

Fall Principal's Coffee

Westover Elementary

November 14, 2019

9:30-10:30 am

Topics for Discussion

- Recess
- Discipline
- Communication
- Math Curriculum
- Class Groupings
- STEM and Problem Solving Skills
- Enrichment Opportunities

*Thank you for your
questions and
submissions!*

Recess

- Two recess periods;
approximately 35 minutes
- Variety of equipment and materials
- Looking for parent volunteers

Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)										
		Wind Speed in mph								
		Calm	5	10	15	20	25	30	35	40
Air Temperature	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	-1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-35	-37	-39	-41	-43
	-20	-20	-34	-41	-45	-48	-51	-53	-55	-57
	-30	-30	-46	-53	-58	-61	-64	-67	-69	-71



Comfortable for out door play



Caution



Danger

Heat Index Chart (in Fahrenheit %)														
		Relative Humidity (Percent)												
		40	45	50	55	60	65	70	75	80	85	90	95	100
Temperature (F)	80	80	80	81	81	82	82	83	84	84	85	86	86	87
	84	83	84	85	86	88	89	90	92	94	96	98	100	103
	90	91	93	95	97	100	103	106	109	113	117	122	127	132
	94	97	100	102	106	110	114	119	124	129	135			
	100	109	114	118	124	129	136							
	104	119	124	131	137									
	110	136												



Condition **GREEN** - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

INFANTS AND TODDLERS are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

YOUNG CHILDREN remind children to stop playing, drink a beverage, and apply more sunscreen. **OLDER CHILDREN** need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.



Condition **YELLOW** - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

INFANTS AND TODDLERS use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play.

YOUNG CHILDREN may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child.

OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.



Condition **RED** - most children should not play outdoors due to the health risk.

INFANTS/TODDLERS should play indoors and have ample space for large motor play.

YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions.

OLDER CHILDREN may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

Discipline

- ❑ Westover Way
- ❑ Positive Reinforcement
- ❑ Classroom-managed vs. Office-managed
- ❑ Code of Conduct
 - ❑ Level of Consequences
- ❑ Restorative Practices
- ❑ Reflection Opportunities

Westover Elementary Student Behavior Management Process

Prepare students, pre-correct potential misbehaviors,
intentionally set the tone for the next event

Observe and identify problem
behavior

Is the behavior
teacher or office
managed?

Teacher managed

Office managed

Redirect student
Re-teach behavior

Remind student of appropriate
behavior in this situation and
potential +/- consequences

Second reminder of
appropriate behavior in this
situation and of potential +/-
consequences; reflection form

**Teacher
Managed**

vs.

**Office
Managed**

- Inappropriate language
- Lateness
- Not having materials
- Calling out
- Teasing
- Refusal to work
- Disruptive transition
- Non-compliance
- Running
- Minor dishonesty

- Aggressive physical contact
- Fighting
- Property destruction
- Weapons
- Leaving school property
- Pattern of aggressive/profane language

Referring teacher
completes referral and
sends the form to the
office

Student completes self-
reflection form

Communication

- Open and Transparent
 - Newsletters
 - Connect ED, Sunday Screammers
 - Grade Level Newsletters, Remind Apps, Email, Phone Calls
 - Principal Coffees
 - PTO Meetings
- Behavioral Incidents
 - Classroom-managed and Office-managed
- Health Room Visits

Math Curriculum

Mathematics is the study of patterns and relationships.

Mathematics is a language consisting of carefully defined terms and symbols.

Mathematics is a tool used to solve problems in everyday life.

Technology influences the mathematics that is taught and essential for our world

Math Curriculum

- Eureka Math, based on Common Core Standards
- 4/5 Compacted Math, Curriculum 2.0
- 5/6 Compacted Math, Curriculum 2.0

<https://www.montgomeryschoolsmd.org/curriculum/math-support/>

Virtual Community Conversation About the New Curriculum is Tonight

Don't miss an opportunity to join MCPS curriculum leaders and learn more about the new curriculum during a live presentation and virtual conversation beginning at 6 p.m. on Thursday, Nov. 14. The conversation will focus on the new elementary curriculum from 6–7 p.m., and the new middle school curriculum from 7:15–8:15 p.m. You can watch the conversation on the MCPS website; on MCPS-TV (Comcast 34/998 HD, Verizon 36 and RCN 89); or in Spanish on Condado TV (Comcast 33, Verizon 35 and RCN 88).

Watch live on TV or www.montgomeryschoolsmd.org

Class Groupings

- Our goal is to create balanced, heterogeneous classes in which children and teachers are successful and productive.
- We make every effort to achieve balance in terms of gender, racial/ethnic groups, level of achievement, leaders and followers, learning rates, and work study skills.
- We also group children for optimal support service in reading, resource, speech, and gifted/talented instruction.
- We look carefully at children who work well together and who motivate each other; we try to separate children who do not work well together or who have a negative effect on each other.
- Our aim is to create homeroom classes in which all students can be successful learners.
- The process of forming class groups begins in May.
- Flexible grouping occurs as necessary throughout the year.

STEM and Problem Solving Skills

The goal of Pre-K–12 science and technology programs in Montgomery County Public Schools (MCPS) is for all students to develop the knowledge and skills necessary to be literate in **science, technology, and engineering** in order to be informed citizens **capable of thinking critically, solving problems, and communicating effectively**. Although these content areas have always played a role in all facets of our lives, their importance continues to expand as our global society tackles even more challenging issues and seeks understanding to support solutions.

STEM and Problem Solving Skills

- Science instruction is aligned to the Maryland Science Standards (Next Generation Science Standards)
- Middle and High School Curricula focused on specific STEM instruction
- Will soon be adding computer science instruction at elementary schools; roll out over next 3-5 years

Enrichment Opportunities- Curricular

Montgomery County Public Schools (MCPS) Core Curriculum is built around developing students' **critical and creative thinking skills**, as well as essential academic success skills, so that students are well prepared for a lifetime of learning.

Enrichment Opportunities- Curricular

Program/Course Enrichments in Literacy:

- Advanced core books/texts for small group instruction
- Enriched instructional opportunities within Core Curriculum as defined in sample learning tasks.
- Curriculum program extensions based on skill:
 - [Junior Great Books](#) (Questioning, Inquiry, Discourse) (Grades K– 8)
 - [William and Mary Units](#)(Advanced Novels, Writing, Research, Theme-Based Integration) (Grades 2–5)
 - Jacob’s Ladder Program (Critical Thinking, Questioning, Scaffolding, Discourse) (Grades 2–5)
- Enriched Literacy Curriculum in Grades 4 and 5 for identified students in centrally identified schools

Enrichment Opportunities- Curricular

Program/Course Enrichments in Mathematics:

- Acceleration and enrichment within the grade level curriculum for students who consistently demonstrate proficiency of mathematics concepts (Grades 1–5)
- Grade level acceleration with Math 4/5 and Math 5/6

General Cross-Curricular Connects:

- Marking Period Inquiry Projects
- Thinking and Academic Success Skills

Enrichment Opportunities- After School

- ❑ Girls on the Run
- ❑ Creative Kids Drama
- ❑ Creative Adventures
- ❑ Avanti Soccer
- ❑ Avanti Basketball
- ❑ Panda Programming
- ❑ Learn Now Music
- ❑ Spanish Class

We Need Your Help



- Ensure that your child has the necessary materials for everyday learning, including pencils, backpacks, and assignments.
- Develop at-home organizational plans for your children to set them up for success.
- Talk to your teacher if your child is falling behind or experiencing difficulty in mastering content or the learning skills.
- Reinforce the Westover Way.