



Lafayette Lookout

Message from the Principal—Stephanie Jackman

As the proud principal of Lafayette, I am always grateful for our committed staff, amazing students and dedicated parents. The pride our students, staff and parents have for our school is tremendous and is one of the main reasons why I love my job. Thank you for partnering with us.

Lafayette Elementary is a **PBS** school which means we focus on providing “**Positive Behavior Support**” to all students. In conjunction with PBS, our school created the “**Cougar Code**” and all students know the promises around how to “**Be Safe,**” “**Be Responsible,**” and “**Be Respectful**” in all areas of the school. In addition, to help children develop positive social and independent problem solving skills, students are encouraged to use the “**PEACE PLACE**” that is located in each classroom or specialty room. All students will be or have been taught these steps:

Review ground rules (agree to solve the problem, take turns talking, no put downs, tell the truth).

Each person states an “I Message” (“I feel ___ when you ___ because ___.”).

Each person states a “Need Message” (“I need you to ___ and say you’re sorry.”)

Each person suggests a win-win solution (“Maybe next time we could ___.”)

Shake hands and thank the person for working it out.

While “**PEACE PLACE**” is not the solution to all problem situations, it is helpful in resolving small conflicts before they turn into larger problems. Students are encouraged to independently follow these steps, but may request adult facilitation of the Peace Place process. If the Peace Place does not resolve the identified problem, students must request adult assistance. Please let your child’s teacher know if something is occurring with your child during school day that may require additional support.

The staff and I believe that situations involving a teacher or issues with student behavior, academics, or personal nature are best resolved when the staff member is contacted directly, first. Please call or email the teacher or staff member directly to resolve the matter or concern. Teachers check email at the end of the day and have direct extensions where you may leave voice messages. Our staff is committed to responding to parents in a prompt and responsive manner. All concerns, ideas and questions are important to us and our goal is to respond in a timely manner. If the issue is not determined to be resolved through this method and you need to speak with me, please call my assistant, Renee Tamburrino, at 720-561-8900 to make an appointment. I am happy to help problem solve or search for answers to questions not readily available.

Effective communication is a very important key to a successful partnership between school and home. Your thoughts and concerns are of great importance to me, and I highly value parent and community interaction. One of my priorities is to be present in the hallways and classrooms to ensure that our mission for high quality learning is supported every-day in every classroom throughout the school. Certain days of the week are designated in my schedule for classroom visitation. I believe my presence in the classroom will have a direct and positive impact on student learning. It is my belief that dedicated classroom visits will, in fact, enhance communication with students, staff, and parents.

Have a Wonderful Thanksgiving Break!

LAFAYETTE ELEMENTARY 101 NORTH BERMONT AVE LAFAYETTE, CO 80026

PHONE : 720.561.8900






FAX: 720.561.8901

24 HOUR ATTENDANCE LINE: 720.561.8902

WWW.LAFAYETTEELEMENTARY.COM

DECEMBER 2011—SCHOOL CALENDAR

**NO CHOIR
THIS MONTH**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Open Enrollment 11/28-11/13/12 →	CHARACTER TRAIT RESPECT 			1 O.E. Tour 8:30 -9:30am	2 School Spirit Day	3
4 	5 O.E. Tour 8:30 -9:30am	6	7 Geography Bee 8:00-12pm	8	9 BOOK FAIR STARTS Cougar Pride Dance 6—7:45pm	10 
11 <i>Winter Fun Week</i> →	12 BOOK FAIR CONTINUES → TAG PARENT MTG 6:30—7:30PM	13	14	15 BOOK FAIR ENDS Principal Coffee & Chat 8:15-9:15am 	16 LLO <i>Winter Parties</i> Generosity/Respect Asmly 12:30-1:15pm	17
18	19	20	21	22	23	24
WINTER HOLIDAY BREAK						
25 Christmas Day	26 Kwanza Begins	27	28	29	30	31 
NO SCHOOL 12/19/11 ~ 1/3/12						

Grade Level Learning Fairs and Music Program

For the 2011-2012 school-year, Lafayette will host individual **Grade Level Learning Fairs** throughout the school year rather than one spring learning fair. First through fifth grades' music programs will occur on the same evening as the grade level learning fair dates.

Our purpose for this change is to ensure we highlight each grade level individually and to have our community spring event as part of our Field Day in May (more details will be coming).

Dates for each Grade Level Learning Fair are:

Kindergarten	February 14 th ~ During school day
1st Grade	April 12 th @ 6:00 PM
2nd Grade	March 22 nd @ 6:00 PM
3rd Grade	April 19 th @ 6:00 PM
4th Grade	May 3 rd @ 6:00 PM
5th Grade	February 23 rd @ 6:00 PM



CHARACTER MATTERS

The following students have been selected by their teachers for representing the character trait of

GENEROSITY

What does *GENEROSITY* mean?

"GIVING TO OTHERS WITHOUT EXPECTING ANYTHING IN RETURN."



Levi O., Gabrielle F.,
Diego J., Edgar G.,
Presley A., Gabe H.,
Stella C., Dylan S.,
Alexa L., Nick H.,
Lily W., Adam R.,
Mikhail A., Ella Z.,
Christopher G.,
Finley M., Aiden K.,
Erica B., Elizabeth B.,
Levi A., Ava M.,
Robert M., Tayler S.,
Jack D., Max S.,
Jack R., Anna V.,
Eden M. Christian L.,

Josh J., Ethan S.,
Everett S., Samantha K.,
Diego N., Melaney E.,
Delos A., Johannes W.,
Anna B., Zach A.,
Dylan W., Mikaela F.,
Hannah V., Julia G.,
Randy B., Esmey R.,
Faith L., Mackenzie A.,
Josie M., Kailey M.,
Tyler I., and Alexia M.

*Congratulations,
Students!*

DISTRICT NEWS & UPDATES

Boulder Valley School District November 2011

Dear Parent of a currently enrolled BVSD student,

For your information, the Boulder Valley School District **Open Enrollment** application period runs from **November 28, 2011 through January 13, 2012**. If you would like your child to attend a school other than the one he or she is currently enrolled in, you must submit an application online at <http://bvsd.org/openenrollment> or visit the Open Enrollment office no later than 4:00 p.m., January 13, 2012. Applications received after that date means your student will be added to the bottom of any existing waitlist for that school and grade.

Please note that there are important changes in the Open Enrollment process starting this application period including:

New notification of acceptance

Earlier notification of waitlist positions

For more information regarding these, and other important changes, please view "Open Enrollment in BVSD: What's New This Year?" at:

<http://www.bvsd.org/Documents/OEbrochure.pdf>

Thank you,

Bruce K. Messinger, Ph.D.

Superintendent

Students who are open enrolled to their current elementary or middle school, and are completing the last grade at that school, will be enrolled in their district designated neighborhood school for the next grade level unless they are accepted through Open Enrollment to another middle or high school.

Information on TCAP Assessment (The new CSAP) Dates:

Link to TCAP Calendar:

<http://www.bvsd.org/assessment/Documents/ESCAL12.pdf>

- ◆ **3rd Grade Reading is February 13th and 14th .**
- ◆ **3rd Grade Math is March 5th and 6th**
- ◆ **3rd Grade Writing is March 19th and 20th**

- ◆ **4th Grade Reading/Writing is March 6th – 13th**
- ◆ **4th Grade Math is March 14th – 16th**

- ◆ **5th Grade Math is March 5th – 7th**
- ◆ **5th Grade Reading/Writing is March 8th – 15th**
- ◆ **5th Grade Science is March 16th – 20th**
- ◆ **Make Up Days: March 21st – March 23rd**

Other informational links

Link to parent page:

<http://bvsd.org/parents/Pages/default.aspx>

Link to assessment info:

<http://bvsd.org/assessment/Pages/default.aspx>

PARENT ENGAGEMENT NETWORK PRESENTS:

Early Identification of Depression

By Dr. Jan Hittelman

It is not well known, but one of the fastest growing age groups for suicide are children 10-14 years of age. Given that Colorado ranks first among all states for teen depression, it is important for parents of elementary-age youth to be more aware of the warning signs in order to identify these concerns as early as possible.

Nationally suicide is the third leading cause of death among youth ages 15-24, while in Colorado it is the second leading cause of death. As disturbing as these statistics are, it is widely believed that they are underestimated since many suicides and attempts go unreported. Fortunately for most, depression is a very treatable disorder. Depending on the particular individual, talk therapy, medication, or a combination of the two, has been shown to be highly effective in treating depression. Unfortunately, it is estimated nationally that only 30% of adolescents with depression receive treatment. Surprisingly, research shows that many of these youth are from families with good communication. The challenge is that, in addition to the general signs of depression in adults (i.e. feelings of sadness, changes in eating and sleeping patterns, loss of interest in once enjoyed activities, loss of energy, feelings of worthlessness or guilt, difficulty concentrating), the more subtle warning signs unique to children and adolescents are often missed. These include:

- ◆ Irritability, anger, hostility
- ◆ Frequent absences from school or poor school performance
- ◆ Lack of interest in spending time with friends or family
- ◆ Talk of or efforts to run away from home
- ◆ Social isolation, poor communication
- ◆ Extreme sensitivity to rejection or failure
- ◆ Reckless behavior
- ◆ Neglect of clothes and appearance

The good news is depression can be identified and treated, if the right resources and information are in place. Learn more by participating in the following FREE community events listed in next column.

TV Presentation: Teen Depression: The Good News
When: Monday, January 9, 7:00-8:30pm
Where: Boulder Valley School District Board Room (6500 Arapahoe, Boulder) or watch live on Channel 22
Submit questions to:
www.BoulderPsychologicalServices.com/channel-22

More info: www.BPSBoulder.com

Workshop: Understanding Self-Harm in Teens

When: Monday, January 30th, 6:30-8:00pm

Where: Meadows Branch Library
 (4800 Baseline Road, Boulder)

Facilitators: Susan Denison & Jeffrey Kuhn, LCSW, LPC

More info: www.BPSBoulder.com

UPCOMING PEN EVENT: HOPE

Providing hope & inspiration in the area of suicide prevention and depression

Presenters: HOPE Coalition & Colie's Closet

Thursday, January 26, 6:30-8:30pm

First Presbyterian Church (1820 15th Street, Boulder)

Learn more about PEN by visiting their website:

www.parentengagementnetwork.org or by contacting

Paula Nelson, PEN chair ~ pjn6225@yahoo.com or

303-880-6030) or Betsy Fox, PEN Lead Coach, (foxbetsy123@msn.com, 720-563-7007).

Dr. Jan Hittelman, a licensed psychologist, is Director of Boulder Psychological Services and the Founder of the Boulder Counseling Cooperative. Questions or comments for this monthly column can be sent via email to: jan.hittelman@gmail.com, or by phone: 720-217-3270



1. Remember ~ 5 positives to 1 negative	6. Be CONSISTENT! "Yes means Yes and No means No"
2. Set the Stage for success, and reward the effort.	7. Set the Example— <i>Actions speak louder than words</i>
3. Give clear, specific directions	8. Proactively anticipate situations
4. Stay calm, use a calm voice—Nagging gets you nowhere!	9. Have Patience— <i>A little goes a long way</i>
5. Set reasonable limits—Avoid using "always" or "never"	10. Have fun and enjoy the ride!

FIVE MYTHS ABOUT SCHOOL ATTENDANCE *by Hendy Chang*

#1 STUDENTS DON'T START MISSING A LOT OF SCHOOL UNTIL MIDDLE OR HIGH SCHOOL. Actually, one in 10 kindergarten and 1st grade students miss at least a month of school every year, national research shows. In New York City, one in five elementary students falls into this category—a figure that led Mayor Michael R. Bloomberg to launch pilot programs addressing the problem in 25 schools this fall. This can't be labeled truancy in the early grades, since most 5 and 6 year-olds don't stay home without a parent's knowledge. It's chronic absence. Unexcused absences become a bigger problem in secondary school. But the bad attendance habits that lead to skipping school can become entrenched in the early years.

#2 ABSENCES IN THE EARLY GRADES DON'T REALLY AFFECT ACADEMICS. National research shows that chronically absent kindergartners demonstrated lower academic performance than their peers once they got to 1st grade. For many low-income children, the poor performance persisted through 5th grade. A long-term study in Baltimore showed that many chronically absent 6th graders later dropped out of high school. In Chicago, poor attendance in 9th grade was a better predictor of dropping out than 8th grade test scores.

When too many students miss too much school, the classroom churn starts to affect the entire class, as teachers repeat material to help children catch up. When state funding is linked to attendance, these absences mean schools get less money.

#3 MOST SCHOOLS ALREADY KNOW HOW MANY STUDENTS ARE CHRONICALLY ABSENT. In fact, most schools don't look at chronic-absence patterns. They measure school wide attendance—or they track truancy (unexcused absences). Neither figure captures all that's going on. For example, an elementary school of 400 students can have 95 percent of its students showing up every day and yet still have 60 children missing 18 days—or 10 percent of the school year.

Further analysis can find that these students are concentrated in neighborhoods with no school bus service, in chaotic classrooms with an inexperienced teacher, or in communities with high asthma rates. Often, chronic absence is tied to poverty—to families who have no reliable transportation, little access to health care, and unstable housing, or no home at all. Understanding these patterns can lead to solutions—if we crunch and examine the numbers.

#4 THERE'S NOT MUCH THAT SCHOOLS CAN DO TO IMPROVE ATTENDANCE; IT'S UP TO THE PARENTS. While parents are certainly essential, schools partnering with community agencies can make a real difference when they work together. Some solutions are universal:

educating parents and students about the importance of attendance and ensuring that every absence receives a response. Other solutions reflect particular challenges. One Bronx school found that chronic absence increased because Muslim students stayed home during Ramadan, lest they be tempted to break their fasts in the cafeteria.

So the school hired a monitor for the Muslim students and set up a separate lounge. A school in Providence, R.I., found that some absentee students had parents who worked overnight shifts, then fell asleep before bringing their kids in. The school opened an early-morning program with breakfast, so that parents could drop children off before going home to sleep.

Sometimes a child or a family needs special attention. Baltimore and Providence have programs to help with transportation for students who can't get to school, and to offer health services and counseling to families who need that support. In New York City, 15 homeless shelters will each have a point person paying attention to whether children there are making it to school.

At its most intractable, truancy is a matter for the courts. There are dedicated truancy officers and court programs that can reach students when schools and communities fail to turn around poor attendance. But it's generally quicker and much less costly to start with preventive measures and targeted solutions.

#5 THE FEDERAL GOVERNMENT HAS NO ROLE IN REDUCING CHRONIC ABSENCE. While the best solutions are ultimately local, federal policymakers can help ensure schools are looking at the right attendance data. They can require reporting of chronic-absence rates, not just truancy. They can require states to add absences to longitudinal student databases. And they can assess school improvement not just by standardized-test scores, but by an array of measures, including chronic-absence rates. They can promote using federal grants to form school-community partnerships to reduce high levels of chronic absence.

Ultimately, it comes down to this: Students can't learn if they don't go to school. And schools can't improve if students don't show up for class regularly. The first step is discarding these old myths.

Article written by Hendy Chang

*HEDY CHANG is a co-author of "Present, Engaged, and Accounted For," a 2008 report on chronic early absenteeism, and the director of Attendance Counts (www.attendancecounts.org), a national and state-level initiative. Material taken from **Education Week** (Vol. 30, Issue, 03, Page 29).*

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LET'S CELEBRATE!

PTA REFLECTIONS PROGRAM

<u>Participants</u>	<u>Place</u>	<u>Age Group</u>	<u>Category</u>
Kai Adamchack	1st	Intermediate	Visual Arts
Christina Aieta	3rd	Primary	Photography
James Chinnery	1st	Primary	Photography
Trygg Holt	3rd	Primary	Photography
Cierra Larke	3rd	Primary	Visual Arts
Audrey Maddy	1st	Primary	Visual Arts
Iain Nolan	2nd	Intermediate	Visual Arts
Jo Jo Schirmacher	2nd	Primary	Visual Arts
Cooper Smith	2nd	Primary	Photography
Sadie Smith	1st	Intermediate	Photography
	1st	Intermediate	Literature

Additional Reflections Entries Submitted:

Daniel Fellows, Gabrielle Fournier, Robert Herbert, Owen Hinrichs, Elizabeth Kugler, Alexa Lorton, Zoe Martinez, Zach Mund, Benjamin Schatz, Jordan Schatz, Malea Taylor, Luke Taylor, Curtis Wagner.

The following students will be going to the State Competition:

Photography ~ James Chinnery and Cooper Smith

Visual Arts ~ Audrey Maddy, Kai Adamchak and Cierra Larke

CONGRATULATIONS TO ALL PARTICIPANTS

LAFAYETTE ELEMENTARY STAFF AND STUDENTS ARE VERY PROUD OF YOU!

2011 Spelling Bee Competitors

			Alternates
Sydney Feeley	Taylor Bird	Cozette Wilson	
Ryan Daly	Naomi Prine	Dante Olaya	Skyler Wilmot
Cassidy Cheesman	Gabe Godard	Molly Boseman	Matt Lindsey
Austen Schunk	Sukhothai Kisich	Hayden Outlaw	Mike Donohoe
David Varra	Eden Maddy	Matthew Spangler	Alexis Prine
Riley Geldean	Ian Mackeigan	Josie Hoagland	Julia Crook
Rashida Obika	Maddie Maksin	Molly Hanson	Oscar Kilday
Kai Groudan	Naomi Ellis	Emma Defoe	Nolan Vogel
Nyah Williamsrasch	Rachelle Bridgestock	Wei Groudan	
*Parker Remund	Ian McDonald	Curtis Wagner	

***Winner! Parker will go to the regional. Congratulations and Good Luck!**

SCHOOL REMINDERS

After School Messages / Plans

Please remember to communicate after school plans with your child/children the night before and/or in the morning before school. The office can only assure the delivery of emergency or urgent messages. If you are concerned that your child won't remember what to do, please use the attached form and send it to your child's teacher.

Thank you, Layette Office Staff



Dress Code



Students are to dress in clothing that is neat and appropriate and is not disruptive to the learning process in the classroom. It is also recommended that students be neat, clean and well groomed in order to concentrate on academic performance at school.

Students will not be allowed to wear hats, baggy clothing, or outside clothing in the school building. Students may not wear clothing that contains obscenities, or advertisements for alcohol, tobacco, and inappropriate products. Appropriate discretion is expected (i.e., no short or tight clothing, shoulders /midriffs must be covered, etc.). Safe and appropriate footwear is required to be worn at all times (i.e., shoes inside, boots outside for snowy days, tennis shoes for gym class.)

Students are not allowed to wear "wheelie" shoes to school.

Children should have winter hats, mittens and boots in cold weather. Colorado weather is highly variable, and students will have outdoor recess unless it is excessively cold, windy or rainy.

Lafayette Elementary has a "clothing closet" which may provide warm clothing to children in need.

SNOW DAYS-THIS IS HOW BVSD DETERMINES OUR RESPONSE TO INCLEMENT WEATHER CONDITIONS.

BVSD Transportation Division tests the roads as early as 2 or 3 a.m. on mornings when snow accumulation and other adverse conditions are of particular concern. Staff members monitor a variety of weather forecasting sources as well as the decisions made by other regional public entities. A number of factors are considered, such as safe access, how the weather system and road conditions will progress, temperature, etc. A decision is generally made by 5:00 a.m. but no later than 6:30 a.m. Possible decisions include delaying the start time of schools by an hour or two, closing the four BVSD mountain schools, or closing all schools in the district.

The first notice of a closure or delay is always posted on the district website at www.bvsd.org. Starting this year, a notification will then be sent to all staff and parents via the SchoolMessenger system. That notification will be delivered as an email, phone call, and as a text message for those who have opted in to receiving texts from BVSD. We highly recommend that people opt in for this SMS service, because the text messages deliver within a couple of minutes. It may take the system up to an hour to complete all the phone calls for staff and parents in BVSD.

Learn more about our emergency notification system at

<http://www.bvsd.org/frontnews/Pages/EmergencyNotificationSystem.aspx>

Our Communications Division sends out a notice on our Facebook and Twitter accounts, and contact local media including television, radio and newspapers. Calling 303-447-1010 is another good way to find out if the district is closed, because the greeting changes/updated on BVSD main phone number and informs about any closures or delays in both English and Spanish.

When there are no notices, that means there are no closures or delays and school will be held as usual. Except in very rare instances (such as the Gold Hill delay this morning), the latest that a morning notification of closures or delays will be given is 6:30 a.m. Parents always have the option to keep children home.

For more information about BVSD's closure policies and practices, please see the School Cancellations page at

<http://www.bvsd.org/cancellations/Pages/default.aspx>

PROGRAMS AND ACTIVITIES

Cougar Pride Dance is coming up on December 9th from 6:00-7:45 pm

- * We're welcoming back DJ Steve Robertson!
- * 1 slice of pizza, water, and lemonade will be served to students at the dance.
- * There will be limbo and hula hoop contests!
- * This is a family event: for the safety of all students, children should not be dropped off to attend the dance without an adult chaperone.



If you'd like to volunteer to help make this wonderful event a success, please contact Mandy Bradish at mandybradish5@yahoo.com or (832) 606-0052

Save the Date!!
Family Game Night is Friday,
January 20th from 6:00PM to 7:30P.M



Thank you to everyone who volunteered their time and energy to make the Lafayette Elementary 2011 Jog-A-Thon a great event and a successful fundraiser (over \$15,500 collected so far!)

Christine Appel, Mick Barchas, Jennie Bickel, Allison Bird, Elaine Boni, Barb Bridgestock, Leah Cabibbo, Julie Chang, Christy Clark, Corinne Clower, Kristy Corkan, Ann Corson, Julie DeFoe, Gretchen Ferraro, Debra Giseburt, Amber Godard, Annette Gruba, Joe Gruba, Andrea Hammersley, Tracy Hanssen, April Hehnen, Wendi Hinrichs, Suzanne Hoagland, Sarah Hultgren, Matt Jenkins, Michelle Killpack, Jennifer Kirk, Brooke Kugler, Melissa Locher, Tonja Loendorf, Jennifer MacKeigan, Donna Ness, Rachel Olsen, Samantha Otterness, Cindy Outlaw, Gina Post, Allison Remund, Kate Smith, Sara Smith, Karren Stuart, Alice Swanson, Heather Swenson, Liz Wager, Stephanie Wilson, Alenka Znidarsic

(I'm quite confident that I've forgotten some folks, especially as we had a number of helpful people who showed up on the day of the event and asked how they could help. Thank you!)

As we wrap up the Lafayette Elementary 2011 Jog-A-Thon, we're already working on making next year's event an even bigger success. Stay tuned for more details. Please let me know if you have additional ideas or would like to help make these ideas a reality for the **Lafayette Elementary 2012 Jog-A-Thon**.

Thank you!

Tim Geldean
tgeldean@gmail.com





Alternative Plan After School

Name: _____

Teacher: _____ **Date:** _____

My child regularly: _____

Today, She/he will: _____

Parent's Signature

Parent's Name (printed)



Alternative Plan After School

Name: _____

Teacher: _____ **Date:** _____

My child regularly: _____

Today, She/he will: _____

Parent's Signature

Parent's Name (printed)

