

# The Lions' Roar



## From the Principal's Pen



We are now halfway through the school year, it really does fly by quickly. As we move into the third marking period, we will be reviewing rules and expectations with our students. As a reminder, we have 4 school-wide expectations:

Be Respectful  
Be Safe  
Be Responsible  
Be Prepared



We will be revisiting the expectations with students this month. The students earn Cub Cash for displaying the expectations, and those who go above and beyond earn Positive Behavior Referrals (PBRs). Earning a PBR gets a student a choice of being on the announcements, a note home, or a phone call home. It is super exciting to see the kids' eyes light up when they earn a POSITIVE referral!

As we continue to track and monitor attendance, I would like to remind families that attendance is a great predictor of school success and instills lifelong skills, including career/work-place habits. We have breakfast for all students beginning at 7:40. Announcements begin at 7:55, students are actively engaged in instructional activities at 8:00. If your child rides the bus, he or she has been able to complete morning routines by 8:00. Car riders who arrive closer to 8:00 may miss skill review and community building circles. In addition, we are going to implement a weekly fact fluency game time during the first 20 minutes of the instructional day, we are hoping this benefits our students' math knowledge and application. We will be able to help students transfer the social-emotional learning skills learned during the Wellness Block from Mon-Thurs as they participate in games together each Friday. Our attendance this year has taken a hit by cases of flu, COVID and RSV. Children who are well (even with sniffles) should be in school on time. Thanks for your help with supporting attendance!

At the end of January, our students in grades 2-5 took a district assessment in Literacy. They are currently participating in the mid-year math iReady diagnostic. Some of you may notice that your child can't access their iReady MyPath for math, it will open after the diagnostic, with lessons leveled to their needs. These assessments help us to continue to monitor our school improvement goals and inform instruction. Data will be shared in teams and in a blurb in the next newsletter.

Thank you, as always, for your support. Please do not hesitate to reach out if you have any questions or concerns. [mgormley@aacps.org](mailto:mgormley@aacps.org); 410-867-3900; 301-744-9837.

## Lothian Elementary School's Mission and Vision

### Mission Statement

At Lothian Elementary School, we are committed to creating a safe, respectful, and nurturing environment through strong relationships and open communication. All students will be engaged in learning to become responsible citizens, creative thinkers, and life-long learners.

### Vision Statement

At Lothian Elementary School we envision a learning community in which stakeholders work collaboratively to nurture and develop the whole child and prepare them for their future in a global society.

## Lothian Elementary School Newsletter February 2023

Volume 15, Issue 5

## Dates to Know!

- February 8—2 Hour early dismissal-no pm ECI; Unity Day
- February 8—PTA virtual 6:30 PM
- February 14- Friendship Day
- Kindergarten: Dental Assembly
- February 20-Schools Closed-Presidents Day
- February 22- Pictures: Group and Candid Photos for the Yearbook
- March 2: 2 hour late arrival; no AM ECI; Parent Conferences
- March 2: 6:00 pm Title I Night: Reading
- March 3 2 hour early dismissal; No PM ECI; Parent Conferences

## Spirit Days

FEBRUARY 10: WACKY HAIR DAY

FEBRUARY 24: PAJAMA DAY

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News from the School Counselor  
Kimberly T. Pletcher

Hello Parents/Guardians,

I hope that you all are well. Please visit my Google School Counseling site for parent resources. I regularly update the site and it includes food/benefit resources, helpful fliers, mental health resources, and parenting support information. You must be signed into google to access the site.

<https://sites.google.com/aacps.org/lothiancounseling/student-resources>

Please do not hesitate to reach out to me if I can be of any assistance to you or your children. You can reach me at 410-867-3900 (the school number) or e-mail me at [kpletcher@aacps.org](mailto:kpletcher@aacps.org). I am happy to help.

### **Erin's Law Lessons on Child Sexual Abuse**

I will be delivering lessons about child sexual abuse in grades Pre-K - 5 during guidance in February. Letters are being sent home regarding the lessons. The lessons are mandated by Erin's Law. Parents can preview the lessons on-line on the Anne Arundel County Public School website. Go to <https://www.aacps.org/Page/5481> or you can call to set up a time to preview the lessons with me. If you have any questions or concerns, please don't hesitate to call me at 410-867-3900.

## What is "Erin's Law"?

"Erin's Law" is named after childhood sexual assault survivor, author, speaker, and activist Erin Merryn. Merryn is the founder and President of Erin's Law, which is registered with the State of Illinois and the IRS as a 501 (c)(4) non-profit social welfare organization.

The legislation was introduced in Merryn's home state of Illinois, and caught on nationwide. It was passed in Maryland in 2016, with a mandate that schools implement it beginning in Fall 2017.

"Erin's Law" requires that all public schools in each state implement a prevention -oriented child sexual abuse program which teaches:

- **Students** in grades prekindergarten through 12<sup>th</sup> grade age-appropriate techniques to recognize child sexual abuse and tell a trusted adult.
- **School personnel** about child sexual abuse.
- **Parents and guardians** the warning signs of child sexual abuse, needed assistance, and referral or resource information to support sexually abused children and their families.

**Why is it important that children receive this instruction in school?** Schools provide a safe place where children can learn what to do in unfamiliar or uncomfortable situations. Trusted adults will provide students with an opportunity to practice handling these situations so that the first time a young person is faced with an unsafe situation, he or she will know what to do and have had practiced doing it. Students will identify trusted adults, both inside and outside of the school, where they can go for help.

**How will "Erin's Law" be implemented in AACPS?** Secondary students will receive instruction through the AACPS Health Education curriculum. Health standards will be taught to middle school students in grades 6 through 8 through the Health curriculum. High school students will be taught the health standards through the mandatory Health class, a high school graduation requirement.

In elementary school, the standards will be addressed through the school counseling curriculum for all students in grades K to 5, using modified lessons from the Barbara Sinatra Foundation. Parents will be sent a letter prior to the lessons being taught to inform them about when the lessons will be delivered by the school counselor. Parents will have an opportunity, if they so desire, to review the materials. Follow up activities to the lessons will be sent home.

**Are there resources parents can access to help them recognize warning signs and talk with their child(ren) about how to keep themselves safe?** Yes. The [Erin's Law](#) website has tips for parents about recognizing warning signs and what a parent should do if he/ or she learns/suspects that a child has been/is being sexually abused. Similarly, the [Barbara Sinatra Foundation](#) has many resources for parents on the topic of child sexual abuse. The [National Sexual Violence Resource Center](#) has a number of good resources for parents. I

f you have specific questions or concerns regarding secondary Erin's Law lessons, feel free to contact your child's health educator. If you have specific concerns regarding the elementary lessons, please contact your child's school counselor.



## Car-rider Arrival & Dismissal

In the morning, please follow **ONE LINE** of cars. Please wait in line until you reach the curb in front of the school entrance. Please follow staff direction to move forward, so that we can let multiple students out of cars at the same time. **Best practice (and safest): Students should exit curbside only!**

We have **TWO LINES** for Car Rider pick-up in the afternoon:

- Parents of students in Grades 1-5 should stay in the car line to the right (marked in blue).

Students in Grades 1-5 will load before your car reaches the crosswalk. Our goal

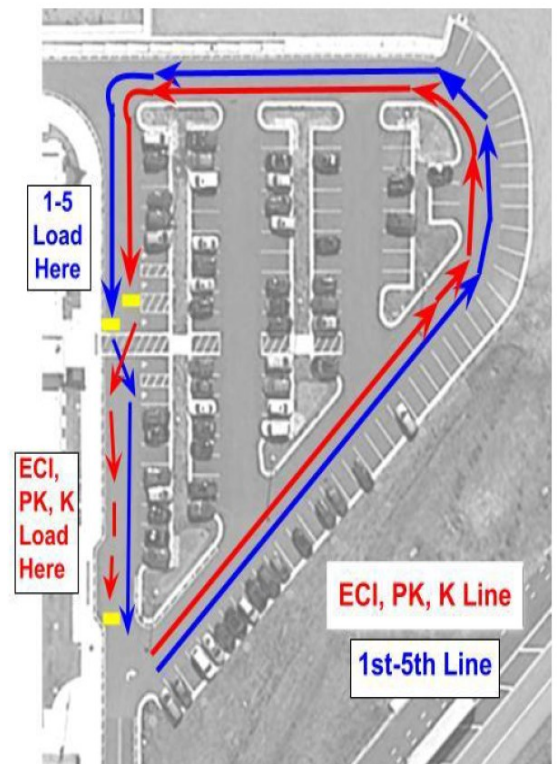
is for these students to independently get in the car and get their seatbelt on themselves.

After loading your student(s), **please follow staff directions** regarding when to cross and pass the parked red line parents.

- Parents of students in ECI, Pre-Kindergarten, and Kindergarten should stay in the car line to the left (marked in red). ECI, PK, and K students will load after you cross over the crosswalk (at staff direction) and your car is against the curb. It is understood that students in this line will probably need help from parents to get buckled in, so the red line gives extra time for that (but, please do this as quickly as possible to avoid delaying the line). Please wait until all cars in the red line are ready and then staff will direct you to exit as a group. Older siblings of ECI, PK, and K students are welcome to load with their younger siblings who need extra time in the red line.

**Please follow directions of staff members at all times (when in doubt, wait for us to signal you).**

Most importantly, we want to make sure students, parents, and staff are safe. Thank you for your assistance with this. If you have any questions, please contact the school office (410-222-1697).



## HONOR ROLL

**Principal's Honor Roll:** Chloe A., Sarah A., Mackenzie A., Genesis B., Jesiah B., Logan B., Charlotte B., Reagan B., Daniel B., Ellie C., Augustus C., Atlas D., Sara D., Ryleigh D., Antonio F., Caleb F., Justin F., Hope G., Addisyn F., Addison H., Zoe H., Penelope H., Kaylee J., Charity J., Queniyah J., Teagan J., Cash L., Zori L., Louis M., Lila M., Ashlyn O., Brian O., Jackson O., Evelyn R., Landon R., Bella R., Bristol R., Ruby R., Gabriella R., Milania R., Wyatt S., Dylan S., Jordynn S., Sophie S., Hannah S., Chloe S., Berkeley S., Tessa T., Teagan T., Crechele W., Lucas W., Sophia W., Wren W.

Mrs. Avery: Colby H., Sarita J., Lleyton S., Miguel T.

Mrs. Dean: Myles A., Andrew A., Ian C., Matthew C., Harrison G., Amelia G., Jefferson H., Camden H., Degan J., Skyla K., Garrett M., Paul S., Wyatt S., Gabriella T.

Mrs. Harley: Giselle A., Eryn B., Caleb C., Nicolette C., Edward F., Alexandra F., Hector G., Noah H., Emily H., Jacob M., Junior M., Ella O., Melissa R., Dean T.

Mrs. Bullock: Alexis F., Kamden J., Arianna R.,

Mrs. Price: Reagan A., Elijah A., Mateo C., Mariana G., Kinsley G., Christopher G., Imara S., David V.

Mrs. Simmons: Leah B., Enrique C., Katherine F., Daniel M., Grady M., Brayden Q., Beckett R., Lillie S., Dominic V.

Mrs. Knowlton: Leslie A., Jason L., Johanna C., Nathan C., Kseniia I., Lucas L., Brantley M., Jose R., Paola R., William S., Alexandra Y.

Mrs. McDonald: Kayla A., Reese B., Brooklyn C., Nelson G., Liam H., Yaretzy M., Michael O., Melissa Q., Joshua R., Wesson S., Taylor T.

Mr. Williams: Kyra A., De'Anthony B., Tayvon B., Mia G., Roman H., Jake N., Malaya O., Matthew R., Abraham V.

Mrs. Frederick: Allison A., Bella A., Bryan A., Joshua A., Ethan B., Olivia B., Amy C., Ulric D., Harper L., Elizabeth L., Robert O., Jasper R., DaNae S., David S., Isaac V., David V.

Mrs. Reddish: Axel A., Anthony A., Ivanka B., Maeve B., Yesly B., Lauren C., True G., Andrea G., Lila H., Kaelyn I., Ela P., Mason P., Amelia S., Alexander S., Ethan S.

Mrs. Timko: Mariana B., Walter B., Alice C., Alan C., Blaze J., Harrison S., Isabella W.

Ms. Tompkins: Adelaide R., Amy R., Andrew S., Destiny S., Tyna T.





*Parent tips for raising strong readers and writers*

# Growing readers!

*Brought to you by Reading Rockets, Colorín Colorado and LD OnLine*

## Getting the Most Out of Nonfiction Reading Time

Reading together remains one of the most important things adults can do with their young learner. Today, recommendations include reading information or nonfiction books with much more regularity. Nonfiction books present many opportunities to learn new concepts and vocabulary, as well as broaden a student's view of the world. Nonfiction books are written differently than picture books in that there are often more pictures, graphics, charts and photographs included within the pages. Parents can ease the transition into more nonfiction reading by encouraging your child to preview a book before reading and to be an active reader who asks lots of questions.

### Take a "Book Walk"

One great way to make predictions about an unfamiliar nonfiction text is to take a "walk" through the book before reading. By looking closely together at the front and back cover, the index, table of contents, the glossary, and the photographs or other images, readers can start to get a sense about the topic. This scanning and skimming helps set the expectation for the reading. Take the time to walk through the book before starting to read.

### Encourage Questions

A second way to develop more understanding with nonfiction books is to encourage your child to be an active reader who asks lots of questions. Parents can model these behaviors by talking or thinking out loud as you turn the pages of the book. This is a helpful way for your child to see and hear what a successful reader does when faced with difficult or unfamiliar topics. For example, "When I looked at this photograph, I asked myself, 'Where is Antarctica? Is that the same place as the South Pole?'" Then talk together about how and what you would need to do to find the answer to the questions. This will reinforce that many questions can be answered by reading a text closely and by paying attention to captions and picture titles. Some children enjoy writing their questions on sticky notes and working to answer them during the reading.

Previewing a text and asking questions are two terrific ways to navigate nonfiction texts. Enjoy spending more time with some fascinating informational books!

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Reading Rockets, Colorín Colorado, and LD OnLine are national education services of WETA, the flagship public broadcasting station in Washington, D.C.



Lothian Elementary School

# PTA MEETING

## On the Agenda:

- Yearbook
- Spirit Wear
- Movie/Food Truck Night
- Teacher Lunch
- And more!

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**February**  
**8**

**at**  
**6:30 P.M.**

**Virtual via**  
**Zoom**

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Please consider joining us! We are always looking for new members and volunteers.

### **Do You Know What PTA Does?**

School Events, Fundraising,  
Classroom Upgrades, Teacher  
Appreciation!



**SCAN ME**