



River Bend Elementary

2021-2022

Mr. Major, Principal

Ms. Morgan Asst. Principal



6710 Perry Creek Rd.

Raleigh NC, 27616

(919) 431-8010

- *River Bend Elementary empowers and engages all learners to achieve academic excellence and 21st Century skills to be college, career, and citizenship ready.*
- *We will work strategically to make sure students can graduate on-time.*
- *Believe that all students are shining stars*

Core Beliefs

Core Belief #1

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

Core Belief #2

- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

Daily Schedule

- 8:45am – 3:40pm
- Instruction Begins at 9:15
- Morning Drop Off begins @ 8:45
- Check Out cut off time (3:25)
- Transportation changes cut off 3:00 p.m.
- 4:20 p.m. (Late Time for Carpool Pick-up)
- Buses/Day Care Vans/Carpool @ 3:40
- Do not park in emergency lanes or designated spaces.

2021-2022 Academic Goals

- **Our Main goals will be aligned to the district vision for all students.**

School Improvement Plan

- A4.06 SEL (students Relationships)
- E1.06 (communicating with parents/guardians)
- A1.07 (effective classroom community)
- A2.04(standards aligned instruction)

Need to Know

- Aug. 23—First day of school (staggered entry for kindergarten)
- Aug. 30—First day for all Kindergarten students
- Sept. 6, 7—Holiday & Teacher workday
- Sept. 16—Teacher Workday
- Sept. 16—Virtual Open House (6-7 p.m.)
- Sept. 20—Q1-Interims released
- Oct. 11—Teacher Workday
- Oct. 27—Teacher Workday
- Oct. 27—Virtual All Pro Dads @ 8:15 -9:15 a.m. event
- Oct. 27—Virtual Literacy Night
- Nov. 2--Teacher workday
- Nov. 5—Q1 report card release
- Nov. 11--Holiday



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Understanding Title I

*A Federal Funding Source
that Promotes Equity and
Supports Student Learning*

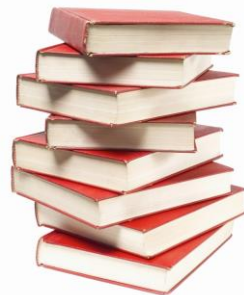
Entendiendo al Título I

*Una fuente de fondos
federales que promueve la
equidad y apoya el
aprendizaje de los
estudiantes*



What is Title I?

- Federal Funding that is attached to the Every Student Succeeds Act (ESSA), formerly known as No Child Left Behind (NCLB).
- Funds are allocated based on the number of students eligible for free or reduced lunch in school.
- Funds are intended to help students and schools access needed resources for quality instruction.
- Funds can be used for:
 - Teachers
 - Purchasing Materials/Supplies
 - Family Engagement
 - Professional Learning



¿Qué es el Título I?

- Los Fondos Federales que se conectan a la Ley Cada Estudiante Triunfa (*Every Student Succeeds – ESSA*), antes conocida como “Que Ningún Niño se Quede Atrás (*No Child Left Behind – NCLB*)
- Los fondos se asignan de acuerdo con el número de estudiantes que son elegibles para el almuerzo gratuito o a precio reducido
- Los fondos están destinados a ayudar a los estudiantes y las escuelas a acceder a los recursos necesarios para una instrucción de calidad.
- Se pueden usar los fondos para:
 - Maestros
 - La compra de materiales/Útiles Escolares
 - Participación por parte de las familias
 - Capacitación profesional
 - Etc.





River Bend is a Title One School

- ❑ It is federal funding that is attached to NCLB/ESEA legislation
- ❑ Funds are intended to help students and schools access needed resources for quality instruction.
- ❑ Its funds are allocated based on the number of students eligible for free/reduced lunch in a school.

What can funds be used for?

- ❑ To hire teachers, purchase materials and supplies, parental engagement activities, professional development,

RBES allocated funds 2021-2022 school year is \$268.950

Breakdown:

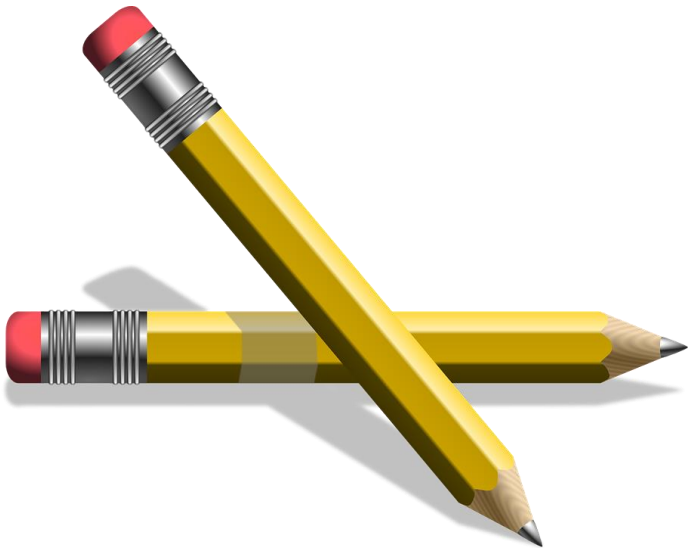
- 221 Thousand for staffing
- 5 Thousand for staff development
- 8 Thousand for substitute costs
- \$4,500 for family engagement**
- 10 Thousand for supplies/materials
- 11.5 Thousand for tutoring
- 8 Thousand for furniture
- 5 Thousand for Transportation

How this looks in the Wake County Public School System...

- Elementary Schools **45%+**
- Secondary Schools **50%+**
 - at this percentage or higher of students qualifying for free or reduced lunch receive Title I funding.

61 Schools in WCPSS receive Title I funding in the 2019-20 school year.

Schoolwide programs allow these funds to benefit **all** students in the school.

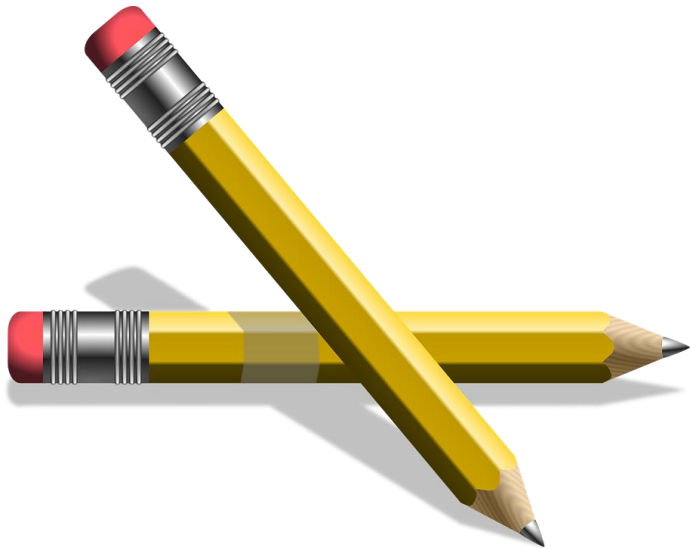


Cómo se ve esto en las Escuelas Públicas del Condado Wake (WCPSS)...

- Las escuelas primarias **45%+**
- Las escuelas secundarias **50%+**
 - o más de estudiantes que califican para el almuerzo gratuito o a precio reducido reciben fondos de Título I.

61 escuelas de WCPSS reciben fondos de Título I para el año escolar 2018-19.

Los programas al **nivel de la escuela entera** permiten que estos fondos beneficien a **todos** los estudiantes en la escuela.



Family Engagement is an Important Part of Title I...



Our school wants to:

- **Partner** with families to promote success for all students.

Title I funding is dedicated to Family Engagement. Please **review** and **give feedback** on our Family Engagement Policy to **understand** and help us **decide** how to use this funding.

La participación de la familia es una parte importante de Título I...



Nuestra escuela desea:

- **Asociarse** con las familias a fin de promover el éxito para todos los estudiantes.
- Título I está dedicado a la Participación de la Familia. Por favor **examine y comparte sus comentarios** en cuanto a nuestra política de Participación de la Familia a fin de ayudarnos a **entender y decidir** cómo utilizar estos fondos.

¿Cómo?

- Llenar el formulario de comentarios que se envía a casa.
- Asistir a las discusiones de grupo en cuanto a esta política
- Conversar con la administración de la escuela sobre sus pensamientos e ideas.

What can parents do to help?



- ❑ Ensure that your child does her/his homework and turns it in.
- ❑ Read with your child(ren)
- ❑ Talk through everyday math applications with them– grocery story, cooking/baking, making purchases, building/repairing something, etc.
- ❑ Be sure you understand how your child is performing in reading and mathematics.
- ❑ Talk with your child’s teacher and principal.
- ❑ Communicate your school’s successes in your community.
- ❑ Look for ways to support your school.

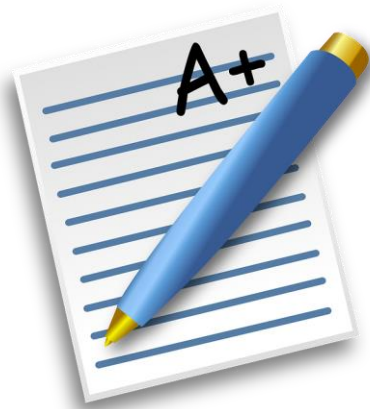


It's all about
growth.

 WAKE COUNTY
PUBLIC SCHOOL SYSTEM

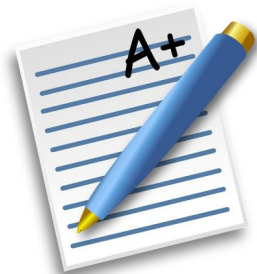
Parents Have the Right to Know...

- Their child's classroom teacher's qualifications. Make this request through the Principal.
- If a classroom is taught by a non-certified substitute for 4 weeks or more.
- That their child attends a school that receives Title I funding and operates a schoolwide model.
- How their child's school is performing via the School's Report Card. (*November or December dissemination.*)



Los padres tienen el derecho de saber...

- Las calificaciones del maestro del aula de su hijo. Haga esta solicitud a través del Director de la escuela.
- Si un maestro sustituto no certificado enseña una clase de aula principal por 4 semanas o más.
- Que su hijo asiste a una escuela que recibe fondos de Título I y si opera en el modelo de la escuela entera.
- Cómo se desempeña la escuela de su hijo a través de la Boleta de Calificaciones de la Escuela
- *(Divulgada en noviembre o diciembre)*



Partner with us for Student Success...

Ways to know if your child is meeting grade level standards:

- Communicate with your child's teacher often.
- Read all reports about your child's performance that are sent home.
- Don't hesitate to ask questions!

How you can help at home:

- Make sure homework is completed.
- Read, write, and talk with your child everyday.
- Find ways to apply learning in daily experiences.



Asóciense con nosotros para el Éxito Estudiantil...

Maneras de saber si su hijo está logrando los estándares del nivel de grado:

- Comuníquese a menudo con el maestro de su hijo.
- Lea todos los informes que se envían a casa en cuanto al desempeño de su hijo.
- ¡No dude en hacer preguntas!

Cómo puede ayudar en casa:

- Asegurarse de que se complete la tarea.
- Lea, escriba y hable con su hijo cada día
- Encuentre maneras de aplicar el aprendizaje en las experiencias diarias.



How will you know if your child meets the grade level standards?

- ❑ Stay in close communication with your child's teacher(s).
- ❑ Be sure to read all communications sent home by the school.
- ❑ Review your child's report card, interim, and weekly folder
- ❑ Talk with your child.
- ❑ We are seeking legal parent/guardians for PTA positions

Parental Involvement:

- PTA—Join PTA to support our school
 - PTA events & programs
- School Events – Open House, Literacy & Math events, Spring Carnival, Luncheons, All-Pro Dads, Beautification Day, Spirit Nights, etc.

PTA ACTIVITIES

- Book Fair
- Spirit Wear Events
- Yearbook
- Fundraisers
- Box tops
- United artist
- Teacher Appreciation
- Student events etc.

Parental Involvement:

Support will be virtual

- Carpool
- Bus
- Book Fair
- Spirit Wear Events
- Yearbook
- Fundraisers
- Box tops
- United artist
- Teacher Appreciation
- Virtual family events etc.

The Importance of Parent Teacher Association (PTA)

Stay Informed.

Attend monthly information sessions,

Build Relationships.

We are a community.

We are one school & one family

Participate.

Parent participation & support is very important!

Speak Up.

The PTA is a way for you to be involved, informed and give your input regarding your child's school!



THANK YOU for your time!

We look forward to working with you this year!

RBES Specialists

- Ms. Jamie Smith - Media Specialist
- Mrs. Tara Reske - Music Specialist
- Ms. Cynthia McMorris - Art Specialist
- Mrs. Pollyanne Rhodes - PE Specialist
- Mrs. Kayla Davidson - Science Specialist
- Mrs. Olivia Cournoyer - Spanish Specialist
- Ms. Angela Lee - Guidance K-2
- Ms. Jasmine Thomas - Guidance 3-5





Mrs. Lee



Mrs. Reske



Ms. McMorris



Ms. Smith



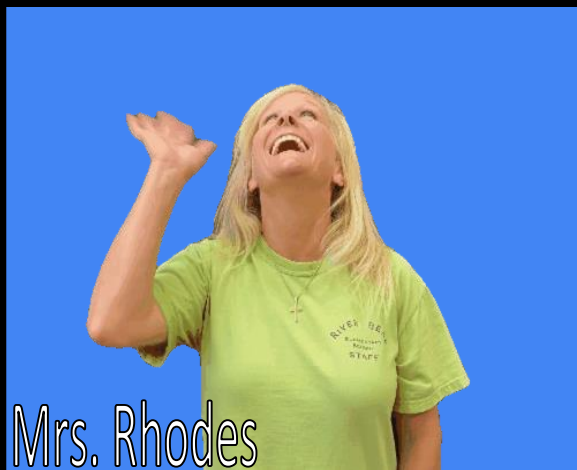
Mrs. Cournoyer



Ms. Thomas



Mrs. Davidson



Mrs. Rhodes

Specials Schedule

This year, students attend Specials on a weekly basis. For example, they have Science for a full week and then will move on to the next Special the next week.

9:45 - 10:25 - 4th Grade

10:35 - 11:15 - 3rd Grade

11:25 - 12:05 - 5th Grade

1:05 - 1:45 - Kindergarten

1:55 - 2:35 - 1st Grade

2:45 - 3:25 - 2nd Grade

Support Staff

SPED, ESL, Coaches, Student services,

- ESL
 - Lindsey Evans
 - Savannah Meeks
- SPED
 - Lyndsay Jakat (k-1)
 - Virginia Spence (2-3)
 - Nicole Ormsby (4-5)
 - Nicole Johnson (SLP)
- Math Coach
 - Brittany Rodgers
- Intervention
 - Jairus Dolfi
 - Christine McLean
 - Ruby Jenks
- Counselors
 - Angela Lee (K-2)
 - Jasmine Thomas (3-5)
- Social Worker
 - Jasmine Alston
- Psychologist
 - Hannah Macomson
- Nurse
 - Lisa Atkinson

Kindergarten Daily Schedule

- **Meet the Team:**

Mrs. Scappino

Mrs. Lazarczyk

Mrs. Minervini

Mrs. Manning

Ms. Thorne

Mrs. Koonce

Ms. Worthington



8:45 - 9:15 Arrival/Morning Work

9:15 - 9:35 Morning Meeting

9:40 - 11:30 Literacy

(Letterland, EL, Writing)

11:30 - 12:25 Lunch

12:30 - 12:55 Recess

1:05 - 1:45 Specials

1:50 - 2:45 Math

2:50 - 3:30 Science/Social

Studies/Interventions

3:30 - 3:40 Pack-Up/Dismissal



K Q1 Core Content



- **Reading**

- Letter identification and letter sounds
- Reading Direction Left to right
- Rhyming words
- Identifying author and illustrator and how they share their message in pictures and words

- **Math**

- Identifying attributes of objects
- Counting 1-20
- Identifying numbers
- Using math vocabulary to share observations and math thinking.



K Q1 Core Content

- **Science**

- Compare the position of objects observed in environment using words such as in front of, behind, between, on top of, under, above, below and beside.
- Use senses to make observations and learn about the environment.

- **Writing**

- We are writers/ authors
- Showing our story in pictures and words.
- Writing left to right
- Responding to adult direction to add more details



Standards Based Grading



- Level 4 – Exceeds and extends targeted grade level standards without prompting or support.
- Level 3 – Demonstrates proficiency of target grade level standards.
- Level 2 – Needs support to meet targeted grade level standards.
- Level 1 – Insufficient performance of targeted grade level standards.
- *P- This activity is just for Practice, does not count as a grade.



Working with Students at Home:

- Parents help with homework
- Read 15-20 minutes each day/night
 - ask student to retell the story
 - ask about characters, setting, beginning, middle & end
- Have students play simple counting and number recognition games
- Discuss colors and shapes

Parent/Teacher Communication:

- Check Daily Folder
- Friday Folder
- Talking Points
- Email
- Scheduled Virtual Conferences

"Calling All Parents"



River Bend Student Expectations



- **R – Respect Yourself and Others**
- **B – Be Responsible**
- **E – Expect to Succeed**
- **S – Safety First**

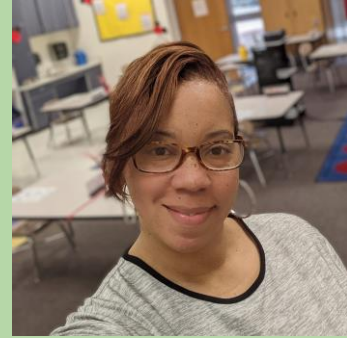
First Grade Team



Mrs. Wells



Mrs. Hall



Ms. Smith

TEACHERS



Mrs. Murray



Mrs. Lamm



Mrs. Bates

First Grade Team



Mrs. Nohren



Ms. Gipson



Ms. Fields

Instructional Assistants

****First Grade Schedule****

9:15-9:45-	Morning Meeting
9:45-10:45-	Math
10:45-11:00-	Literacy
11:00-11:55-	Lunch/Read Aloud
11:55-1:25-	Literacy
1:25-1:55-	Small Group Intervention
1:55-2:35-	Specials
2:35-3:10-	Recess
3:10-3:30-	Social Studies/Science
3:30-3:40-	Pack up/dismissal



First Grade Q1 Core Content

• Reading

- Building good reading habits
- Describe parts of a story through drawings
- Retelling important parts of a story
- Sounding out unfamiliar words

• Math

- Reading a graph
- Represent numbers with objects
- Understanding that 2 digit numbers contain tens and ones
- counting to 150 starting at any number

First Grade Q1 Core Content

- **Science**

Force and Motion



- **Writing**

Write in complete sentences

Narrative writing

Grading

3 -- Student shows mastery of concept

2 -- Student needs support from the teacher to show mastery of concept

1 -- Student is unable to show mastery of a concept, even with teacher support

Working with Students at Home:

- Parents help with homework
- Read 15-20 minutes each day/night
 - ask student to retell the story
 - ask about characters, setting, beginning, middle & end
- Have students play simple counting and number recognition games
- Practice handwriting and sight words

Parent/Teacher Communication:

→ **Talking points**

→ Teacher email

→ Check folders daily

→ Parent/teacher conference

Technology at home

- Letterland
- Dreambox
- abcya.com
- starfall.com
- abcmouse.com
- boomcards.com



WELCOME

2nd Grade Open House



Hello!
Hola!
xin chào
مرحبا

oxygen



Welcome

Mrs. Carswell



Mrs. Roper-Robinson

Ms. Storm



Mrs. McFarlane



Ms. Encalada

Ms. Vatter



Ms. Hults



Daily Schedule

8:45 - 9 :15

Arrival and Morning Work

9:15 - 9:35

Morning Meeting

9:35 - 10:30

Letterland

10:30 - 10:40

Bathroom/Handwashing

10:40 - 11:10

Lunch

11:10 - 12:45

Read Aloud /EL Block

12:45 - 1:15

Intervention (Mon., Wed.) SS/Sci. (Tues.,

Thurs., Fri.)

1:15 - 1:45

Recess

1:45 - 2:45

Math

2:45 - 3:25

Specials

3:30 - 3:40

Dismissal



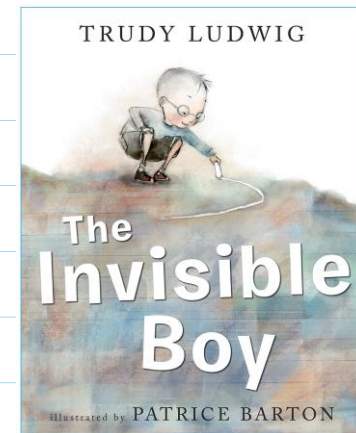
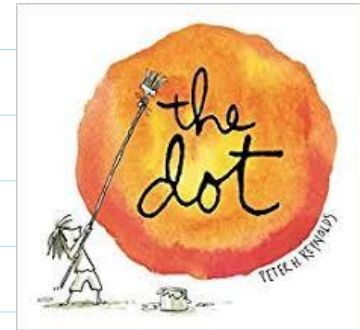
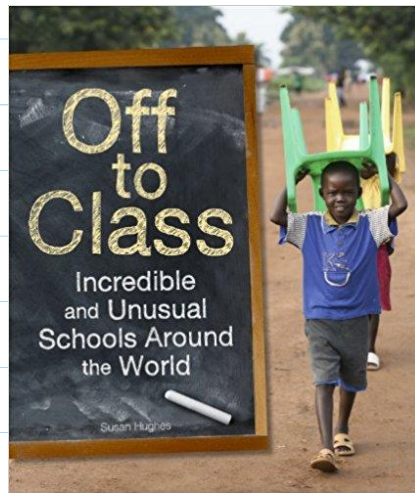
RBES Expectations

- R** - Respect yourself and others
- B** - Be responsible
- E** - Expect to succeed
- S** - Safety first

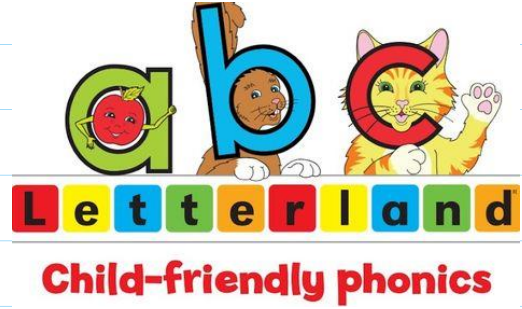


Literacy

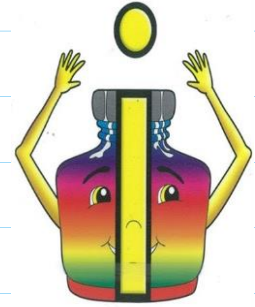
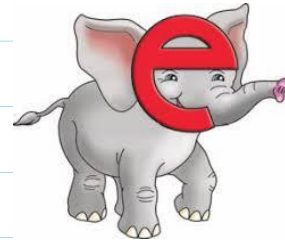
What is school,
and
why is school
important?



Letterland



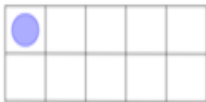
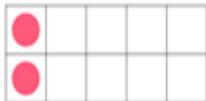
phonics
instruction



Math

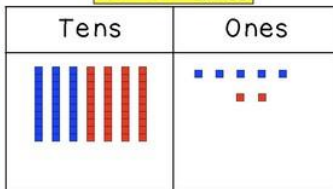
- Odd and even
- Addition and subtraction within 100

Even, Odd, and Doubles

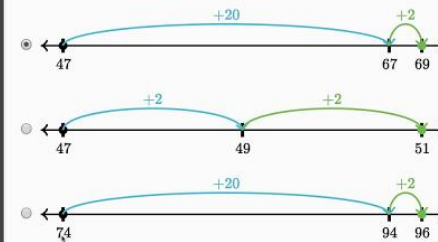
		Doubles?	Share?
1		odd	no
2		even	yes

Base 10 Blocks

$$35 + 42 = \text{----}$$



Which number line shows $47 + 22$?



Social Studies

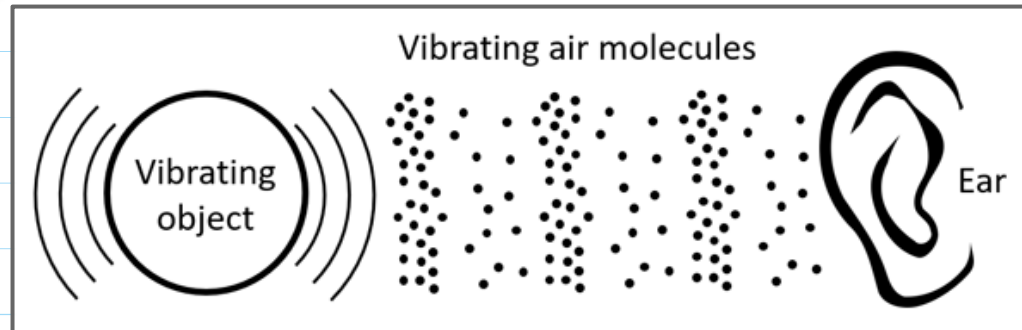
What is the purpose of government?

What are the roles and responsibilities of citizens?



Science

What is sound?
How is sound produced?



Grading

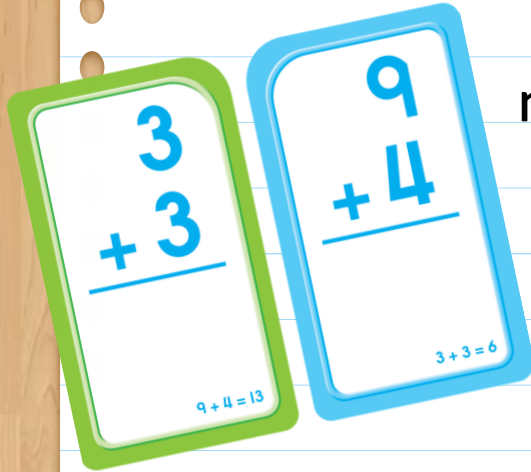
3 -- Student shows mastery of concept

2 -- Student needs support from the teacher to show mastery of concept

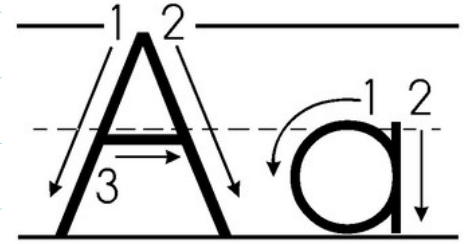
1 -- Student is unable to show mastery of a concept, even with teacher support

Working with Students at Home:

Practice
math facts



Practice
handwriting and proper
letter formation



Practicing sight words
and spelling words

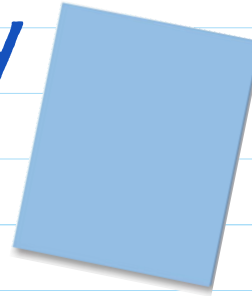


Read to or with your
child 15-20 minutes
each night



Parent/Teacher Communication:

- Check Tuesday Folders



- Talking Points



talkingpoints

- Email



Mrs. Carswell
lcarswell@wcpss.net

Ms. Roper-Robinson
kroperrobinson@wcpss.net

Ms. Storm
akstorm@wcpss.net

Mrs. McFarlane
mmcfarlane2@wcpss.net

Ms. Hults
bhults@wcpss.net

Ms. Encalada
aencalada@wcpss.net

Ms. Vatter
avatter@wcpss.net



oxygen





Welcome.


To Third Grade

Third Grade Teachers

- Ms. Schubert - kschubert@wcpss.net
- Mrs. Braswell - chbraswell@wcpss.net
- Mrs. Register - manders@wcpss.net
- Mrs. Denney - Rdenney@wcpss.net
- Ms. O'Ferral - moferral@wcpss.net
- Mrs. Santiago - osantiago@wcpss.net
- Mrs. Stanley - astanley@wcpss.net
- Ms. Evans - lrevans@wcpss.net



Third Grade Daily Schedule



Morning Meeting.....	9:15-9:35
Literacy.....	9:35-10:35
Specials.....	10:35-11:15
Math.....	11:15-12:25
Lunch.....	12:25-12:55
S.S./Science.....	1:05-1:55
Recess.....	1:55-2:35
ALL Block.....	2:35-3:35
Pack up/Dismissal.....	3:40-3:45

Third Grade Q1 Core Content

Reading/Writing

Overcoming Learning Challenges

Near and Far Students launch the year by building their close reading skills; they hear stories read aloud, read stories, and read more challenging excerpts closely. Through stories they consider the challenges students face with access to books and education around the world, and how geography and where one lives in the world affect how one accesses books. In Unit 3, students focus more on what it means to be a proficient and independent reader. They continue to read literature about characters who are motivated to learn to read and overcome struggles to do so. Students assess their challenges as readers and identify strategies to overcome those challenges. They write a reading contract in the form of a three-paragraph informative essay, in which they describe two of their learning challenges and some strategies to overcome those challenges, and then create a bookmark outlining the strategies for quick reference when reading.

Science

- Students will study the human body

Social Studies

- Students will learn to think like a historian. They will learn about historical events and the movement of goods and ideas and the impact they have on local communities.

Working with Students at Home

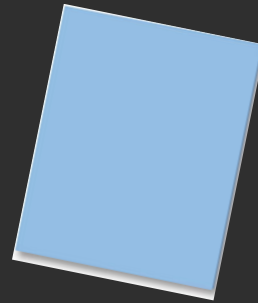
- **Have your child read 20 minutes each night.**
Children who read 20 minutes a day are exposed to 1.8 million words in one school year. Reading improves writing skills. It expands vocabulary. Taking 20 minutes to read every day can boost mental health.
- **Students should be studying multiplication facts**
Multiplication flash cards are a great way for students to study.
- **TheWCPSSAcademics Youtube Channel** is a great place to watch videos and learn how math standards are being taught in class.
- **Please review with your child the graded assessments that are sent home (Tuesday Folder).** All assessments must be returned to school.

Math

- Represent and solve problems involving multiplication and division.
- Solve one and two-step problems.
- Explore patterns of numbers.
- Use place value to add and subtract.
- Represent and interpret scaled picture and bar graphs.

Parent/Teacher Communication

- Check Tuesday Folders



- Talking Points



- Email



Meet the 4th Grade Team

- 4th grade Teachers
- Ms. Bailey Abailey6@wcpss.net
- Mrs. Thigpen Tsthigpen@wcpss.net
- Mrs. Hedgecock Chedgecock@wcpss.net
- Ms. Deal Edeal@wcpss.net
- Mr. Marlin Jmarlin@wcpss.net

Fourth Grade Daily Schedule

8:45-9:15- Arrival/Morning Work

9:15-Announcements

9:15-9:45-Morning Meeting

9:45-10:25-Specials

10:25-12:30- ELA/SS, Science, or Math (*depending on teacher block schedule*)

12:45-1:25-Lunch block

1:25-1:55-Recess

1:55-3:30-ELA/SS, Science, or Math (*depending on teacher block schedule*)

3:30-3:40- Pack up and dismissal



Fourth Grade Q1 Core Content

- Reading
- Students will learn about theme by critically analyzing poetry.
- Students will analyze characters feelings and how they change over time throughout a piece of literature.

Students will learn to infer by referring back to the story to prove an answer with details.

- Math
- Students will understand what data is and the importance of using data in the real world.
- Students will understand the difference between a prime number and a composite number.
- Students will understand the difference between area and perimeter.
- Students will also understand the difference between additive comparison and multiplicative comparison.

Fourth Grade Q1 Core Content

Science

- Food and Nutrition
Students will learn...
- Food is a basic need for all living organisms.
- **Exercise helps humans maintain a healthy body.**

Writing

- Students will write poetry about something that has inspired them.
- Students will write about characters feelings based off of evidence found in the passage they are reading.

Working with Students at Home:

- Read poetry aloud with your student and invite him or her to find poems or a poet that he or she particularly likes.
- Help your student practice reading aloud fluently and accurately.
- Talk to your student about the meaning of the poems he or she is reading and what inspired the poet. Encourage your student to find evidence of that inspiration in the poems.

Working with students at home cont...

- Talk to your student about what inspires him or her and what is meaningful to him or her in preparation for writing poetry. Some examples might include a place, a person, an animal, a vehicle, a sport, or an event.
- Make sure your student is reading nightly for at least 25 minutes and writing about what they read.
- Make sure your student is practicing to master their multiplication facts.
- Encourage your student to utilize their math notebooks at home while doing homework or practicing.

Parent/Teacher Communication:

The fourth grade will be setting up virtual parent teacher conferences very soon.

The talking points app is a great way to communicate with all teachers on the fourth grade team.

- Emails are another great way to communicate with the team.
- There is also a monthly newsletter that is sent home in students communication folder.



Fifth Grade

Meet the Team

*Ms. Jones
ajones8@wcpss.net

*Mrs. Bryant
cbryant5@wcpss.net

*Mr. Cooper
mcooper6@wcpss.net

*Mrs. Phillips
jophillips@wcpss.net

*Mrs. Dunn
jjdunn@wcpss.net

Daily Schedule

8:45 - 9:15 Arrival/Morning Work

9:15 - 9:45 Morning Meeting

9:45-11:25 ELA/SS, Science, or Math (*depending on teacher block schedule*)

11:25-12:05 Specials

12:10-12:40 Lunch

12:45-1:15 Recess

1:15-2:55 ELA/SS, Science, or Math (*depending on teacher block schedule*)

2:55-3:30 Intervention/Review

3:30 - 3:40 Pack-Up/Dismissal



Standard Based Scale

- **4** – Extends targeted grade level standards.
“Since I can do/get this, I can figure out new things on my own!”
- **3** – Demonstrates proficiency of targeted grade level standards.
“I get it! I can do it well!”
- **2** – Needs support to meet targeted grade level standards.
“I almost get it but I need help.”
- **1** – Insufficient performance of targeted grade level standards.
“I don’t get it yet. I need help.”

Fifth Grade-Q1 Core Content

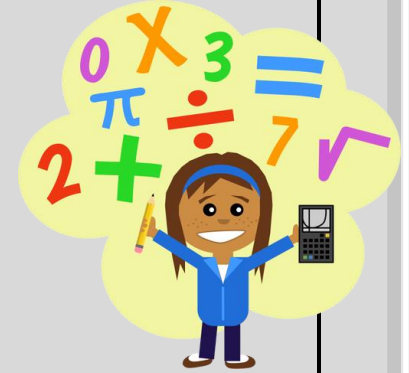
*Reading

- Quoting directly from the text
- Summarizing
- Main Ideas with Supporting Details
- Plot/Story Structure
- Connecting background knowledge to Esperanza Rising
- Determining the meaning of unknown words
- Characters changing over time & reacting to challenges
- Point of View



*Math

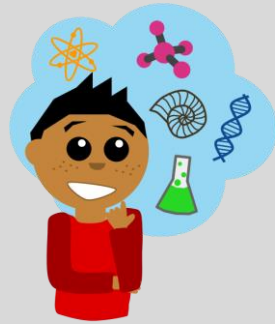
- types of data
- volume
- graphing and coordinate grids
- order of operations and expressions
- multiplication and division of whole numbers



Fifth Grade-Q1 Core Content

*Science

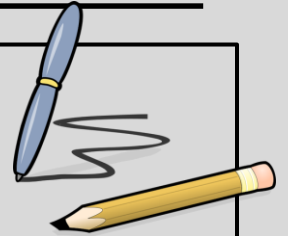
-Human Body Systems



-Genetics:
Inherited &
Learned Traits

-Cells: Unicellular
& Multicellular

• Writing



-Writing to Inform:
Threats to Human
Rights in Esperanza
Rising

-Comparing and
contrasting
characters
responses to an
event/situation

Expectations

PBIS

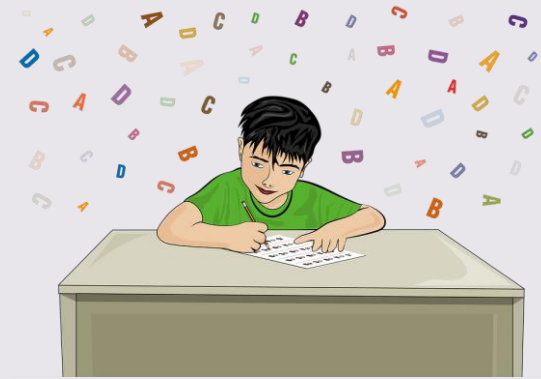
*We are a PBIS school
*Beaver Bucks &
Lodge Day are a
privilege and must be
earned.

Classroom Expectations

Homework/Classwork Expectations

Testing

- common assessments
- in-class progress assessments
- Mclass Reading assessments
(BOY, MOY, EOY)

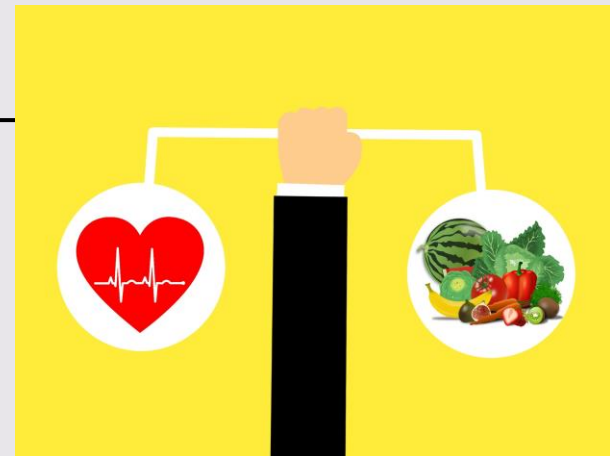


End-of-Grade Tests:
Reading, Math, & Science

- May 2022

Health

- Students will participate in Human Growth and Development classes later in the year.
- More information for parents will be sent home about a month before these classes take place.



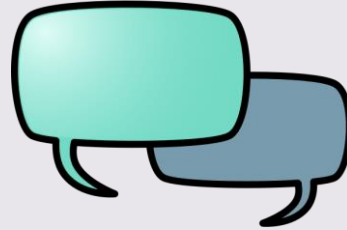
Working with Students at Home:

- Reading at home every night, including weekends
- Parents should ask questions after their reading
- Review work - thoroughly and carefully
- Practice multiplication facts
- Review science notes and definitions

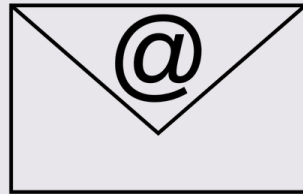


Parent/Teacher Communication:

*Talking Points



*Email



*Scheduled Virtual Conferences

