

# August 2013

# Expectations

**Classroom Expectations/Emergency Procedures:** All teachers will teach their classroom expectations and procedures the week of August 14<sup>th</sup> – 16<sup>th</sup>.

**School –Wide Expectations:** The staff will be working together to teach students the established school–wide expectations throughout the building during the week of August 14<sup>th</sup> – August 16<sup>th</sup>.

- **Playground:** Students will be shown the expectations for using the equipment, where the boundaries are, safety precautions, and how to line up when instructed.
- **Cafeteria:** Students will be shown the procedures and expectations on how to enter the café, how to get their food, eat, use an inside voice, how to clean up after themselves, and leave the cafeteria to recess.
- **Restroom:** Students will be shown the expectations for using the restroom. Including the proper way to wash hands and clean up.
- **Arrival:** Students will be taught the appropriate place to go after the morning bell (Primary/Intermediate-Auditorium and Middle School-Gym) and discuss the expectations for behavior while in their assigned area until the bell for class rings.
- **Dismissal:** Students will be taught the appropriate stairwells to use when exiting the building and discuss voice levels and appropriate hallway behavior.
- **Hallway:** Students will be taught the appropriate side of the hall to travel on and discuss voice levels that are to be used in the hallway.
- **Bus:** Students will attend a station that they will learn how to board, and leave the bus. As well as a discussion on the rules of the bus while it is in motion and at stops.
- **Library:** Students will be taught the appropriate behaviors that are acceptable while visiting the library. (Voice levels, how to check out books, how to return books, appropriate use of computers.)
- **Assembly:** Students will be taught the appropriate way to enter and exit an assembly, assembly etiquette for various types of assemblies and appropriate ways to show your respect to the presenter.

**Classroom Expectations:**

- All students will continue to be taught classroom expectations each week through the month of September.
- Classroom signs should be clearly posted in the classroom. The expectations of the signs are clear and unified.
- Clearly and positively define and reinforce the classroom expectations.

**School-Wide Expectations:**

- Staff will continue to review and model school wide expectations throughout September. Each class can expect to see staff model what kind of behavior is expected in each setting. If we continue to teach and re-teach expectations, we will see the results.

**Eagle Excellence:**

- This is the Johns Hill Reward card that students will earn when they display how to be here and ready to learn, respectful, and responsible in different areas of the building.

	Johns Hill Magnet School Eagle Excellence Award	
Name: _____		
Be Here and Ready to Learn		
Be Respectful		Be Responsible
_____ Teacher Initials	_____ Date	

# August 2013

Mon	Tue	Wed	Thu	Fri
5	6	7	8	9
12	13	14	15	16
Teacher Work Day	Teacher Institute Open House	Student 1 <sup>st</sup> day PBIS Assembly 2 p.m.  PBIS Lift Off Begins (see 1 <sup>st</sup> week schedules)	Department PBIS Assemblies Primary 9:30-10:15 Intermediate 10:20- 10:50 M.S. 11-12 (gym)	
19	20	21	22	23
		PBIS Meeting 4 p.m.		
26	27	28	29	30

## Study Skills

## Strategies for Effective Learning



### Managing Your Time & Study Environment

- Determine your goals, values, and priorities.
- Evaluate your schedule and make adjustments as needed.
- Get a plan before starting a task. Set time limits to stay focused.
- Break tasks into manageable (and meaningful) chunks.
- Stay caught up with reading and assignments.
- Have a strategy for taking tests. Monitor your time.



### Reading Texts

- **Preview** - survey the material to get the big picture before reading.
- **Question** - set your purpose; ask what you already know. Ask what's important to understand from this assignment.
- **Read** - read for meaning and cite text. If you don't understand, adjust your strategy i.e., re-read or read slower.
- **Recite** - summarize what you just read by saying it or writing it in your own words. Make a note of questions that occur to you as you read.
- **Review** - go over materials so it stays fresh.



### Listening, Note-Taking, and Using Visual Organizers

- Preview text and list questions to help focus your listening during lectures.
- Use Cornell notes or mapping for class notes depending on the style in which information is presented.
- Annotate - make margin notes in text to label information; circle important terms and concepts, underline important details; summarize, and note questions you have about the material.
- Use graphic organizers to show relationships between concepts (i.e., Venn diagram, fishbone diagram, etc.)
- Map your ideas to organize writing for papers and tests.



## Taking Tests

- Stay up-to-date on assignments. Learn material and review as you go along.
- Analyze past tests to determine how you can improve your test-taking skills.
- Ask the instructor about the test.
- Apply stress management techniques to deal with test anxiety.
- Survey the test. Answer the easiest questions first, to control anxiety. Then strategize a plan and concentrate greatest effort on the questions that are worth the most points.
- Map responses to essay questions before writing.

# September 2013

Mon	Tue	Wed	Thu	Fri
2 <b>NO SCHOOL</b>	3 Cool Tool: Schedule Your Time	4	5	6 1 <sup>st</sup> quarter Midterm
9  PLC DAY (No student attendance)	10  Cool Tool: Organization	11	12  PBIS Meeting 4 p.m.	13
16 Cool Tool: Study Area	17	18	19	20
23  Cool Tool: Note- Taking/Studying Strategies	24	25	26	27

# October 2013 Self Control & Conflict Resolution

Ways your child shows self-control...

## At School

- using body basics
- think before I speak or act
- be calm and safe
- body to myself
- listen to teachers
- use my words to express my feelings
- wait my turn
- use whisper voices
- wait patiently

Ways your child shows self-control...

## At Home

- think before I speak or act
- be calm and safe
- listen to my family members
- use my words to express my feelings
- wait patiently
- wait your turn while playing with siblings or friends

**Here are some books on Self Control that can be shared with students and parents.**

The Recess Queen by Alexis O'Neill (K-3)

When Sophie Gets Angry by Molly Bang (K-3)

It's Hard to be Five by Jamie Lee Curtis (K-3)

The Feelings Book by Dr. Lynda Madison (3-8)

What to do When Your Temper Flares by Dawn Huebner (3-8)

1-2-3 Magic For Kids by Thomas W. Phelan, PhD (3-8)

I Think, I Am by Louise L. Hay (3-8)

The Anxiety Workbook for Teens by Lisa Schab (7-8)

SOS Help for Emotions by Lynn Clark (3-8)

The Self Control Patrol Workbook by Terry Trower (3-8)

The choices we make in resolving conflicts determine whether the outcome is positive or negative. Even when you think your way is better or the right way, work to resolve conflict peacefully.

**At Johns Hill, one way to resolve conflict is to De Bug:**



1. Ignore
2. Move away.
3. Talk friendly.
4. Talk firmly.
5. Get adult help.

Conflict is inevitable throughout our lives. We need to learn how to positively deal with conflict. One of the key principles of conflict resolution is communicating and understanding each person's point of view, perceptions, and feelings.

**Here are some books on Conflict Resolution that can be shared with students and parents.**

Two Fine Ladies Have a Tiff by Antonia Zehler (K-3)

Don't Hit Me by Bernette G. Ford (K-3)

Lila the Fair by Laura Discoll (K-3)

Conflict Resolution by Robin S. Doak (4-8)

Working with Others by Robin Nelson (K-3)

Angel Child Dragon Child by M. Surat Surat, and M. Maria Surat (K-3)

Peacefulness by Lucia Rattma (K-3)

The Kids Guide To Working Out Conflicts by Naomi Drew (4-8)

The Big Book of Conflict Resolution Games by Mary Scannell (all)

Ready to Use Conflict Resolution Activities by Beth Teolis (K-6)

# October 2013

Mon	Tue	Wed	Thu	Fri
<i>Sept. 30</i> Cool Tool: Conflict Log	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>7</i>  Cool Tool: I Messages and Vocabulary	<i>8</i>	<i>9</i>	<i>10</i>  PBIS Meeting 4 p.m.	<i>11</i>  End 1 <sup>st</sup> Quarter
<i>14</i> <b>NO SCHOOL</b>	<i>15</i>  Cool Tool: Communication Style Quiz	<i>16</i>	<i>17</i>	<i>18</i>  PBIS Assembly 9:30 a.m.
<i>21</i>  Cool Tool: Choice Board	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>  P/T CONFERENCES
<i>28</i>  Cool Tool: Teachers own Idea	<i>29</i>	<i>30</i>	<i>31</i>	<i>Nov. 1</i>

At Johns Hill Magnet School, we treat others with respect by:

- accepting differences.
- using good manners.
- using proper language.
- being considerate of others' feelings.
- dealing with anger, insults, and disagreements peacefully.

By respecting ourselves and others at Johns Hill Magnet School, we will do our best to be a Bully-Free School and a Fight-Free School. It is important that everyone works together to achieve this goal.

Respect is an important character quality that we want our students to exhibit toward themselves, others, and property. The month of October is about respect. During the lessons, the students will be discussing what it looks like to respect themselves, what it looks like to respect everyone around them, and what it looks like to respect all adults at school.

**Here are some stories related to respect that could be shared with students.**

1. You are Special by Max Lucado (K-3)
2. Two of Them by Alikei (K-3)
3. Andy (That's My Name) by T. Depaola (K-3)
4. The Doll Lady by H. Elizabeth Collins (K-3)
5. Tiger Turcotte Takes on the Know-It-All by Pansie Hart Flood (K-3)
6. The Grouchy Ladybug by Eric Carle (K-3)
7. Mr. Mischief by Roger Hargreaves (K-3)
8. 365 Manners Kids Should Know: Games, Activities, and Other Fun Ways to Help Children and Teens Learn Etiquette by Sheryl Eberly (K-8)
9. Respect and Take Care of Things by Cheri J. Meiners (4-8)
10. Miss Marbles's Marvelous Makeover by Sheila Walsh (4-8)

# November 2013

Mon	Tue	Wed	Thu	Fri
				<i>1</i>
<i>4</i> Cool Tool: Good Manners and Language	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
<i>11</i> <b>NO SCHOOL</b>	<i>12</i> Cool Tool: Accepting Differences	<i>13</i>	<i>14</i>	<i>15</i> 2 <sup>nd</sup> quarter Midterm
<i>18</i> Cool Tool: Considerate of others feelings	<i>19</i>	<i>20</i> PBIS Meeting 4 p.m. 2nd Qtr. Mid Term Distribution	<i>21</i>	<i>22</i> PLC DAY (No Student Attendance)
<i>25</i> Cool Tool: Solving Problems Peacefully	<i>26</i>	<i>27</i>	<i>28</i> <b>NO SCHOOL</b>	<i>29</i> <b>NO SCHOOL</b>

At Johns Hill, we care because we:

- are kind.
- are compassionate.
- show we care by expressing gratitude.
- forgive others.
- help people in need.

**Here are some stories on caring and kindness that can be shared with students and parents.**

1. Freckles by Ellen Bryant Lloyd (K-3)
2. When I care About Others by Cornelia Spelman (K-3)
3. I Am Caring by Mary Elizabeth Salzmann (K-3)
4. Caring and Capable Kids: Activity Guide by Linda K. Williams (K-8)
5. Stone Soup for the World by Marianne Larned (K-8)
6. Join the Golden Rule Revolution by Elain Parke (K-8)
7. City Angel by Eileen Spinelli (K-3)
8. Tico and The Golden Wings by L. Lionni (K-3)
9. Little Miss Spider at Sunny Patch School by David Kirk (K-3)
10. Eddie Longpants by Mireille Levert (K-3)

December is a great time to talk about caring and kindness. It is a month of many holidays and cultural celebrations. Caring can involve being sensitive towards others about their celebrations and sensitivity teaching about your celebrations. Remember, it will also be important to consider that some do not celebrate certain holidays. Caring about their desires is important, too.

Caring also involves the practical acts of kindness, like making new students feel welcome in our school and forgiving others when they hurt you. As the snow comes and the cold days settle in, we should be ready to help others in times of need. Being there to help is a great way to show Johns Hill Magnet School cares.

Show that you are kind and that you care by working together, listening to everyone's ideas, sharing materials, helping each other, and respecting other's differences. Show your students that this is how we do things at Johns Hill.

# December 2013

Mon	Tue	Wed	Thu	Fri
2 Cool Tool: Getting Along with Others	3	4	5	6
9 Cool Tool: Cultural Celebrations	10 PBIS Meeting 4 p.m.	11	12	13
16 Cool Tool: How to Help People in Need	17 PBIS Assembly 10:30 a.m.	18	19	20 END 2 <sup>ND</sup> QUARTER
23 <b>NO SCHOOL</b>	24 <b>NO SCHOOL</b>	25 <b>NO SCHOOL</b>	26 <b>NO SCHOOL</b>	27 <b>NO SCHOOL</b>
30 <b>NO SCHOOL</b>	31 <b>NO SCHOOL</b>			

# January 2014

# Expectations

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We cannot assume children remember. We have had a long break from school, and we need to re-teach what we expect.

One of our guidelines for teaching expectations is to re-teach the “Expectations” and there’s no better time to do that than after the long Winter Break. We will revisit the stations as we did in August. The only difference is that we will know what additional information to add to the stations because of our time in school already.

This will refresh the student’s minds, and everyone will begin the New Year on the same page.

## **School-Wide Expectations:**

On January 8<sup>th</sup> and 9<sup>th</sup>, the staff will be working together to re-teach all students the established school-wide expectations throughout the different settings.

- **Playground:** Students will be shown the expectations for using the equipment, where the boundaries are, safety precautions, and how to line up when instructed.
- **Cafeteria:** Students will be shown the procedures and expectations on how to enter the café, how to get their food, eat, use an inside voice, how to clean up after themselves, and leave the cafeteria to recess.
- **Restroom:** Students will be shown the expectations for using the restroom. Including the proper way to wash hands and clean up.
- **Arrival:** Students will be taught the appropriate place to go after the morning bell (and discuss the expectations for behavior while in their assigned area until the bell for class rings).
- **Dismissal:** Students will be taught the appropriate stairwells to use when exiting the building and discuss voice levels and appropriate hallway behavior.
- **Hallway:** Students will be taught the appropriate side of the hall to travel on and discuss voice levels that are to be used in the hallway.
- **Bus:** Students will attend a station that they will learn how to board, and leave the bus. As well as a discussion on the rules of the bus while it is in motion and at stops.
- **Library:** Students will be taught the appropriate behaviors that are acceptable while visiting the library. (Voice levels, how to check out books, how to return books, appropriate use of computers.)
- **Assembly:** Students will be taught the appropriate way to enter and exit an assembly, assembly etiquette for various types of assemblies and appropriate ways to show your respect to the presenter.

# January 2014

Mon	Tue	Wed	Thu	Fri
		<i>1</i> <b>NO SCHOOL</b>	<i>2</i> <b>NO SCHOOL</b>	<i>3</i> <b>NO SCHOOL</b>
<i>6</i> <b>NO SCHOOL</b>	<i>7</i> <b>NO SCHOOL</b>	<i>8</i> TEACHER WORK DAY	<i>9</i> STUDENTS RETURN  PBIS Assembly 1:30 p.m.	<i>10</i>
<i>13</i> Cool Tool: Trustworthiness	<i>14</i>	<i>15</i> <i>PBIS Meeting</i> <i>4 p.m.</i>	<i>16</i>	<i>17</i>
<i>20</i> <b>NO SCHOOL</b>	<i>21</i> Cool Tool: Fairness	<i>22</i>	<i>23</i>	<i>24</i>
<i>27</i> Cool Tool: Citizenship	<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>

At Johns Hill Magnet School, we do what we are supposed to by:

- always trying to do our best.
- using self-control.
- being self-disciplined.
- being accountable for our choices.
- thinking before acting.
- considering the consequences.

**Here are some stories related to responsibility that can be shared with students and parents.**

1. Marvin Repost: Alone in His Teacher's House by L. Sachar (K-3)
2. Biggest Bear by L. Ward (K-3)
3. Henry and the Paper Route by Beverly Cleary (4-8)
4. Henry Huggins by Beverly Cleary (4-8)
5. I'm In Charge of Me by David Parker (K-3)
6. Chicken Soup for the Child's Soul: Character Building Stories (K-3)
7. Halfway Herbert by Francis Chan (K-8)
8. Franklin Forgets by Sharon Jennings (K-3)
9. How to Take the GRRRR Out of Anger by Elizabeth Verdick (3-8)
10. Pet Boy by Keith Graves (K-3)

Sometimes it is hard for students to take responsibility for their school work. During this month we will teach our students how to be responsible in the classroom and at home.

Parents can help children at home by setting time frames when school work must be done and giving them assistance with their work.

Together we can positively teach children how to be responsible and they will begin to see the rewards in themselves, their grades and their life.

# February 2014

Mon	Tue	Wed	Thu	Fri
3  Cool Tool: Organization	4	5	6	7  <i>3<sup>rd</sup> Quarter Midterm</i>
10  Cool Tool: Study Skills	11	12	13	14  P/T CONFERENCES
17  <b>NO SCHOOL</b>	18  Cool Tool: Accountability	19	20  PBIS Meeting 4 p.m.	21
24  Cool Tool: Self-Discipline	25	26	27	28

# **March 2014 Classroom Expectations**

## **Classroom Expectations:**

All students will continue to be taught classroom expectations each week through the month of September.

Classroom signs should be clearly posted in the classroom. The expectations of the signs are clear and unified.

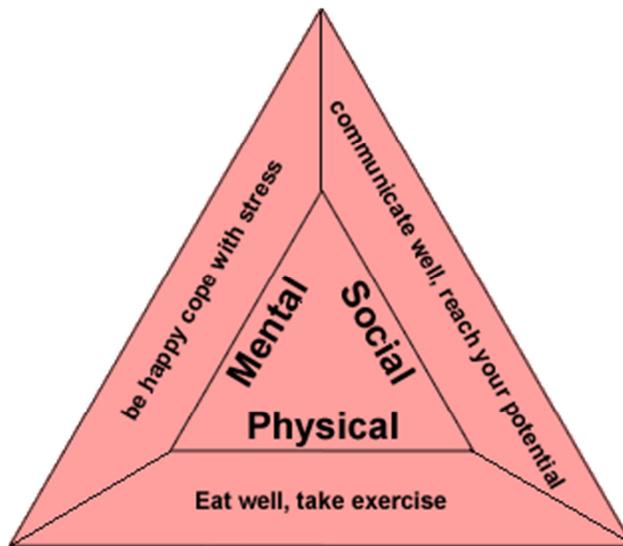
Clearly and positively define and reinforce the classroom expectations.

## **School-Wide Expectations:**

Staff will continue to review and model school wide expectations throughout September. Each class can expect to see staff model what kind of behavior is expected in each setting. If we continue to teach and re-teach expectations, we will see the results.

# March 2014

Mon	Tue	Wed	Thu	Fri
<p>3</p> <p>ISAT BEGINS</p> <p>Cool Tool: Cafeteria/Playground</p>	<p>4</p>	<p>5</p>	<p>6</p>	<p>7</p>
<p>10</p> <p>Cool Tool: Arrival and Dismissal</p>	<p>11</p>	<p>12</p>	<p>13</p>	<p>14</p> <p>END 3<sup>RD</sup> QUARTER</p>
<p>17</p> <p>Cool Tool: Hallway/Stairwell</p>	<p>18</p> <p>PBIS Assembly 2:30 p.m.</p>	<p>19</p> <p><i>PBIS Meeting</i> 4 p.m.</p>	<p>20</p>	<p>21</p> <p>PLC DAY (No student attendance)</p>
<p>24</p> <p><b>NO SCHOOL</b></p>	<p>25</p> <p>Cool Tool: Assembly</p>	<p>26</p>	<p>27</p>	<p>28</p>



Imagine a triangle with three equal sides. One stands for physical, one for mental, and one for social. These make up the health triangle. In order to have a balanced health triangle, you must be not only physically fit, but mentally and socially healthy as well. If you are not physically fit, for example, that affects the mental side as well, because you may not be happy about your weight. If you are not socially well, that side of the health triangle gets smaller.

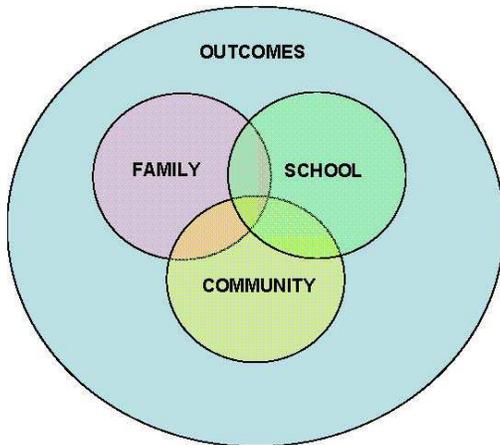
Health is the physical, mental and social well being, not just the absence of sickness. This means that you may not be sick, but you may not be healthy. Being healthy means you are fit physically, mentally, and socially. Physical health is how your body works and feels inside and outside. Mental health is how you feel; your emotions. Social health is how you interact and get along with others.

This month we will be focusing on the different sides of the triangle and trying to teach our students healthier ways to live.

# April 2014

Mon	Tue	Wed	Thu	Fri
March 31 Cool Tool: Healthy Eating	1	2	3	4
7 Cool Tool: Fitness	8	9	10	11
14 Cool Tool: Personal Hygiene	15	16 PBIS Meeting 4 p.m.	17 4 <sup>th</sup> Quarter Midterm	18 <b>NO SCHOOL</b>
21 <b>NO SCHOOL</b>	22 Cool Tool: Teachers Own Idea	23	24	25
28 Cool Tool: Stress Relievers	29	30		

## School, Family & Community Partnerships



### Family Involvement: A Key Component of Student & School Success

The term “parent involvement” is used to describe participation by a child’s primary caretaker(s) – whether that is a single mom, two parents, grandparents, foster parents, or an older sibling. (“Community Schools in Illinois” series published in collaboration with the Illinois Family Partnership Network)

### Why Focus on Family Involvement?

- Builds positive relationships
- Encourages new behaviors
- Reinforces skills
- Increases self-satisfaction and optimism among youth, parents, and teachers

### Six types of Parent involvement (Dr. Joyce L. Epstein)

- Parenting
- Communicating
- Volunteering
- Student Learning
- Shared Decision-Making
- Collaborating with Community

### Benefits of Family Involvement

- Higher test scores
- Better grades
- Better attendance
- Higher levels of homework completion
- More positive student motivation
- Improved attitudes about school work

Darsch, Miao, & Shippen. (2004) A Model for Involving Parents of Children with Learning and Behavior Problems in the Schools: Preventing School Failure 48(3), 24-35 (National PTA, 10/28/2005)

### **Ways Students Can Get Involved in the Community**

- 1 - Have your child volunteer their time at your local library.
- 2 - Volunteer at your local animal shelter.
- 3 - Have your child gather up unused toys, books, and clothing that no longer fit and donate it to a local charity.
- 4 - As a family collect non-perishable foods and donate them to a local food bank.
- 5 - Teach your child all about Random Acts of Kindness (RAK's). Explain to your child how even the smallest act of kindness can make a big difference in someone's life. ([www.actsofkindness.org/](http://www.actsofkindness.org/)).
- 6 - Have your family get involved in a charitable activity such as the Juvenile Diabetes Research Foundation (JDRF) "Walk for a Cure" or the American Cancer Society's "Relay for Life".
- 7 - If you have younger children you can get them involved by having them color and draw pictures and mail them to Color a Smile ([www.colorasmile.org/](http://www.colorasmile.org/)). The organization takes the drawings and coloring pages from children across the country and mails them to nursing homes, shut-ins, hospitals and other places where people can use a smile.
- 8 - A great learning experience that will last a life time is to teach your child to be more environmentally responsible. Teach your child about recycling and alternatives that are healthier and safer for our environment. Educate your child about the effects our actions have on our planet and how even little things can have a huge impact.
- 9 - Have your child join an organization such as the Boys Scouts, Girl Scouts, Student Government, church Youth Group, or 4-H. Most of these groups do many community service programs throughout the year.
- 10 - Help your child find a cause or issue they are passionate about such as save the Polar Bears, which are an issue my daughter feels strongly about. It's very important for your child to understand and recognize issues outside of the realm of their day to day lives. Brain storm with your child and find out ways you can help them. Set up play dates with other children so that they can come up with ideas on how they want to help bring awareness to their cause.

(Article Source: <http://EzineArticles.com/2111109>)

# May 2014

Mon	Tue	Wed	Thu	Fri
			1	2
5 Cool Tool: Helping within the Family	6	7 PBIS Meeting 4 p.m.	8	9 PBIS Assembly/Talent Show 2:00 p.m.
12 Cool Tool: Giving Something Back	13	14	15	16
19	20 LAST DAY OF SCHOOL	21	22	23
26	27	28	29	30

