

The Lions' Roar

From the Principal's Pen

Fall is here, and it certainly has brought us beautiful weather! We are reaching the end of the first marking period, and I am super proud of the work our students have done. Students earn cub cash for displaying expected behaviors and positive behavior referrals (PBRs) for going above and beyond. When a student earns a PBR, they get to choose how to share it out: a phone call home, a note home, or appear on the announcements. The following students earned PBRs during September and October: Gr 5: Kaylee J, Ethan B., Ellie L., Ashlyn O., Sara D., Lila M., Gr 4: Alexis, Brantley M., Liam H., Gr 3: Amelia G., Gr 2: Queniyah J; Daniel B., Maddie G., Everly T., Charlotte B., Miguel T., Chloe S., Sarita J., Lleyton S., Sofia W. Congratulations to those students, thank you for making our school a better place!

October brought with it a multitude of activity! We had our first book fair, first round of conferences, fall pictures, and our first Unity Day of the school year. We also celebrated Hispanic Heritage Month, and were pleased that some of our families shared artifacts or information from their culture. We will have a second round of parent conferences in November, and time has been allotted for teachers to meet with every parent. Please make every effort to attend the conference with your child's teacher.

We continue to plan for and implement instruction that will support our students' growth to or beyond standards. Our School Improvement plan focuses on identifying students' strengths and needs in literacy and math. We are using conferring during reading to hone in on specific areas for literacy instruction, and providing differentiated instruction to meet the needs of English Learners, using strategies that will benefit all students. In math, we continue to focus on discourse and the use of concrete, representational, and abstract concepts (CRA model) to strengthen our students ability to develop number sense, talk about math and problem solve.

Just a reminder that students are encouraged to have refillable water bottles every day. Our Food & Nutrition Service Dept has been unable to fill orders for chocolate milk, and many of the students do not prefer to drink white milk. We are still not drinking directly from the water fountains, however there is a spout for refilling bottles.

Many thanks to the wonderful volunteers who came out to our Volunteer orientation. We have already been lucky to see volunteers in the building! If you are still interested in volunteering and you were not able to attend, please contact Ms. Creighton, our Volunteer Coordinator at mcreighton@aacps.org or 410/222-1697, or the PTA at LothianPTA@gmail.com.

Thank you for all that you do to partner in your child's education!

Mary Beth Gormley, Principal



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 Oct & Nov 2022

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Attention!!!

- October 25 Title I Math Workshop: virtual
- October 28-Lothian Spirit Day
- October 31 Fall parade and celebrations
- November 3—2 hour early dismissal (end of MP)
- November 4—2 hour early dismissal (end of MP)
- November 8 School Closed for Election Day
- November 9 & 10 4th graders to Arlington Echo
- November 11-Red, White, Blue Day
- November 15 Kindergarten trip to Downs Park (environmental education)
- November 17 Title I PAC: 8:00-8:45 focus attendance; Report Cards Available Online
- November 18 PBIS celebration for all students: Fall Ball
- November 21 & 22: no school for students: Parent Conferences
- November 23-25 school closed for Thanksgiving break.

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Middle School Magnet Programs

5th grade parents:

Magnet programs are part of Anne Arundel County's Programs of Choice and offer motivated students who reside in Anne Arundel County the opportunity to engage in a specialized course of study that differs from the traditional curriculum offered in AACPS. Eligible Magnet students will engage in rigorous and relevant learning experiences in subject areas in which they have a great interest. The 3 options for students that will be in 6th grade in the Fall of 2023 include the STEM (Science, Technology, Engineering, Math) Program at Central Middle School, the APEX Art Magnet Program (formerly titled the PVA) at Bates Middle School, and the IB (International Baccalaureate) program at Annapolis Middle School.

If your child is interested in applying for any of the magnet programs for 6th grade, the application process opened on October 10, 2022, and will close at noon, November 21, 2022. Students have been provided with information about the magnet programs during guidance lessons and fliers about the different programs, information nights, and the application process have gone home with students in September and October. The on-line application can be found at www.aacps.org/magnet along with information and videos about the programs, FAQs, contact information, and more. If I can assist you or your student in any way, please do not hesitate to call me at 410-222-1697.

Bullying

October was Bullying Awareness and Prevention Month, and we celebrated our first Unity Day on October 19th. Students wore orange on that day to show their commitment to eliminating hate and bullying and promoting acceptance and kindness. We will continue to celebrate Unity Days throughout the school year and promote and spread that important message.

Below is some parent information regarding bullying that AACPS has put out in a parent brochure, and on-line. I hope that you find it helpful. If you have any questions, please don't hesitate to call me.

What to Do If You Think Your Child Is Being Bullied at School

Your school wants to work with you to help your child feel safe at school. We would like to partner with you to resolve any problems your child may be having with other students.

It is important to understand the difference between bullying behavior and normal peer conflict. Bullying is behavior that:

- is intentional.

- is repeated over time: Chronic bullying is considered more than 2 acts per month.

- is intended to harm: There is an intent to cause physical or emotional hurt.

- involves a power differential: one person is more popular, bigger, older than another.

- creates a hostile educational environment: a student doesn't feel safe.

is done through the use of social media, otherwise known as Cyberbullying.

Understanding what bullying is, it is also important to understand what it isn't. Bullying is not:

- unkind words that occur once;

- rough housing or rough play that is not intended to hurt;

- a physical attack that is not part of a pattern of behavior;

- behavior that may be inappropriate to the adult, but that the child does not perceive as hurtful, for example name-calling that all are participating in on an equal basis.

Given this information, if you think your child is being bullied, first ask some questions. Focus on your child. Be supportive while gathering information about what is happening in school. Reinforce that asking for help is not tattling.

Ask questions like:

"I'm worried about you, are there any kids at school who may be picking on you or bullying you?"

"Are there any kids at school who tease you in a mean way?"

"Are there any kids at school who leave you out on purpose?"

If your questioning leads you to believe that your child is being bullied:

- Never tell your child to ignore the bullying.

- Don't blame the child who is being bullied.

- Tell your child that bullying is wrong, and that expressing feelings is the right thing to do.

- Ask what he/she think will help.

- Do not encourage physical retaliation.

Bullying may not stop without the help of adults at school.

Contact the teacher, school counselor, and/or administrator.

Ask your child's teacher questions about his or her interactions with other children.

Look for help from the school counselor with social skills, assertiveness, or friendship skills training.

Do not contact the parents of the student(s) who bullied your child.

Expect the bullying to stop.....talk regularly with your child and school staff about this issue.

You have the right to complete a Bullying/Harassment and Intimidation Reporting Form. When you turn this form into the school, an administrator will investigate your concern and inform you about what he/she has found. If it is that bullying or cyberbullying, harassment, intimidation, hazing, and/or bias behaviors have occurred, the students involved in these behaviors receive support from a school counselor, school psychologist, pupil personnel worker, or school health staff person to be sure that everyone involved in the incident feels safe and supported and understands how to avoid these situations in the future. While they cannot provide you with information about other children who may be involved in the bullying behavior, they will be able to reassure you that your child is safe.

It is important that you help your child develop skills to handle conflict in an appropriate way and to seek help from an adult when necessary.

- Encourage friendships.

- Teach your children to express themselves clearly yet tactfully.

- Teach self-respect.

- Stress the importance of body language.

Start teaching the art of negotiation early.

These are links to good websites for parents and children about bullying and how to handle bullying situations.

www.stopbullying.gov

<https://www.pacer.org/bullying/info/info-facts.asp>

Holiday Help

Any families in need of assistance for the holidays can contact the Holiday Sharing Program coordinated by the Department of Social Services. The program matches donors with families in need of help for the holidays. Families that qualify for the program should have received an invitation from the Department of Social Services and currently receive SNAP or TCA benefit prior to Sept. 1st. To contact the program, call (410) 269-4462 or e-mail communityprograms@maryland.gov.

Lothian School Counseling Website

Just a reminder.....Parent Resources including food/mental health resources can be found on my google site: <https://sites.google.com/aacps.org/lothiancounseling/home> (Please sign into Google to access it).



Preschool Openings for 3 and 4-year-olds at Southern High School in the Little Bulldogs Pre-school Programs. Tuition for the entire year is \$80. Please contact Maryann Civita for more information - mcivita@aacps.org

Ed Extras

Helpful information about learning brought to you by Reading Rockets, Colorin Colorado, and LD OnLine

Picture This! Using Mental Imagery While Reading

One way to help a child comprehend what he is reading is to encourage him to visualize parts of the story in his mind. These "mind movies" help clarify information and increase understanding, and can be done with fiction or nonfiction text. The images can include any of the five senses.

Many of the books you read with your child may already contain beautiful illustrations, so try this visualization practice with the longer books you use as your read aloud. Or, sit facing your child and read a few pages without having your child look at the pictures. Then follow these few simple steps to provide your child with practice developing their mental images:

- Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information.
- Share the image you've created in your mind, and talk about which words from the book helped you "draw" your picture. Your picture can relate to the setting, the characters, or the actions. By doing this, you are modeling the kind of picture making you want your child to do.
- Talk about how these pictures help you understand what's happening in the story.
- Continue reading. Pause again and share the new image you created. Then ask your child to share what he sees, hears, tastes, smells and feels. Ask what words helped him create the mental image and emotions. By doing this, you are providing your child with practice with this new skill.
- Are your images identical? Probably not! This is a great time to talk about why your images might be different. Perhaps your child went on a school field trip or had a school assembly that changed the way they created the picture in their mind. Perhaps experiences you've had as an adult influenced what you "drew." These differences are important to understand and respect.
- Read a longer portion of text and continue the sharing process.
- Once this is a familiar skill, encourage your child to use mental imagery when she is reading by herself. You can feel confident that these mental pictures will help your child understand the story in an important way.

For more ideas on using mental imagery, read "Pictures in the Minds: Magicians and Elephants" www.ReadingRockets.org/articles/34040



Reading Rockets, Colorin Colorado, and LD OnLine are services of public television station WETA, Washington, D.C. Reading Rockets is funded by the U.S. Department of Education, Office of Special Education Programs. Colorin Colorado, a web service to help English language learners become better readers, receives major funding from the American Federation of Teachers. Additional funding is provided by the National Institute for Literacy and the U.S. Department of Education, Office of Special Education Programs. LD OnLine is the world's leading website on learning disabilities and ADHD, with major funding from Lindamood-Bell Learning Processes.