

# Clemens Crossing *Elementary*

**Back-to-School Night  
2024-2025**



# Administration Team



Michelle Leader, Principal  
[michelle\\_leader@hcpss.org](mailto:michelle_leader@hcpss.org)

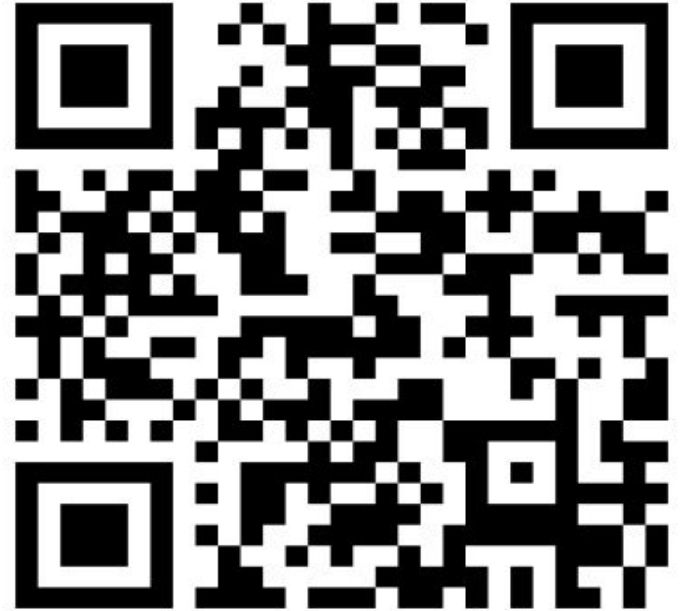
Jaime Gittleson, Assistant Principal  
[jaime\\_gittleson@hcpss.org](mailto:jaime_gittleson@hcpss.org)

**Clemens Crossing ES**

**PTA<sup>®</sup>**

*everychild.one voice.<sup>®</sup>*

**Join the CCES PTA!  
Become a member  
here:**





# Meet Your Related Arts Team



**Mrs. Gelinas**  
Instructional  
Technology



**Mr. Robinson & Mr. Griffis**  
PE



**Mrs. Ritchie & Mrs. Maglocchi**  
Music



**Mrs. Denkeli & Mrs. Aristidou**  
Art



**Mrs. Greene & Mrs. A-P**  
Media



**Mrs. Denkeli & Mrs. Aristidou**  
Art

# Receiving Emails and Texts



Utilizing contact information submitted through the Family File, parents and guardians automatically receive emails from HCPSS and our school.

To comply with FCC & wireless carrier requirements, parents/guardians must opt in one time to receiving text message alerts. To confirm that you have opted in, text the word "YES" to 67587 from the cell phone number on file in HCPSS Connect Family File.

**Unsubscribing to either an HCPSS or school email, will remove you from receiving all email messaging - including emergency notifications!**

Please call the front office if you believe you are not receiving emails and/or text messages.

# Attendance



- First bell is 9:10am – students in class by 9:25am.
- Children should only be absent for illnesses.
- Notes are required for absences: child's full name, date of absence, reason and parent signature.
- [CCESAbsence@hcpss.org](mailto:CCESAbsence@hcpss.org)
- Provide notes within 2 days of returning to school.
- 3 discretionary days a year – fill out pre-approval form 2 weeks in advance (office has the form).

# 2024-2025 Student Meals

Students whose families do not qualify for free or reduced lunch will be required to pay full price.



## DAILY MEAL PRICES

### Student Breakfast

Breakfast – \$2.00

Reduced Price Breakfast – \$0.00

Free Breakfast – \$0.00

### Student Lunch

Elementary School Lunch – \$2.80

Middle/High School Lunch – \$3.30

Reduced Price Lunch – \$0.00

Free Lunch – \$0.00

Milk (1/2 pint) – \$0.50



# Free and Reduced-Price Meals (FARMs)

**Step 1:** Visit [www.hcpss.org/farms/](http://www.hcpss.org/farms/)

**Step 2:** Click “Apply Online” to begin the online application process

## How to Apply

Please submit only one application per household. Families that need computer or language assistance to apply online, please contact your child’s school.

View the [federal income eligibility guidelines](#).

## Online

APPLY ONLINE

(ADDITIONAL LANGUAGES AVAILABLE)

- After the online application has been submitted and reviewed, eligibility notifications will be sent via email/mail.

HCPSS WEBSITE

The screenshot shows the 'MY SCHOOL Apps' website for Howard County Public School System. The page has a teal header with the school system name. Below the header is a navigation menu with tabs: 'Getting Started' (selected), 'Household Information', 'Students', 'Children (Non-Student)', and 'Signer's Information'. The main content area is titled 'Getting Started' and contains a section 'What you will need to provide during the application process:' followed by a bulleted list of requirements. At the bottom, there is a teal button labeled 'BEGIN ONLINE APPLICATION PROCESS'.

MY SCHOOL Apps

Howard County Public School System

Getting Started Household Information Students Children (Non-Student) Signer's Information

## Getting Started

**What you will need to provide during the application process:**

- The name and **current** income of every member of your household
- The school and grade of every student in your household
- Your electronic signature
- (Optional) A valid email address or phone number for district communication about the status of the application.

If you are ready to get started, click the button below to begin the online application process.

BEGIN ONLINE APPLICATION PROCESS

APPLICATION



# Free and Reduced-Price Meals (FARMs)

Qualifying families can receive free or reduced-cost:



HCPSS - FAMILY FILE (EMERGENCY FORM)



MAIN NAVIGATION

- Students
- Parents/Guardians
- Emergency Contacts
- Medical
- Arrival/Departure
- Media
- Data Confidentiality
- Student Creative Work
- PTA Directory / School Directory
- Submit

Thank you. You have successfully submitted the family file information.



Click the below link to download the printed emergency procedure card:

[ Download ]

Free and Discounted Benefits

The FARMs program provides families with significant benefits to help you save money. Eligibility is based on family size and income, and enrollment is confidential.

Log out

- School meals
- Health insurance
- HCC tuition
- SAT, ACT and AP exam fees
- Camps, sports, child care
- Many other benefits

# Arrival and Dismissal



- Please follow the directions of any staff or the Crossing Guard.
- Please only use the crosswalk if crossing Quarterstaff Road.
- Only right turns out of the carloop.
- Please do not drop your child off anywhere except the carloop.
- If your child's dismissal procedures need to change for a specific day, please send in a note or call the office.



# **Standards-Based Instruction and Reporting**

## **SBIR**

**Grades 3 - 5**  
**2024-2025**

# What is Standards Based Instruction and Reporting?

---

1. Outlines consistent standards to be taught, is focused on learning goals, and sets purpose.
2. Reports student achievement *in reference to the standards they are taught* with consistent scoring practices.
3. Supports all students in reaching the standards.
4. Progress is reported compared to a standard - not compared to other students.
5. Is equitable.



# What Do Academic Grades Look Like?

Progress toward meeting grade level standards will be reported based on multiple measures including, but not limited to, teacher observation, formal and informal assessments, classwork, and projects.

**A - *Consistently*** meets expectations (90% or higher)

**B - *Frequently*** meets expectations (89% - 80%)

**C - *Making sufficient progress*** toward expectations ( 79% - 70%)

**D - *Making insufficient progress*** toward expectations (69% - 40%)

**E - *Limited / No progress*** toward expectations (39% or below)

# Academic Reporting Codes

---

***How often are grades reported for each subject?***

Subject Areas are reported QUARTERLY  
Related Arts are reported SEMESTERLY.

<b>Student performance</b> - For grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89% - 80%)
C – Making sufficient progress toward expectations (79% - 70%)
D – Making insufficient progress toward expectations (69% - 40%)
E – Limited/No progress towards expectations (39% or below)
<b>Learning Behaviors</b> - Indicates student demonstration of learning
1 - Meets Expectation
2 - Making Progress Towards Expectation
3 - Limited/No Progress Towards Expectation

MATHEMATICS	REPORTING PERIOD			
	1	2	3	4
Demonstrates understanding of number, fraction, and decimal concepts				
Demonstrates understanding of addition and subtraction of different number types				
Demonstrates understanding of multiplication and division of different number types				
Demonstrates understanding of algebraic thinking, expressions, and equations				
Demonstrates understanding of geometry concepts				
Demonstrates understanding of measurement, data, and statistics				
SCIENCE				
Demonstrates use of science and engineering practices to build				

## HEALTH EDUCATION

Demonstrates knowledge and skills for social and emotional health

Demonstrates knowledge and skills for violence prevention

Demonstrates knowledge and skills for personal health.

Demonstrates knowledge and skills for disease prevention.

Demonstrates speaking and listening skills to productively participate in conversations

**Reporting Period:** Each reporting period stands independent; the fourth marking period is not cumulative

LEARNING BEHAVIORS	LANGUAGE ARTS				MATH				SCIENCE				SOCIAL STUDIES				HEALTH EDUCATION				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Demonstrates Interpersonal Skills																					
Demonstrates Responsibility																					
Demonstrates Perseverance																					
Demonstrates Collaboration																					
Demonstrates Initiative																					

**Understanding the report card:** A gray box above indicates the score is not reported during the reporting period. N/A means "not available;" see report card comments for more information. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

For more information about grading and reporting, please visit <https://www.hcps.org/report-cards>

# Learning Behaviors

---

- Number grades 1, 2, 3 for learning behaviors
- Two pages
- Quarterly grades on first page, related arts grades and teacher comments on the second page
- Multiple measurement topics for each content area
- ***All students in a grade get the same report card***



# Learning Behaviors

---

<b>LEARNING BEHAVIORS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

		REPORTING PERIOD	
		2	4
<b>ART</b>			
Generates and reflects on a variety of ideas to develop personal solutions			
Uses design strategies, reflects on and refines work to ensure quality			
<b>INSTRUCTIONAL TECHNOLOGY</b>			
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies			
Demonstrates proficient use of technology operations and computing systems			
<b>LIBRARY MEDIA</b>			
Demonstrates new knowledge through inquiry, critical thinking, and problem solving			
Demonstrates an appreciation of literature in a variety of topics, genres, and formats			

		REPORTING PERIOD	
		2	4
<b>MUSIC</b>			
Demonstrates skills and strategies to inform and develop performance			
Generates, communicates and evaluates musical ideas for refinement			
<b>PHYSICAL EDUCATION</b>			
Demonstrates fundamental motor skills			
Demonstrates knowledge and skills related to fitness and movement concepts			
<b>PERFORMANCE ENSEMBLE</b>			
Demonstrates skills and strategies to inform and develop performance			
Generates, communicates and evaluates musical ideas for refinement			
<b>SOLO ENSEMBLE</b>			
Demonstrates skills and strategies to inform and develop performance			
Generates, communicates and evaluates musical ideas for refinement			

Academic grades and learning behaviors for these content areas are reported semestery.

Principal

# Related Arts grades

LEARNING BEHAVIORS	ART		INST TECH	
	2	4	2	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

#Error

Comment Box

Learning Behaviors for RA

# Report Card Comments

---

***All report cards include a section for written narrative comments, which will include a comment:***

- Highlighting a student strength.
- Stating if a student is working on standards beyond their current grade level, if applicable.
- Providing clarification on what a student should continue to work on for any measurement topics marked “D or E”
- Providing clarification on what a student should continue to work on for any learning behaviors marked “3.”
- Providing clarification on any not applicable (N/A), if applicable.

# More Information on SBIR

---

Access the QR code to view standards based instruction and reporting parent resources.





# HCPSS Student Code of Conduct

We view the [code of conduct](#) as a team effort. There are responsibilities for staff, students, families and our community. Let's all do our part to make this year safe and successful for all!



# Building Community Through Restorative Practices



Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community and involve processes that restore relationships when harm has occurred.

# Zones of Regulation

	I feel ...	I may...	I can...
<b>BLUEZONE</b> 	<ul style="list-style-type: none"> <li>• Sad</li> <li>• Sick</li> <li>• Tired</li> <li>• Bored</li> </ul>	<ul style="list-style-type: none"> <li>• Cry</li> <li>• Yawn</li> <li>• Frown</li> <li>• Move slowly</li> <li>• Not participate in class</li> <li>• Want to give up</li> </ul>	<b>PUMP IT UP</b> <ul style="list-style-type: none"> <li>• Go for a walk</li> <li>• Stretch</li> <li>• Listen to happy music</li> <li>• Get fresh air</li> <li>• exercise</li> <li>• Take a break</li> </ul>
<b>GREENZONE</b> 	<ul style="list-style-type: none"> <li>• Calm</li> <li>• Happy</li> <li>• Focused</li> <li>• Ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>• Smile</li> <li>• Laugh</li> <li>• Be a good listener</li> <li>• Follow the rules</li> <li>• Participate in class</li> </ul>	<b>KEEP IT UP</b> <ul style="list-style-type: none"> <li>• Focus on my strengths</li> <li>• Do a puzzle</li> <li>• Solve a brain teaser</li> <li>• Read a book</li> </ul>
<b>YELLOWZONE</b> 	<ul style="list-style-type: none"> <li>• Silly</li> <li>• Nervous</li> <li>• Confused</li> <li>• Worried</li> <li>• Excited</li> </ul>	<ul style="list-style-type: none"> <li>• Wiggle</li> <li>• Not sit still</li> <li>• Talk loudly</li> <li>• Be distracted</li> <li>• Lose some control</li> </ul>	<b>CALM IT DOWN</b> <ul style="list-style-type: none"> <li>• Ask for a break</li> <li>• Take deep breaths</li> <li>• Go for a walk</li> <li>• Use a fidget</li> </ul>
<b>REDZONE</b> 	<ul style="list-style-type: none"> <li>• Angry</li> <li>• Mad</li> <li>• Scared</li> <li>• upset</li> </ul>	<ul style="list-style-type: none"> <li>• Hit</li> <li>• Yell</li> <li>• Say mean things</li> <li>• Lose control</li> <li>• Want to hurt myself or others</li> </ul>	<b>RESET</b> <ul style="list-style-type: none"> <li>• Take deep breaths</li> <li>• Talk to an adult</li> <li>• Use a calm corner</li> <li>• Listen to relaxing music</li> <li>• Go on a walk/run</li> </ul>

- The zones are based on our feelings, energy, and internal state of alertness. Zones are not based on behaviors.
- All the Zones are OK. We experience a wide variety of feelings and we want to explore healthy tools to regulate feelings and well-being. Being in the green zone is not the overall goal.
- Proactive approach to build awareness of feelings and a way to communicate these feelings with others and use tools in order to self-regulate.

# Clemens Crossing *Elementary*

**Back-to-School Night  
2024-2025**

