

A photograph of Cassingham Elementary School, a large brick building with a central clock tower, surrounded by trees and a clear blue sky with some clouds. The text "NEW FAMILY NIGHT" and "2020-2021" is overlaid in white, handwritten-style font.

NEW FAMILY NIGHT 2020-2021

Cassingham Elementary

Incredible PTO (Parent
Teacher Organization)

Forward-Thinking
City of Bexley
Bexley Rec
City Services

An active,
educationally-minded,
progressive, caring,
involved community!

INTRO OF OUR TEAM

Stellar Faculty and
Support Staff across
our District

Our Building's Team
Secretary
School Counselor
Classroom Teachers
Specialists:
Art, Music, Physical
Education, Librarian,
Literacy Support
Specialist,
Intervention
Specialists,
Instructional Aides,
Related Service
Providers, Food
Services, Custodial &
Maintenance Staff

CS THEME FOR THE YEAR: TOGETHER, WE CAN...

...follow health and safety measures!

...ease minds, answer questions, and get to know you!

...make the **best** of teaching and learning!

...enhance inclusivity, representation, equity and seek justice in all we do at school!

WELCOME TO CASSINGHAM



[Click for link](#)

TOGETHER WE CAN FOCUS UPON...

- building upon our culture of student-centered learning
- preparing children for flexible, expansive future opportunities
- enhancing community partnerships
- building upon/enhancing the expertise of our high-performing district

BEXLEY'S LEARNER PROFILE

BEXLEY SCHOOLS

Our mission is to provide educational experiences that **engage, equip,** and **empower** each student.



Self-Directed (Shows Initiative)

- Sets & meets goals in the face of obstacles
- Balances short & long-term goals
- Evaluates & manages behaviors & choices
- Has hope



Critical Thinker

- Problem-solves
- Demonstrates flexibility
- Acquires & uses information
- Investigates curiosities



Aware of Self & Others

- Communicates
- Collaborates
- Empathizes
- Demonstrates Civic & Cultural Competency
- Cares for Self (physically, socially, emotionally)



LEARNER
PROFILE

THE CURRICULUM AND SPECIAL PROGRAMS

Workshop model of instructional delivery
District courses of study and Ohio's Learning Standards
guide our instructional program.

- English Language Arts
- Mathematics
- Science
- Health
- Social Studies
- Social/Emotional Learning
- Art, Music, Physical Education

SOCIAL/EMOTIONAL LEARNING

Social Emotional Learning is integrated into all academic and allied arts subjects.

- ★ **Self Awareness**
- ★ **Self Management**
- ★ **Social Awareness**
- ★ **Relationship Skills**
- ★ **Responsible Decision Making**



SEL Critical Practices for Reopening Our Schools

Critical Practice 1

Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

- Prioritize relationships that haven't been established.
- Engage in two-way communication.
- Build coalitions to effectively plan for supportive and equitable learning environments that promote social, emotional, and academic learning for all students.

Critical Practice 2

Design opportunities where adults can connect, heal, and build their capacity to support students

- Help adults feel connected, empowered, supported, and valued by cultivating collective self-care and well-being.
- Providing ongoing professional learning.
- Creating space for adults to process and learn from their experiences.

Critical Practice 3

Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

- Ensure all students feel a sense of belonging.
- Have consistent opportunities to learn about, reflect on, and practice SEL.
- Examine the impact of pandemic and systemic racism on their lives and communities.
- Access needed support through school or community partners.

Critical Practice 4

Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

- Partner with students, families, staff and community partners to learn about students' and adults' ongoing needs and strengths.
- Continuously improve SEL and transition efforts.

SCHOOL COUNSELING

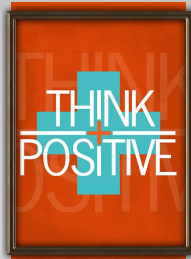
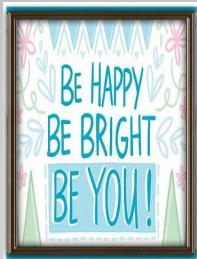
Erica Hecker, Licensed Professional School Counselor

Tier1 - Deliver direct instruction in SEL to all students

Tier2- Individual and small group counseling

Tier3- Community and Mental Health referrals

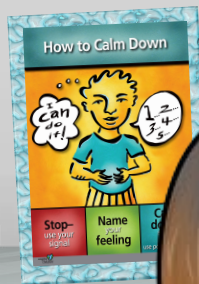
NCH School Based Mental Health Counseling



Uplifting & Fun

Movement

Positive Quotes



Sounds & Music



Visual Relaxation



Mindful Minutes



Guided Practice



Coloring & Create



Live Cameras



Puzzles and Games



Journaling



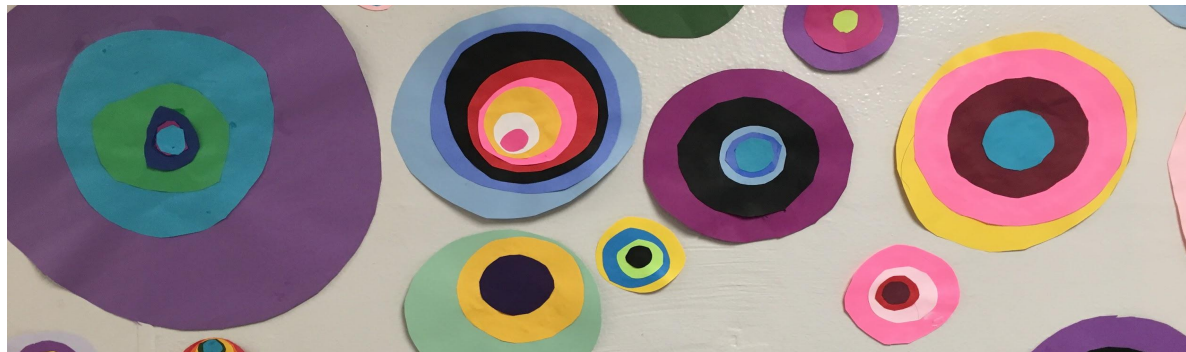
ALLIED ARTS

Art-Ben Pinciotti

Music-Bill Manchester

Physical Education-Jeff Landis

SEL/Library-Erica Hecker, Rachel Riegler



PBIS-POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Behavioral Expectations

Cassingham Elementary School has three behavioral expectations for all students, known as the "Cub Code": Be Respectful, Responsible, and Safe.

Cassingham School-Wide Behavior Matrix

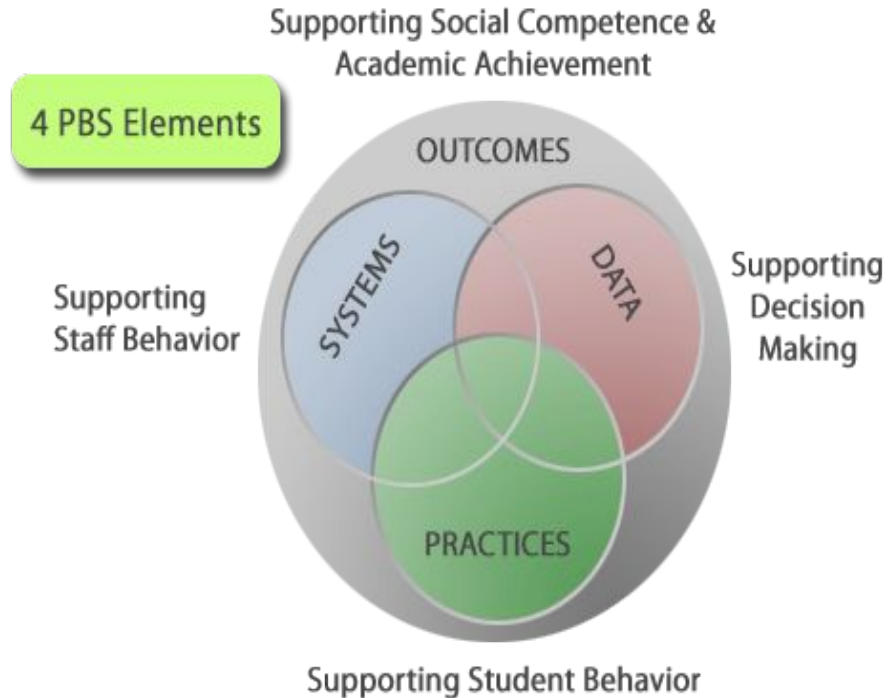
CASSINGHAM PBIS MATRIX

	Hallway Voice Level 0-1	Cafeteria Voice Level 1-2	Recess Voice Level 3-4	Classroom Voice Level 1-2	Bathroom Voice Level 0-1	School Gatherings Voice Level 0-1
Safe	<ul style="list-style-type: none"> Walk Use right side of hallway 	<ul style="list-style-type: none"> Walk Stay in seat 	<ul style="list-style-type: none"> Hands, body, and objects to self Walk in line Use equipment correctly 	<ul style="list-style-type: none"> Hands to yourself 	<ul style="list-style-type: none"> Report problems to adults 	<ul style="list-style-type: none"> Walk in Stay with group
Responsible	<ul style="list-style-type: none"> Go directly to destination 	<ul style="list-style-type: none"> Raise hand to be dismissed Clean up area when finished 	<ul style="list-style-type: none"> Line up when the whistle blows Use appropriate language Walk in building quietly, hold equipment 	<ul style="list-style-type: none"> Stay organized 	<ul style="list-style-type: none"> Go, flush, wash, leave Prompt return 	<ul style="list-style-type: none"> Listening ears
Respectful	<ul style="list-style-type: none"> Keep hands to yourself 	<ul style="list-style-type: none"> Keep hands to yourself 	<ul style="list-style-type: none"> Include others Follow game rules Use equipment correctly 	<ul style="list-style-type: none"> Raise your hand Open to others' opinions 	<ul style="list-style-type: none"> Privacy of others Keep clean 	<ul style="list-style-type: none"> Hold seat when you stand Feet on floor



PBIS DEFINITIONS

School-wide Positive Behavior Intervention and Supports (PBIS) is a system of proactive strategies designed to define, teach, support and acknowledge appropriate behavior in order to create a positive school environment and ensure success for all students. The goal of PBIS is to shift the focus from negative behaviors and punishment-based strategies to positive expectations and rewards for students who follow them.



DISTANCE LEARNING PLANS (CLICK FOR LINK)

[Elementary Distance Learning](#)

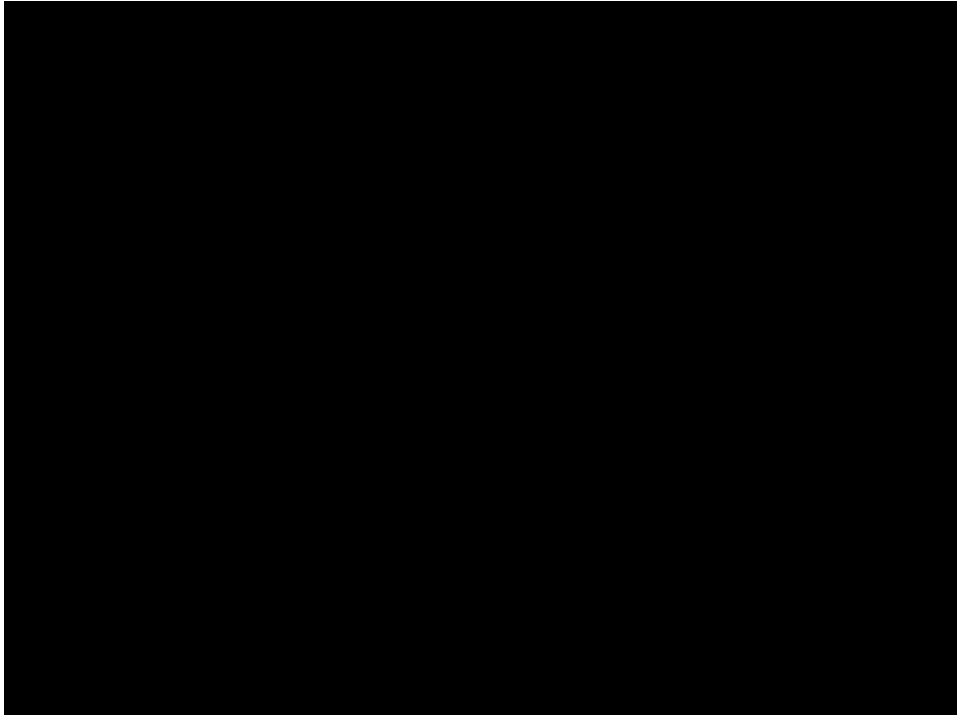
BEXLEY CITY SCHOOL DISTRICT LEARNING PLANS

The active learning plans are determined in partnership with Franklin County Public Health and will consider local data including: county alert level, case rates, positivity rates and trend data.

ALL IN	HYBRID	DISTANCE
<p>All In Plan All students in school Monday–Friday.</p> <ul style="list-style-type: none">• At least 3 feet social distance in classrooms and cafeteria.• Follow all risk mitigating protocols.	<p>Hybrid Learning Hybrid Plan K-12: A Group/B Group, 2 days in-person instruction, 3 days distance learning</p> <ul style="list-style-type: none">• 6 feet social distance in classrooms and cafeteria.• Follow all risk mitigating protocols.	<p>Distance Learning All students learn from home Monday–Friday.</p>

HEALTH SERVICES

[Health Services](#)



PTO-JOIN THE PRIDE!

[Cassingham PTO Facebook Page](#)

csptoprez@gmail.com



QUESTIONS??
CLICK HERE FOR
[SURVEY](#)

YOUR FEEDBACK WILL INFORM OUR SUNDAY MESSAGES



Thank You!

A 3D rendering of the words "Thank You!" in a vibrant blue, blocky font. The letters are thick and have a slight shadow underneath them, giving them a three-dimensional appearance. They are set against a dark, gradient background that features a bright, circular spotlight effect centered behind the text, creating a sense of focus and depth.

