grace and courtesy, conflict resolution, communication, art, etc...?
- What subjects/lessons are being covered?
- What are we doing to help prepare them for the Upper El (if they are in Lower El) or Adolescent (if they are in Upper El) Program this month?
- Am I spelling things out for parents in a way that is engaging?
- Am I assuming that they understand certain things, lessons, etc...?
- What characteristics and tendencies are being nurtured?
- What types of thinking are they learning to utilize in the classroom (analytical, critical, intuitive)?
- Can I point out how certain work that is being done intertwines different subject areas?
- Is the length of my article too short or long (2-5 paragraphs should be good, but not always 2 paragraphs)?

Adolescent Level

- Even though it is not exactly present now, I am thinking you can use these questions to inspire what you are doing with the older upper elementary children and connect adolescent philosophy through your work with them.
- As a parent, what would I want to see or read about what my child has been doing?
- Does my child's guide seem to have it together?
- As a guide, what do I want to convey to parents that they may be missing when viewing Transparent Classroom?
- Do I just want to summarize what I have included in Transparent Classroom?
- Is what I am writing helping families, giving them the opportunity to connect to myself as a guide and person?
- What have we done to provide opportunities for vocabulary, grace and courtesy, conflict resolution, communication, art, etc...?
- What subjects/lessons are being covered?
- What are we doing to help prepare them for High School this month?
- Am I spelling things out for parents in a way that is engaging?
- Am I assuming that they understand certain things, lessons, etc...?
- What characteristics and tendencies are being nurtured?
- What types of thinking are they learning to utilize in the classroom (analytical, critical, intuitive)?
- Can I point out how certain work that is being done intertwines different subject areas?
- Is the length of my article too short or long (2-5 paragraphs should be good, but not always 2 paragraphs)?

Please know that this is not meant to overwhelm you. It is meant to be helpful. I know it is a lot of words and questions, but this communication serves a three-fold purpose.

1. To give you parameters for writing your monthly article.
2. To give you questions that help inspire you on what you can write.
3. To give you a clearer purpose of the newsletter and express how much of an important tool it can be.

I will help you and edit what you want to communicate. It does not have to be perfect. The newsletter is an organic distribution that will be evolving and improving more and more over time. We will take the liberty of polishing what you write, so you do not have to worry about it. If you would like to be more involved and do not want us to do the polishing, please let us know.

Please do not hesitate to let me know if you have any other questions or concerns regarding the newsletter.

Sincerely,



Matthew Simberg, M.Ed.
Head of School