Veteran’s Day & Grandparents Day

Families,
On Thursday, Nov. 11th Veterans and Grandparents are invited to join us on Thursday, November 11th to celebrate Veteran’s Day and Grandparents’ Day. Veterans please wear your hat or uniform and be ready to talk with groups of students about the branch of military you served. Grandparents will meet with groups of students to talk about the days when they attended elementary school.

Please note the schedule (which is different than in years past):

8:10-8:20 a.m.: Grandparents & Veterans will enter door #1 and go to your child’s or grandchild’s classroom.

8:20 a.m.: Grandparents and Veterans will recite the pledge with students in the classroom

*Please note we will not be able to have Grandparents or Veterans eat breakfast with students per LPS COVID Guidelines. Additionally, face coverings must be worn when inside the building.

Sincerely,
Jamie Cook, Principal

Upcoming Events

November 11
8:10-8:45: Grandparents & Veterans Day

November 24-26
No School for LPS Students: Thanksgiving Break

November 29
No School for Elementary Students: Elementary Plan Day

November 30
Early Dismissal @ 1:33 p.m.

No Preschool

Thanksgiving Holiday Meal

Once again due to the CDC recommendations and LPS Covid guidelines, we will not be able to hold our Annual Holiday Meal with students and families this year. This is an absolute favorite family event, and we will be even more excited to hold this event in the future.
**NSCAS Pilot Spring 2021 Scores**

3rd–5th Grade Parents/Guardians:

The results from the Nebraska Student-Centered Assessment System (NSCAS) English Language Arts (ELA) and Math pilot assessments that were administered in spring 2021 are now available in Synergy ParentVUE. Directions for how to access them are available here.

The Nebraska Department of Education (NDE) is discouraging the comparisons of student test data with data from previous years and cautious use of data for students because of changes to the length (the pilot was shorter) and content of the assessments, and the impacts of the pandemic on opportunities to learn and demonstrate learning. Families and educators who know individual students are best equipped to interpret individual student test information in the context of other data available. Any assessment result is limited in its ability to tell the story of learning for an individual student. Schools will use these results along with many other types of data to monitor student progress.

Please email me at dkoenig@lps.org if you have any questions.

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**PROGRESS REPORTS**

If your student receives any services within Special Education, they will be receiving their progress report. As a reminder, progress reports are specific reports based on students’ individual goal areas (ex: Speech-Language, Reading, etc.). These reports are also available for your viewing on ParentVue, similar to classroom report cards. Please contact your student’s case manager or the main office with any questions.

**REPORT CARDS**

Report cards will be available on ParentVue, this Thursday, Nov. 4th. If you have any questions regarding your child’s report card please let their classroom teacher know. If you do not have a ParentVue account, you can contact Melissa in our main office.
**Arrival Drop off and Dismissal Pick-Up**

When dropping your student off at arrival time you have several options for a safe drop off.

1. Pull up to the curb in the drop-off spot leading to door #2. Please have your child ready to exit the curbside of the car. There is NO PARKING in this area.
2. Pull in the cutout in front of the school and park. This is a good option if your child is not ready to get out of the car, you are early for drop-off, or you want to watch/walk your child up to Door 2.
3. Pull around the corner of 63rd in front of the cone. Please be mindful of how far away from the corner you are. Stopping in the middle of the crosswalk is not safe and will create a major backup.

Your help with the following procedures will help students start their day in a safe and efficient manner.

Students should arrive between 7:45 a.m.–8:00 a.m. if they are eating breakfast at school. We must stop breakfast at 8:00 a.m. to get students to class on time and begin preparation for lunch.

Students not eating at Pershing should arrive between 8:00 a.m.–8:15 a.m. School start time is 8:15 a.m.

There is NO SUPERVISION outside prior to 7:45 a.m. Please follow these guidelines for arrival time to best support your student(s) at Pershing.

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**COVID Reminders:**

**Health Needs:**
- Our procedure this year for students needing support from the health office continues to help our overall plan. We have provided teachers with a health office kit that provides classrooms with materials such as cream or bandaids. This helps us keep students that are not sick out of the health office. If your child sustains an injury, they will be treated by the health office.

**Face Covering**
- Students are required to have these on as they enter our building. Please be sure to have students put their face covering on before they exit the vehicle. It is also helpful to have a backup in their backpack in the event they have additional moisture building up on their face covering. These need to be laundered to keep your child and others safe.

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**Library News**

**Diverse Books for All!**

Are you looking for books with diverse characters and themes? The MOSAIC is an annual collection of high interest diverse books for preschool through high school students reviewed by LPS librarians.

- Look for the MOSAIC Multicultural Book Display link on your school library website.
- Browse the collection and download the ebooks or audiobooks.
- Want a print copy of a book? Ask your school librarian!

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**Digital Citizenship Tips**

Would you like to have a conversation with your student about staying safe online? Here are some questions to get the conversation started:

- What information should we share with others online and what information should we avoid sharing online (address, phone number, passwords, and other personal information)?
- What websites should we use when we go online?
- How can you protect your digital reputation?
Multi-Tiered Systems of Support (MTSS) at Pershing

At Pershing, we are creating a safe, predictable, positive school climate by establishing clear expectations and we are dedicated to teaching both academics and behavior. Having clear expectations and explicitly teaching them means students know exactly what they are to do and the likelihood of appropriate behavior increases.

We want our students to know exactly how to behave in all areas of our school. We teach, model, and give feedback on the positive behaviors that we want more of at Pershing. This includes teaching in all common areas like the hallways, restrooms as well as in the classroom. Our school expectations are to Be Safe, Be Respectful, and Be Responsible. Can your child describe how to meet these expectations? Consider using this common language when you teach positive behavior outside of school too.

**Boys Town Social Skills:** Below is the following social skills we have been teaching, practicing, and reinforcing. These are great skills you can teach, practice, and reinforce at home as well.

### Accepting Compliments
1. Look at the person.
2. Use a pleasant voice.
3. Say “Thank you.”

### Having a Conversation
1. Look at the person.
2. Use a pleasant voice.
3. Listen to what the other person says.
4. When there is a break in the conversation, ask a question or share your thoughts.

### Asking for Help
1. Look at the person.
2. Ask the person if he or she has time to help you.
3. Clearly explain the kind of help you need.
4. Thank the person for helping.

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**CLC Semester 1 Club Enrollment Information**

*Successful Students* *Thriving Families* *Strong Neighborhoods*

*Lincoln Community Learning Centers*
Fluency is the ability to read with sufficient speed to support understanding. This includes:
- automatic word recognition;
- accurate word recognition; and
- use of expression.

Fluent readers are able to remember and understand what they have read. This skill bridges word recognition and comprehension. When students can read fluently, it allows the brain to have more space to comprehend the message of the text.

**Reminders**

**IMPORTANT:** Arrival Times

- ★ Students may arrive @ 7:45 a.m. for breakfast
- ★ Students who are not eating breakfast should arrive @ 8:00 a.m.

**No supervision prior to 7:45 a.m.**

**Community Spirit Day**

Every Friday is Community Spirit Day!

Students can wear their Pershing shirt or purple

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**Everyday Fluency**

- Read to your child! When you read aloud with your child, you are giving him/her a model of what fluent reading sounds like. No matter his/her age; it is important for your child to hear fluent reading.

- Find opportunities for your child to listen and follow along with audio recordings. Websites such as Storyline Online (https://www.storylineonline.net) have a variety of recorded stories. Visit your local library to check out the book versions so your child can read along.

- Practice echo reading with your child. Use a less familiar story or text and read small chunks of words, using your finger to track what you are reading. After you finish, let your child echo what you just read, tracking the words. Encourage your child to use the exact same speed and voice tone you used. This is a great activity to use with poetry!

- Reread the same story many times. Repeated reading of a story helps your child to become familiar with the words and sound they make when they are read fluently. You can also encourage your child to reread the same story multiple times, using a timer to see how quickly (and accurately!) your child reads each time he/she goes through the text.

- Encourage your child to read independently! Make sure he/she is reading books that are on his/her independent reading level and encourage 20 minutes of reading a night.

**Finding “Just Right” Books**

Children should be able to read at least 95% of the words in a text correctly. If they can’t, the text is too hard for them to read independently. A quick way to check is have your child open the book to the first page and read aloud. If they struggle with five or more words on the first page of the book, it is too difficult.

Instead, you can read that book to them until it is in their independent reading range!
**More News & Important Information**

Information from LPS Computing Services

### Accessing Class Information in ParentVUE
Parents and students can access Class Information (course description, grading practices, class tips, etc) on the web (preferred) or via the mobile app. Step-by-step directions can be found on [this document](#) or in these [video tutorials](#).

### Screen Time
Did you know not all screen time is the same? There is a significant difference between “active” screen time (engaging in focused production of content) and “passive” screen time (consuming entertainment media). The American Academy Of Pediatrics (AAP) recommends families have thoughtful conversations around the purposes for using digital media and offers an online tool for creating a “personalized family media use plan.” [https://lps.org/go/y8ov](https://lps.org/go/y8ov).

See the LPS Parent Guide to Student Chromebook Use in LPS for more helpful information and strategies to support your student’s Chromebook use at home. [https://lps.org/go/o9bk](https://lps.org/go/o9bk)

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**Safety Reminder**

We are working really hard to teach students how to be safe when they come to school and leave school. Please help us by reminding your children to use the crosswalks at all times. Crosswalks signal drivers that adults and children may be crossing, so they are more aware in these areas. With cars coming up and down Judson and the pull up lane, it is important students have distance between themselves and the moving traffic. Thank you for your participation in keeping all students safe!