Family Learning Night
Jefferson Elementary
Oct. 1, 2018
Agenda

• Supporting literacy at home
• Supporting math at home
• Social/emotional learning and positive behavior support
Supporting Literacy at Home
Janet Erickson, Literacy Coach
Helping Your Child Love to Read

- Model reading for pleasure
- Ask your child what he/she is reading at school
- Read aloud to your child
- Encourage a range of text types
- Visit the library. Borrow books for both of you.
- Begin a library for your child. Watch it grow!
Reading Instruction at School

• Literacy instruction in the classroom - *Reach for Reading*
• LAP program
• EL program
• Reading Rangers
• i-Ready
• AR

Questions? Want to volunteer? Call or email: jerickson@everettsd.org, 425-385-7423
Supporting Math at Home
Stacy Roach, Math Coach
Math Myths and Marvels

• Helping your student defy math myths

• Monthly Math Challenges: sent home
Math Facts

• Balanced approaches to math facts: ABBA and Dancing Queen

• timezattack.com (all operations)

Stacy Roach

sroach@everettsd.org
425-385-7423
Social/Emotional Learning

• Second Step Curriculum

• Other aspects of Jefferson’s counseling program
Positive Behavior Supports

PBIS – Positive Behavioral Interventions & Supports – is Jefferson’s framework for:

• Teaching students expected behaviors
• Recognizing students for demonstrating positive/desired behaviors
• Responding to behaviors that do not meet expectations
Positive Behavior Supports

Behavioral errors most often occur because:

• Students do not have appropriate skills
• Students have not been taught skills, procedures, and routines in context

Discipline means “to teach.”
Discipline offers skills that can change behavior.
Jefferson Chargers are **safe**, **respectful**, **responsible**, and **kind**.

Wherever we go, we use a **friendly voice** and **help others**.

We **solve small problems** on our own, and **report big problems** to adults.
Teaching Expected Behaviors

CAFETERIA

- Be Safe
  - Walking feet
  - Stay seated facing forward
  - Hands, feet, and objects to yourself
  - Eat only your own food

- Be Respectful
  - Voice level 0 at attention signal, and 1 or 2 while eating
  - Eat with good manners
  - Clean up after yourself, and sort items correctly
  - Follow directions from all staff

- Be Responsible
  - Raise hand and wait for OK to get up
  - Take only what you will eat
  - Use time wisely
  - Bring lunch or money with you

- Be Kind
  - Allow others to sit with you
  - Say please and thank you

VOICE LEVELS

0. Silent
1. Whisper
2. Conversation
3. Presentation
4. Recess Voice
5. Danger Scream!

CLASSROOM

- Be Safe
  - Walking feet
  - Hands, feet, and objects to yourself
  - All four chair feet on the floor

- Be Respectful
  - Use materials correctly and carefully
  - Follow directions
  - Clean up after yourself
  - Allow others to learn

- Be Responsible
  - Do your best
  - Be prepared with materials
  - Manage yourself, not others
  - Participate actively
  - Use time wisely

- Be Kind
  - Treat others as you would like to be treated
Supporting Desired Behaviors

I can choose a strategy to reset, so I can focus on learning and doing my best.

- ________________
- ________________
- ________________
- ________________
- ________________

Using Our Reset Station

I sit quietly in the reset station.

I turn over the timer.

I use a reset tool.

I return to the group when I am ready.
Recognizing Desired Behaviors

Thunder Ticket

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind

Name: __________________________

You should be so proud!

Jefferson Elementary

Wow!
Way to go!

Keep up the great work!
Responding to Undesired Behaviors

Reflect & Repair Form

Jefferson Chargers are safe, respectful, responsible, and kind. Whenever they go, they use a friendly voice and help others. They solve small problems on their own, and report big problems to adults.

Student ____________________________________________ Teacher ____________________________ Date ____________________________

I chose to __________________________________________

[kick, hit, pat, bite, interrupt, learning & others, run, not do my work, throw something, use unkind words, other]

I felt ____________________________________________ when I made this choice. It made the other person feel ____________________________________________

happy, sad, mad, scared, frustrated

Next time I will choose to ____________________________

[have SAFE feet, or SAFE hands, say, “I don’t understand,” use kind words, listen during instruction, ask for a break, break, say, “I need more,” ask someone to “Please stop,” follow directions, stay in my work area, stop when I am asked to stop]

What I did and how it made others feel:

What I did: __________________________________________

Why it was a problem:

How it affected others, and how it made others feel:

My plan to repair it is:

In the future, this is what I will do differently:

[For adult use] follow-up/consequence:

[For adult use] follow-up/consequence:
Supporting Your Child at Home

You can support our positive school culture at home by:

● Celebrating your child’s Thunder Tickets -- ask them how they got their ticket (in relation to Charger Code)

● Think of teachers’ communication around behavior as informational (rather than something that needs at-home consequences or punishment beyond discussion)

● Discuss at home with the student in relation to how it affected others, how to repair the relationship, etc.
Other Important Info

Elizabeth Kelley, principal
Outdoor Education (Camp) Program

Fifth-grade camp:
• Annual September tradition
• Team-building, outdoor education
• School event with fund-raising under PTA umbrella
• This year: $16,500 budget
• About $11,000 fund-raised
• Cost to families was $55 per student
• Without fund-raising, cost would have been about $175
PTA/Camp read-a-thon

Goals:
• Support school/home culture reading
• Raise money for both PTA and the camp program
• Reduce camp fund-raising “fatigue”

Flat donations, with percentages going to camp:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>15%</td>
</tr>
<tr>
<td>1st</td>
<td>25%</td>
</tr>
<tr>
<td>2nd</td>
<td>50%</td>
</tr>
<tr>
<td>3rd</td>
<td>75%</td>
</tr>
<tr>
<td>4th</td>
<td>100%</td>
</tr>
<tr>
<td>5th</td>
<td>100% (will support other activities)</td>
</tr>
</tbody>
</table>