



ROADRUNNER EXPRESS

Foster Dual Language Pk-8
Jefferson County Public Schools

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October
2022

Principal's Page

Hello Foster Families!

It is wonderful to have our school year well under way and to have back to school night, field day, and parent/teacher conferences under our belts. We are off to a great start! A huge thank you to our amazing parent Lucy Guereca for arranging a vaccination clinic to be here during conferences and to our amazing parents for feeding us dinner one of those nights.

- **Fun Run Time!**

Please help support our school by having your child raise money through our Fun Run! A group of parents work very hard to not only put this together each year, but to also make it really fun. Our teachers also join in the fun and last year we were able to raise more than we ever have. All of the profits go directly back to services, items, and opportunities for your child. The Fun Run takes place on October 5th!

- **Halloween**

We will be having some Halloween fun the afternoon of October 31st, starting at 2:30 with a parade for students in grades K-5, followed by parties. We will have a special event for Middle school students that will be communicated about in the Middle School News Flash. We will send more information out as we get closer to the date. Parents are invited to be here for the parade and following classroom parties. There will be activities and pizza in the library for students who do not celebrate Halloween from 2:20 to the end of the day.

School Calendar additions

Another reminder that there are three **additional non-student contact days** and **three late start days that have been added to this year's calendar this year.**

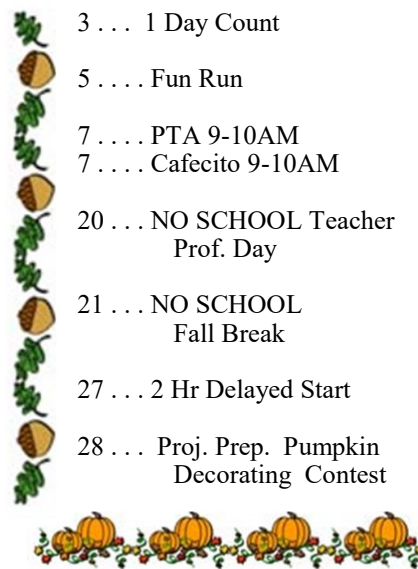
- **Non-student contact days:**

Monday, December 19
Tuesday, December 20
Friday, March 17

2-Hour Late Start days for Teacher Time PK-12

PK-12 students start their school day **2 hours later** than their normal school day. We will begin school at 10:50 a.m. on late start days. For specific protocols around 2-hour delays, please see the inclement weather delay information; the same protocols will be followed, which includes no breakfast being served that day.

Thursday, October 27
Thursday, February 2
Thursday, May 4



- **Late start due to weather**

The district will send a message either the night before or early in the morning regarding either no school or a late start due to weather. For Foster, a late start means that all programming starts 2 hours later and that we will not serve breakfast that day. It is a way for us to still have school, while giving time for students and staff to arrive safely.

Project Prepare would start at 9:00, school for K-8 would start at 10:50, and PK would start at 11:00.

- **Washington DC and New York trip Spring 2023!**

Mr. Jesse will be taking a group of students to Washington DC and New York this Spring. There will be an informational meeting on October 6th at 4:30 for families interested in learning more about it. You can contact Jesse directly with questions at: Jesus.Diaz@jeffco.k12.co.us

Looking forward to another great month of learning, growing, and improving!

Leigh Hiester
Principal

Foster School Accountability Committee

Please join us for our next School Accountability Committee (SAC) meeting of the school year. The SAC meets several times a year to discuss our school Unified Improvement Plan, school budget, staffing, and student achievement. Our next meeting will be on December 8th at 2:30 in the Maker-space. Please join us!





Preschool October Newsletter

Inquiry Study #2: What Is Different About Today?

This inquiry study will have a content learning focus in Science.

Students work together to understand that their natural environment goes through many changes over time. Inquiry will be focused on the properties of Earth materials, the differences between day and night, changing seasons and weather. Through these investigations, students will gain an understanding around what science is, the job of a scientist and different ways to approach learning with a science focus.

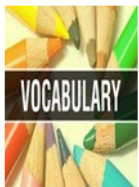
Key Vocabulary for Inquiry Study

science, scientist, job, tools, same, different, question, scientific process, research, predict, investigate, analyze, communicate.

How can you help your child's learning at home?

- Go out for a nature walk; make a nature collection of leaves, what can you create with the collected items?; count the items you collected, sort them by color, shape, size, etc., make a pattern.

Talk about the changes you see, such as the colors, weather, fruits and vegetables you see, what you notice; similarities and differences comparing summer and fall, and what you wonder?



Key Vocabulary for Literacy

Literacy skills we'll be learning include: oral language, alphabet practice, and understanding print. We are learning the initial sounds of the Estrellita phonics curriculum and we are using hand movements to help students remember the pictures and letter sounds.

Key Vocabulary for Math

Math skills we'll be learning include: rote counting, counting with 1:1 correspondence, recognizing the numbers from 1-5, 1-10 and their sequence, making patterns, sorting based on size, color, shape, etc.

Important Dates

October 7, 2022- Field Trip to Miller Farms

**Thank you,
Ms. Anilu and Ms. Gisela**

Kindergarten News

September has been a busy month! We completed our introduction to our Peace Promises. We launched our literacy rotations. We enjoyed seeing you during our Parent/Teacher conferences, and of course, we had a whole lot of fun at Field Day! October will welcome our second module of the year in literacy “We are Special.” The main take away of this module is that in some ways, we are all alike. In other ways, we are different. Things that make us different, make us special! We are each special in our own way. The first two weeks of reading will be in Spanish with Ms. Alma and writing in English with Ms. Shannon. Then we will switch and do writing in Spanish and Reading in English. Do not forget to look at the parent Module letter; it has information on how to help your child at home.

In Math, we will continue to work with numbers 1-10. Learn about different shapes and that objects in our environment can be described by using references to shapes. We will also begin to learn about simple addition and that a quantity can be changed by adding more to it.

Finally in Science, we will begin our Unit: “Interdependent Relationships in Ecosystems: Animals, Plants, and their Environment” We will learn what a living and non-living thing is and what living things need in order to survive.

Thank you
Ms. Alma and Ms. Shannon



Hello 1st grade grown ups!

First of all we want to thank all the volunteers who joined us on our adventure to Museo de las Americas celebrating the end of our social studies unit about "History: Family Traditions, U.S. Traditions" where students learned about their family history, specifically cultural traditions, make connections to their lives today and talk about what makes different cultures special. Likewise, we have just finished with our Into Reading Module 2 where the students read texts in English that are related to the question, what makes families and communities special? They learned that we all have something special to contribute to our community and in writing students wrote descriptive essays in Spanish related to the topic, what makes your world wonderful? Stay tuned as we will send My Book 1 where you will get the stories for Modules 1 and 2 for you and your child to review.

In math, students are learning to use different math strategies as part, part whole, 10 frame, number lines, etc. and working on math centers.

In science we will start working on the "Waves: Light and Sound unit"

Thank you for attending the parent teacher conferences, your students are amazing!

Ms. Rosa & Ms. Brie





2nd Grade

Let's fall into Learning

Thank you for attending Fall Parent/Teacher conferences. As always, it is a pleasure to take a moment and talk about your child.

Literacy: We are currently in the middle of our second literacy module focusing on science, "Look Around and Explore!" Students are Reading in English and Writing in Spanish. In Writing, they have chosen a favorite place to visit and are writing an essay about it. Our focus has been on learning adjectives to describe a place they would like to visit. In English, the phonics focus is the silent e at the end of words. Ask your student what the "magic e" or silent e does to the vowel in the word.

Math: Students have received Math in English and Spanish. They are currently receiving math in Spanish with Ms. Elena. We're working on adding and subtracting within 20 and moving towards 100 as the goal. Students are also practicing to count by 2's, 5's and 10's. Please work with them on learning doubles up to 20. It would be helpful if you could play card games or dominoes with them. This will help them see how much fun learning is and at the same time strengthen their skills to recognize and use numbers. There are some links in Google Classroom as an additional resource.

Science: Students are learning that animals depend on their surroundings to get what they need, including food, water, shelter, and a favorable temperature. Animals depend on plants or other animals for food. This is a Project Based Learning unit and students will be making a diorama of a habitat to demonstrate their learning.





Hello Third Grade Dual families,

It's hard to believe that it is already fall! It has been an amazing first couple of months with your students. There has been a change to how long our modules are. Instead of three weeks, we will move the modules to 4 weeks. This will give us time to make sure we cover all the learning objectives in the module. Therefore, Ms. Mari will continue to teach Reading and Science in English and Ms. Paola will continue to teach Writing and Math in Spanish until 10/7/22. We will switch subjects on 10/9/22 and continue until 11/11/22.

Here is what we are learning in class with Ms. Paola:

Writing: We are working on Modulo 2 from Arriba la lectura. our class will develop knowledge about how people use words to express themselves, with a focus on the genres of poetry and letters. We will read texts in which people express their thoughts, ideas and feelings. The students will also write a persuasive letter about the need to add a new "invented" word to the dictionary.

Math: The students are working on unit one of Math expressions. In math we are focused on understanding the relationship between multiplication and division and exploring the importance of reading comprehension when trying to solve word problems. The students will be successful when they can fluently multiply within 100, can fluently divide within 100, and can make sense of problems and persevere in solving them.

SLD: The students are working on their oral fluency and learning how to use the vocabulary learned in Arriba la lectura.

Here is what we are learning in class with Ms. Mari:

In reading, we have been focusing on the importance of words and how they are used to express ideas, feelings and thoughts. The genres of text we are reading are letters and poetry. Students are learning to identify text features for both genres and are being encouraged to write letters and poems. We have begun working in our Literacy Workshop where students are learning the importance of independence, time management, and accountability for their work. Ms. Aliza, our Artist Year AmeriCorps Resident Teaching Artist, has begun working with reading groups on Reader's Theater. Her focus is on building reading fluency, reading with expression, understanding characters and overall comprehension of the play they are assigned. During workshops, I am working with reading groups to strengthen reading skills and comprehension.



In science, we are continuing Unit 1 and discussing magnetism. Students are learning to ask questions to determine cause and effect relationships of magnetic interactions between two objects not in contact with each other. Students will also participate in a Magnet Engineering Design Challenge where they define a simple design problem that can be solved by applying scientific ideas about magnets.

In English Language Development (ELD), we are building our listening, speaking and comprehension skills in English. We are using this time to reteach and deepen their knowledge of the module's vocabulary, generative vocabulary (prefixes and suffixes), grammar, and foundational skills.

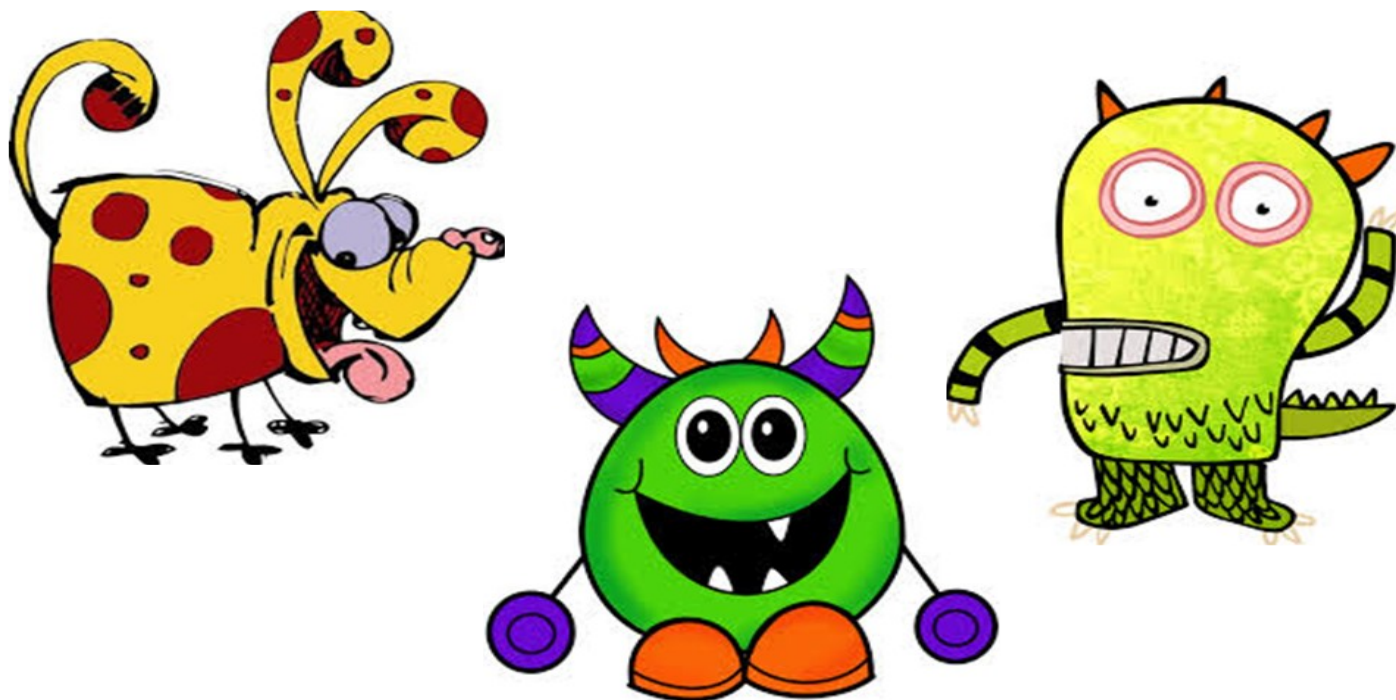
Reminders:

- Library checkouts are on Mondays so please return books by the previous Friday.
- Please bring a healthy snack for your child or donate a healthy snack for 40 students.
- Students **MUST** come to school with their chromebooks fully charged each day. We have had several students come to school with Chromebooks not charged.

Important Dates/Fechas Importantes:

- 10/3/22 October Count
 - 10/5/22 Fun Run 10:50am-11:30am
 - 10/7/22 PTA Meeting 9am-10am
 - 10/20/22 and 10/21/22 -Fall Break No School/Vacaciones de otoño No hay clases
 - 10/27/22- 2 hour delay start/2 horas de retraso en el inicio
- 10/28/22 Pumpkin Decoration Contest/Concurso de Decoración de Calabazas

Ms. Paola and Ms. Mari



4TH GRADE

We've had a great month learning about your students. Our field trip to the museum was a great success to finish off our Native American unit. Thank you to those who helped chaperone.

In Science, we will be learning about Earth's Systems and how it changes over time.

In **Reading**, for 3 weeks we learned about our identity, different cultures, and read some great stories to help us feel more connected to each other in English. We just finished up our Spanish reading unit on the 5 senses. Our next English reading unit is about how we meet and deal with challenges.

In **Writing** we spent 3 weeks writing personal narrative in Spanish and we just finished researching and writing informational essays about animals in English. Our next unit will be writing an opinion essay in Spanish.

In math, our unit is multiplication with whole numbers. Please check to see if your child has headphones at school and make sure they are charging their chrome books every night.

Dates to remember

- October 5: Fun Run
- October 12th: Field Trip to Rocky Mountain National Park. We will be leaving at 8:00 am before school starts and coming back at around 4 PM (depending on traffic). Please make arrangements for arrival and pick up since it's not during regular school hours.
- October 20: NO School: Teacher Work Day
- October 21: No school: Fall Break
- October 31: Halloween Celebration. We will send more information as it approaches.





ctober

5th Grade News



Important Reminders

Band and Orchestra-
Bring your instruments
Monday and Thursday
Monday 1:50 Thursday 10:20

Our Learning

Reading Natural Disasters with Narrative Nonfiction and Realistic Fiction texts (Spanish)

Writing Argumentative & Persuasive Writing about Natural Disasters (English)

Math Division with Whole Numbers and Decimals (English)

Middle School 2

Hello Foster Middle School families!

Thank you to everyone who attended parent/teacher conferences! Please make sure that you are reading out biweekly middle school newsflash in order to stay up-to-date with important information.

In order to make sure everyone is getting all of the important information for middle school, we would like to invite you to join our Class Dojo class. We will only be using Class Dojo to send you information. If you need to communicate with anyone on the middle school team, please make sure to send an email. Thanks! Please click on the link below to join our class!

<https://www.classdojo.com/invite/?c=CZT57D5>

[Foster Middle School Website](#)

Important Dates:

Wednesday, October 5th: Fun Run

Friday, October 14th: End of 1st Quarter

Thursday, October 20th: 1st Quarter Grades Finalized in Infinite Campus

Thursday, October 20th & Friday, October 21st: Fall Break- No School

Monday, October 31st: Halloween



Science Ms. Nidya Nidya.Caviedese@jeffco.k12.co.us *This course is 100% in Spanish

6th Grade:

After learning everything related to the atom we will continue learning about the states of matter and its changes, doing experiments in the class to demonstrate scientific theories.

7th grade:

We will continue learning about the basic unit of living beings, the cell, with the function of each of the parts within the cell, to learn tissue, organs, systems, and organisms.

8th grade:

After having learned everything about DNA we will learn Mendel's laws and the possible genetic combinations, which give it genetically

traits and characteristics in each organism.

Math Ms. Helena hgonzalezjorge@jeffco.k12.co.us

6th Grade: We continue studying geometry: Area of a rectangle, area of a triangle, composing and decomposing shapes, surface area and volume of polyhedra (prisms and pyramids). We are also learning to represent polyhedra with nets.

7th Grade: After finishing our classroom floor plan drawn at the appropriate scale we will start unit 2. In this unit, we will learn to understand and use the terms “proportional,” “constant of proportionality,” and “proportional relationship,” and to recognize when a relationship is or is not proportional. We will represent proportional relationships with tables, equations, and graphs. Students will use these terms and representations in reasoning about situations that involve constant speed, unit pricing, and measurement conversions.

8th Grade: We have just finished rigid transformation. In the next unit, we will learn to understand and use the term “dilation,” and to recognize that a dilation is determined by a point called the “center” and a number called the “scale factor.” We will learn that under dilation, the image of a circle is a circle and the image of a line is a line parallel to the original.

English Language Arts Ms.Gemma gemma.cullen@jeffco.k12.co.us

6th Grade: Students will use their knowledge of fictional texts to write their own short narrative stories, focusing on developing their personal experiences into text and practicing the emotional development of characters.

7th Grade: Students will use their knowledge of fictional texts to write their own short narrative stories, focusing on developing fictional narratives with depth, significance, and believability.

8th Grade: Students will use their knowledge of fictional texts to write their own short narrative stories, focusing on techniques that are specific to the genre and that enable students to translate personal significance to their writing.

Spanish Language Arts: Ms. Carissa csotorod@jeffcoschools.us *This course is 100% in Spanish

6th Grade: Soy bilingue

Students have been exploring their multicultural, multiracial identity through reading and viewing memoirs. This is an opportunity to reflect on and embrace their roots, heritage, ethnic background and identities so that they recognize the importance of continuing their bilingual education. We are reading *The Dreamer* by Pam Muñoz Ryan & Peter Sís.

7th Grade: From Tourists to Travelers

In this unit students will be exploring geography, history and language as they take on the role of a travel agent.

8th Grade: Myths and Legends

We are continuing our unit on myths and legends of Latin America. The culmination of this unit will have students convert a myth or legend into a script for Readers' Theater.

All Classes: Grammar

All middle schoolers will have grammar homework two times a week through the website, Conjuguemos.

Here's what we're working on in each grade:

6th Grade: Present Simple (regular verbs) & Present Progressive

7th & 8th Grade: Students should continue reviewing what we learned last year (present simple, present progressive, ser y estar). We are deepening our understanding of preterit and imperfect tenses.

Electives

Introduction to Painting: Mr. Jesse Diaz jdiaz@jeffcoschools.us

Middle school elective (Painting) students have been learning how to create a landscape showing motion. To create this piece the students have been looking at a variety of landscapes and we have been discussing how and if these landscapes were able to show motion.

In our AMPS rotation the students have been exploring a wide variety of art methods, both traditional (drawing) and non traditional (hydrodipping) methods. This rotation and possibly the next the MS students will be working with ceramics to build bowls for the Empty Bowls program. And very exciting news! We are going to Washington D.C. and NYC in May! All of the middle school students have been given a flyer with the trip information on it. I will also be sending more information out soon. It's going to be an amazing trip and I can't wait to talk more with all of you about it. Please let me know if you have any questions.

Computer Science/Digital Tools:

This quarter students will be exploring digital tools available to support student creation. The goal of the class is to build knowledge and understanding about types of digital creation tools that can support learning. The outcome for students is the ability to choose digital tools which match a learning task.

Band/Orchestra

Mr. Reading jacob.reading@jeffco.k12.co.us

Mrs. Brells Kristen.Brells@jeffco.k12.co.us

Counselor/Mental Health

Alma Ross Counselor Voicemail: 303-982-1716 almaross@jeffco.k12.co.us

Adam Sweeney School Social Worker Voicemail: 303-982-2833 adam.sweeney@jeffco.k12.co.us

Alena Ruzicka Social Emotional Learning Specialist (SELS)

(Monday, Wednesday-am, Thursday)

Voicemail: 303-982-5941 Google Voice (call or text): 720-523-3417 alena.ruzicka@jeffco.k12.co.us

Caroline Curtiss School Psychologist

(Monday & Wednesday)

Voicemail: 303-982-1021 caroline.curtiss@jeffco.k12.co.us

Lindsay Stenzel Jefferson Center School-based Clinician lindsay.stenzel@jeffco.k12.co.us



Music Notes

Katie Oaks - General Music, K-8

katie.oaks@jeffco.k12.co.us

Hello Foster families! The beginning of the year brought us all together in music classes again. We continued the celebrations with a focus on Latin American music, musicians, instruments, dances, and rhythms in honor of *mes nacional de la herencia latina*.

For our youngest elementary students, we began “down on the farm” with singing, moving, and playing instruments to *Los Pollitos Dicen*, a traditional kids song found in many Latin American countries. Students used this song to explore animal sounds and the musical opposites of fast and slow.

Our 2nd graders learned ternary, or 3-part, form through the Mexican folk song *La Guacamaya*. Students were able identify sections in the music, sing along, and play instruments with the chord changes. We even danced a traditional folklórico dance with three different basic steps!

In 3rd grade, students were introduced to the concept of time signatures in music. We specifically focused on the 3-4 time signature and used our new knowledge to play the informal anthem of Chiapas, Mexico, *Las Chiapanecas*, as an Orff ensemble.

The students in 4th grade picked up their recorders again during September. We reviewed notes and rhythms learned last year, and introduced a few new notes to be able to play the ever-popular Mexican folk song about a cockroach, *La Cucaracha*. We also learned the lyrics and meaning behind this favorite song.

For students in 5th grade, we took a broader look at the many genres of Latin American music, comparing and contrasting styles, lyrics, and instruments. We also began to study rhythmic syncopation, using Tito Puente’s classic, *Oye Como Va*, as a starting point.

Middle school students are learning the various dance rhythms of Latin America on Foster’s newest instrument addition: bucket drums! Students began with learning the matched grip on drumsticks, how to read and count these rhythms, and played along to different genres of dance music. We also discussed the history of Mariachi music in preparation for the JeffCo Mariachi ensemble that will meet at Foster beginning in October! If your child is interested in joining, please contact Ms. Katie or Ms. Tracie Mayes with Project Prepare.

Our middle school music elective, World Percussion, has been working hard to prepare for an in school “informance” - an informative performance - for our younger elementary students on Thursday, Oct. 13th. They have learned a song from West Africa, Latin America, and the taiko drumming style from Japan. It will be a boisterous event!





FALL DIGITAL CITIZENSHIP RESOURCE



Dear Families,

Welcome back! We are so excited to have students back in the classroom ready to learn, connect, and create. Digital citizenship and digital wellness is a community partnership in Jeffco. Our district partners with *Common Sense Education* to help schools and families learn habits and skills needed to use technology safely and responsibly in school, at home, and beyond.

Throughout the year we spotlight digital citizenship themes and topics for our schools and families to engage in through conversations and learning opportunities. We invite you to explore these topics each season with us or visit www.commonsensemedia.com to support the needs of your student(s) and family.

Year At A Glance								
	Beginning of Year (August)	Fall (September - October)		Winter (November - January)		Spring (February - April)		End Of Year (May)
Theme	Community Member <i>We are responsible digital learners.</i>	Empowered Learner <i>We are kind, courageous, and empowered. We define who we are.</i>		Problem Solver <i>We are critical thinkers, creators and problem solvers. We care about everyone's privacy.</i>		Communicator <i>We find balance in our digital lives. We know the power of words and actions.</i>		Community Member <i>We are responsible digital learners.</i>
Topic	Device care <i>(Wellness Check)</i>	Digital Footprint & Identity	Cyberbullying, Digital Drama & Hate Speech	News & Media Literacy	Privacy & Security	Media Balance & Well-Being	Relationships & Communication	Device Care <i>(Wellness Check)</i>
Guiding Questions	How do I care for my device as a tool for learning?	How can I cultivate my digital identity in ways that are responsible and empowering?	How can I connect positively, treat others respectfully, and create a culture of kindness?	How can I be a critical consumer and creator of news and media?	How can I keep my personal data safe and secure?	How can we help students use media in healthy ways?	How can I communicate effectively and positively to build relationships?	How do I care for my device as a tool for learning?

Resources

Digital Footprint & Identity Family Tips  <p>DIGITAL FOOTPRINT & IDENTITY <i>We define who we are.</i></p> <p>Sheet Grades K-5 English Spanish</p> <p>Grades 6-12 English Spanish</p> <p>Discussion Question for School and Home: How can I cultivate my digital identity in ways that are responsible and empowering?</p>	Cyberbullying, Digital Drama & Hate Speech Family  <p>CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH <i>We are kind & courageous.</i></p> <p>Tips Sheet Grades K-12 English Spanish</p> <p>Discussion Question for School and Home: How can I connect positively, treat others respectfully, and create a culture of kindness?</p>
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Social-Emotional Learning (SEL) at Foster

SEL for Elementary School

At Foster, we utilize Second Step as our SEL Curriculum. We would like to keep families informed and have you support student learning in the home. Here are the Elementary links for our first unit, Growth Mindset. This unit was taught 9/6-10/3. Our next unit will be Bully Prevention, taught 10/3-10/31.

UNIT 1: Growth Mindset (9/6 to 10/3)

Kinder	1st	2nd	3rd	4th	5th
English	English	English	English	English	English
Español	Español	Español	Español	Español	Español

Unit: Bully Prevention (10/10- 10/31)

Kinder	1st	2nd	3rd	4th	5th
English	English	English	English	English	English
Español	Español	Español	Español	Español	Español

If you would like to see a year at a glance create your own Second Step Password by following these directions:

Kindergarten	SSPKFAMILY70
Grade 1	SSP1FAMILY71
Grade 2	SSP2FAMILY72
Grade 3	SSP3FAMILY73
Grade 4	SSP4FAMILY74
Grade 5	SSP5FAMILY75

1. Go to Second Step.org
2. Create an Account
3. Go to Family Access
4. Type in your students grade level activation key

SEL for Middle School

At Foster we utilize Second Step as our SEL Curriculum for Middle School. We would like to keep families informed and have you support student learning in the home. Here is the link for our first Second Step Middle School Family Letter



Social Skills Improvement System™ Social-Emotional Learning Edition Screening/Progress Monitoring Scales (SSIS SEL) Information for Parents and Families

Our community works together to ensure high levels of learning for all. This includes not only being attentive to academic growth, but also recognizing that the social and emotional growth of students is critically important. Current research indicates a direct connection between students' emotional well-being and their academic performance.

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL 2021)

We are dedicated to creating academic and social-emotional supports linked directly to the assessed needs of our students. We now have the opportunity to systematically screen the social and emotional skills of all our students, using the **Social Skills Improvement System™ Social-Emotional Learning Edition Screening/Progress Monitoring Scales (SSIS SEL)**.

SSIS SEL Information:

The SSIS SEL Edition Screening/Progress Monitoring Scales is a strength-based tool for screening and progress monitoring social and emotional competence. Teachers will be asked to score each of their students in the six following areas: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and motivation to learn.

The first five areas listed above are the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies, also called "The CASEL 5."

The CASEL 5 are defined as follows:

- **Self-Awareness:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
- **Self-Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- **Social Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
- **Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- **Responsible Decision Making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

How will the data be used?

The SSIS SEL is a screener that provides a starting point to help identify student strengths and needs. The data is not used in isolation but rather in combination with other data to help ensure that all students get what they need to be successful.

The information gathered will guide the development of school-wide, small group, and/or individual academic and social-emotional supports and interventions.

**Teaching to students' strengths can
improve student engagement.**

(Sternberg, 2000, Sternberg & Grigorenko, 2000)

How can I see my child's SSIS SEL results?

If you would like to see your child's SSIS SEL results, please contact:

Alena Ruzicka

Social-Emotional Learning Specialist (SELS)

Especialista del Aprendizaje Socioemocional

Lumberg Elementary

alena.ruzicka@jeffco.k12.co.us

Lumberg Office/Oficina: 303-982-6182

Voicemail/ mensaje de voz: 303-982-5941

Google Voice (call or text)/Voz de Google (llamar o texto): 720-523-3417

Si tiene alguna pregunta, comentario, o inquietud, no dude en comunicar se con la Sra. Alena. Para soporte de español a ingles, llame a la Sra. Pilar - 303-982-6182.

References

Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of children's academic achievement. *Psychological Science*, 11, 302-306.

CASEL's SEL Framework: What are the core competence areas and where are they promoted? (n.d.). Retrieved February 23, 2021, from <https://casel.org/sel-framework/>

Guiding principle 5: Students bring strengths and experiences to learning. (n.d.). Retrieved February 23, 2021, from <https://dpi.wi.gov/sites/default/files/imce/cal/pdf/guiding-principles5.pdf>

Resources

CASEL: [SEL in Homes & Communities](#)



2023

Washington, D.C. and New York!



Dear Parents & Guardians / Queridos padres, madres y totores

I am thrilled to share this travel opportunity for your student. Learn more about this exciting tour at an informational meeting where we'll discuss:

Me emociona compartir esta oportunidad para viajar de su estudiante. Entérse de más detalles sobre este increíble viaje en una reunion donde hablaremos sobre:

- What we'll see and do / Qué veremos y haremos
- Travel logistics / Logística del viaje
- Safety and flexibility / Seguridad y flexibilidad
- How to earn high school credit / Cómo ganar créditos de preparatoria

Affordable payment options and more / Opciones cómodas de pago y más

I look forward to seeing you there ! / ¡Espero verlos en la reunion!

Jesse Diaz

Register below & join us for more details! / ¡Regístrese a continuación y únase a nosotros para más detalles!

Meeting time & date/ Hora y fecha de la reunión:

10/06/2022 at 4:30pm

Location / Localización:

In person/ En persona

Contact information / Información de contacto

jdiaz@jeffcoschools.us

Resistrese para assitir
<https://bit.ly/3BYadGo>

Scan with your phone's camera
Escanee con la cámara de su
teléfono

