



# The Lions' Roar



## From the Principal's Pen

I am composing this on February 2nd, so Happy Groundhog's Day to all! Punxsutawney Phil forecasts that we will have an early Spring! However, we all know that Maryland weather brings us surprises through March!

We have passed the midyear mark, and are now in the third marking period. Our students completed the District Assessments for the second marking period, and will be engaging in their Middle of the Year iReady Diagnostics in reading and math beginning February 5. Our new math curriculum is proving to be successful. Overall, over 55% of our students scored in the highest range, which is about 10 percentage points higher than the first marking period, and we surpassed the district average in third and fourth grade. In reading, our 3rd and 4th grade students outperformed the district, and we increased the percentage of students meeting or exceeding standards in grade 4 by over 50 percentage points. You may have seen from Board Meeting recaps that AACPS has adopted a new Literacy curriculum for the 2024-2025 school year. The new curriculum, Amplify CKLA (Core Knowledge Language Arts), is based on the science of reading, and we are looking forward to implementing changes to our literacy instruction next year. Meanwhile, our grade level teams are working with our literacy teachers to impact instruction for the remainder of this year.

iReady is the program that helps students address and build the foundational skills they are missing; students have a set number of minutes to dedicate to their individualized work (MyPath) each week. Our MOY diagnostic will let us know if the students are making gains toward their expected yearly goal or for students who were below grade level, their stretch goal. Here is what students can do to be "iReady" for the diagnostic:

- Get a good night's sleep prior to the assessment.
- Try your best on each question and try not to rush.
- Try not to worry about questions you do not know
- It is expected that you use paper and a pencil to work through problems.
- Be respectful of other students who finish at different times.

The i-Ready Diagnostic will provide results that help your child's teacher to identify progress made so far this year and determine next steps for differentiated instruction. Teachers will be sharing results with parents this month.

Thank you to all for encouraging your children to continue to read, practice math facts, and work on iReady at home. In addition, we are appreciative of the number of healthy students coming to school on time on a daily basis. This lifelong habit starts early and certainly impacts achievement!

Here's looking at a great February!

~ Mary Beth Gormley, Principal



## Lothian Elementary School's Mission and Vision

### Mission Statement

All staff will use culturally responsive practices to prepare every student with the academic and social-emotional skills needed to guarantee success in the next grade level.

### Values

- ◇ We always choose to participate in solution-focused problem-solving in order for our students to grow
- ◇ We always choose to seek and use feedback in our professional and behavioral practices.
- ◇ We always choose to build positive relationships through our words and actions with all stakeholders for student-focused success.

## Lothian Elementary School Newsletter February 2024

Volume 16, Issue 5

### Dates to Know!

## February is Black History Month

AACPS provides lessons for students to celebrate the many accomplishments of African Americans throughout history in our community and country.

- Feb. 6—2 Hour Early Dismissal-no PM ECI
- Feb. 6—Project Unity Day (wear orange)
- Feb. 7—English Learner Family Night at Lothian 5:30-7:00
- Feb 9- Grade 2 Field Trip to MD Hall
- Feb 14- Friendship Day
- Feb. 19-School Closed- Presidents' Day
- Feb 22—Yearbook and Candid Photos

### Spirit Days

- Feb 5 100 Days Celebration gr 1-5: How would you look if you were 100 years old?
- Feb 12 100 Days Celebration in K/PK
- Feb 14 Friendship Day/ Valentine's Day
- Feb 16 Future Me Day: what will I be when I grow up?

### In This Issue

Counselor's Corner	2-3
School News	4
Honor Roll	5
Reading Corner	6

**LITTLE BULLDOGS PRESCHOOL** at Southern High School has a couple of openings NOW for 3-4-year-olds. Tuition is only \$40 for the remaining part of the school year. Please contact [mcivita@aacps.org](mailto:mcivita@aacps.org) for more information.



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-1?"** "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 12th 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.

If 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.

# BUSES/STUDENT DROP OFF

We encourage parents to have students ride the bus as often as possible!!! The fewer car-riders we have, the quicker, smoother and safer arrival and dismissal are for all students.

Cars dropping off/picking up students at *regular* arrival/dismissal times will need to pull in the *main* entrance (by the sign), follow the signs/lane markings to circle around and drop off/pick up students at the front entrance. Staff will be outside (until 7:55 am for drop-off) to greet students. Parents **should not park** and bring their children in due to traffic flow and parking concerns. Parents arriving after 7:55 or picking up early should park and enter the main entrance and report to the office to sign in/out their child. Please observe the BUSES ONLY signage for our bus loop.

## Lothian Car Rider Afternoon Pick-Up Directions

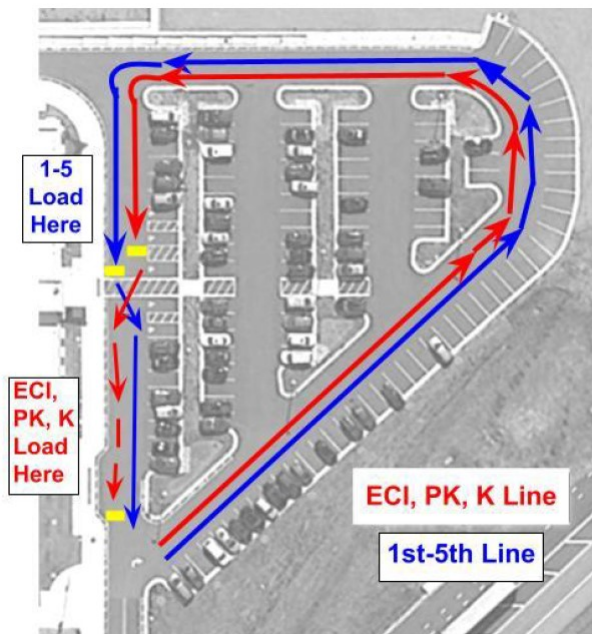
We have two lines for Car Rider pick-up in the afternoon:

- 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 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.

**In the morning, we just have one line.** 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. Do not attempt to enter or exit the line and pass cars unless by staff direction.

**When leaving the parking lot, only right turns are allowed.** If you need to go south, please go right and go around the traffic circle to be able to come back in a southerly direction.

**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 (410-867-3900).



un-  
for-  
en-  
  
  
  
par-

## HONOR ROLL

**Principal's Honor Roll:** Reagan A., Sarah A., Connor B., Jesiah B., Charlotte B., Reagan B., Daniel B., Kathryn B., Caleb C., Ariana C., Augustus C., Wolf D., Antonio F., Jonas G., Kinsley G., Amelia G., Zoe H., Penelope H., Teagan J., Bella K., Cash L., Diego L., Hykeem L., Aiden M., Alexis M., Louis M., Grady M., Kella M., Juniper M., Jaime O., Abril O., Ruby R., Lilliana R., Dylan R., Sophie S., Berkeley S., Wyatt T., Aaron T., David V., Evelyn V., Amelia W., Lucas W., Sofia W., Storm W., Wren W.

Mrs. Avery: Lucy E., Embden G., Jonathan G., Hayden M., Rylan M., Esther P.

Ms. Dean: Ronny A., Sailor B., Xachary G., Jakobie H., Robert H., Liam L., Janelly M., Camryn O., Aaria R., Kimberly S., Cameron S.

Mrs. Harley: Brittany D., Chase G., Meritt O., Mark R., Campbell S., Carmen T., Brandon V.

Ms. Motz: Brantley B., Quemiyah H., Felix P., Maeve S., Jayden G.

Mrs. Fredericks: Genesis B., Ellie C., Nicolette C., Atlas D., Charity J., Queniyah J., Jacob M., Bristol R., Paul S., Miguel T., Crechele W.

Mrs. Pereira: Mackenzie A., Harrison G., Camden H., Ella O., Anthony R., Evelyn R., Tyler R., Tessa T.

Mrs. Price: Ian C., Edward F., Madeline G., Sarita J., Skyla K., Garrett M., Noah H., Journey T.,

Mrs. Simmons: Giselle A., Degan J., Lily M., Melissa R., Punnasiri S.

Mrs. Knowlton: Valerie A., Elijah A., Enrique C., Christopher G., Zori L., Cheyanne P., Brayden Q., Landon R., Beckett R., Wyatt S., Ella W.

Mrs. McDonald: Jason A., Logan B., Mateo C., Alexis F., Katherine F., Mariana G., Hope G., Brian O., Ian R., Ashley R., Arianna R., Lillie S., Imara S., Dominic V.

Mrs. Frederick: Kayla A., Nathan C., Brooklynn C., Brayden D., Leviticus E., Caleb F., Liam H., Brantley M., Yaretzy M., Taylor T., Alexandra Y.

Ms. Garrison: J. Baires, Reese B., Brayden D., Josafat D., Ryleigh D., Charlotte D., Roman H., Sasha J., Maylaya O., Melissa Q., Matthew R., Joshua R., Jordynn S., Wesson S., Grayson S.

Mrs. Reddish: De'Anthony B., Nola D., Aria H., Ksenia I., Adrianna M., Michael O., London Z.,

Mr. Williams: Leslie A., Jake N., Jose R., Paola R., Bentley S.



Parent tips for raising strong readers and writers

# Growing readers!

Brought to you by Reading Rockets, ColorIn 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!

---

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

