Message From the Principal

Dear Columbine Hills Families,

Happy New Year! I hope everyone had a restful and relaxing winter break. The CHE staff is looking forward to welcoming back students on Wednesday, January 5th. We are excited for the start of 2022!

“Write it on your heart that every day is the best day of the year.”
—Ralph Waldo Emerson

As we welcome in the New Year, the CHE staff will continue to capture our story through revisiting our goals and course of action to ensure we are providing the best learning environment for our students. We will continue our work to ensure that students have a clear understanding of what they need to know, understand and be able to do in order to be successful. We know that when students are able to articulate the skills and strategies that they need in order to be successful, they are able to achieve and grow. We have reviewed and analyzed all of our mid-year assessment data to plan and adjust for the second part of our school year, ensuring that ALL students are successful. Your child’s mid-year assessment results will be sent home in Monday folders in January.

Please join us for our school accountability meeting on Tuesday, January 11th at 5:30pm. We will continue to look at budget priorities for the 2022-2023 school year and share our progress towards our school goals. There will also be a Columbine area school accountability meeting on Monday, January 10th beginning at 6:15pm at Columbine High School. All area elementary, middle and high schools will be sharing celebrations and our work together as the Columbine area.
Message From the Principal, continued...

As we prepare for the 2022-2023 school year, we ask that all families login to Enroll Jeffco to indicate that you are returning to Columbine Hills next year. The system will be open starting on January 10th. If you know of families who are interested in attending Columbine Hills Elementary, please have them contact the office. We would be happy to give them a tour and share more with them about CHE.

As your principal, I continue to strive for a successful experience for your child. I welcome any questions, concerns or comments anytime. Please feel free to send me an email or contact me at (303)982-5540.

Sincerely,
Christa Wilson
Principal
Aiming for Success, Believing…Together We Can!
Enrollment for 2022-2023 School Year

As you may have read in the district’s Community Update, due to the delays caused by security concerns, EnrollJeffco Round 1 enrollment will open January 10 and run through January 28, 2022. All applications received before the close of Round 1 (January 28) will be included in the lottery process for the 2022-2023 school year. Please Note: The time at which a Round 1 EnrollJeffco application is submitted does not increase the priority for enrollment.

CHE School Accountability Meeting

School Accountability Meeting for CHE will be January 11th at 5:30 pm. We will be discussing our priorities for the 2022-2023 school budget and sharing our progress towards our school goals. The school-level accountability committee (SAC) serves in an advisory role to the school principal. The school’s principal is ultimately responsible for ensuring compliance with all Federal, State and District requirements and meeting the academic performance expectations defined by Jeffco Public Schools.

Columbine Articulation School Accountability Meeting

On January 10, 2020 you are invited to attend a Columbine Area SAC meeting beginning at Columbine High School at 6:15pm in the library. All Columbine Area schools will share school celebrations and an update of our work together as the Columbine Area. Tracy Dorland, our superintendent, and Mary Parker, board member, will be speaking. We look forward to seeing you there.

Winter Weather

Winter is here! Please make sure your child is wearing warm clothing. We know that the weather can change during the day, so please send coats, hats, boots, etc. We will be going outside for recess unless it is below 20 degrees or if there is precipitation. Please plan ahead on snow days and allow extra time to get to school so your child can be on time.

Student Attendance

Parents are to call the Columbine Hills attendance number before 8:00 a.m. to report a student’s absence. This is a 24-hour voice mailbox so you can leave a message any time, day or night. It is a parent’s responsibility to notify the school regarding a student’s absence. If we do not hear from a parent regarding an absence, the attendance secretary will make every effort to contact the parent to establish the student’s whereabouts. The absence will be marked as unexcused if a phone call from the parent/guardian is not received within 24 hours of the absence. To ensure safety, in the rare instance that a parent cannot be contacted, the Jefferson County Sheriff’s Department may be asked to help locate the child.
Our Watch D.O.G.S program continues to be a huge success! There are two primary goals of the WATCH D.O.G.S. program.

1. To provide positive male role models for the students, demonstrating by their presence that education is important.

2. To provide extra sets of eyes and ears to enhance school security and reduce bullying.

WatchDOGS are fathers, grandfathers, uncles, and other father-figures who volunteer for at least one day each school year. During the day, WatchDOGS may read and work with students, each lunch with students, watch school entrances and hallways, assist with traffic flow and other assigned activities where they will actively engage with not only their own child, but other students as well. Please visit the program website at www.fathers.com/watchdogs.

We thank everyone who has already been a WATCH Dog this year. If you would like to hear more about the program, please contact the main office. The Watchdog signup is available on our school website. Get signed up to be a WATCH Dog during our second semester!
Thank you to the amazing Watch Dog Dads for the month of December! We truly appreciate all your support and look forward to having you visit again! If you have any questions about the Watch Dog Dad program, call the school office!
Thank you to Mr Royball from Columbine High School who generously donated lacrosse sticks for our PE program!

The PTA snack cart has been full! Thank you to the following families for your donations:

Webers, Thompson/Messner family, Williams, Cummings, Carters, Stunkles, Shislers and all anonymous families
Happy New Year!

It is a great time to make sure your Amazon and King Soopers accounts are linked to Columbine Hills Elementary. This super simple, one time action benefits CHE greatly. Please see the following link for step by step instructions, or contact PTA and we can walk you through the process.

[2021-2022 Passive Fundraising.docx]

Thank you for filling the snack cart in the staff lounge. This gesture can brighten the day of a staff member in the building and provide that extra push to get through the day. Use the QR code below or drop some individually wrapped goodies to the office.

The PTA is starting to gather photos for our 2021-2022 Yearbook. If you have school event related photos that you would like to share please upload to the following link or send them to the PTA gmail. Also, the presale of this year's Yearbook is now available, see below.

[Community photos for Yearbook 2021-2022]

[Yearbook Pre-sale]

-CHE PTA
Questions and comments - columbinehillspta@gmail.com
Writer of the Month Awards

Congratulations to the following students who were selected as the Writer of the Month for the month of December 2021 by their teachers. Their writing will be displayed in the front entry for everyone to read.

Kindergarten:
- Mollie Mick (Ms. Baltazar’s class)
- Luna Boyce (Mrs. Blackwell’s class)

Grade 1:
- Gunner Murphy (Mrs. Hartley’s class)
- Braxton Toth (Mrs. McGeeney’s class)

Grade 2:
- Adriana Castillo (Ms. Johanson’s class)
- Louis Hogan (Mrs. Strayer’s class)

Grade 3:
- Skylar Good (Mrs. Bawden’s class)
- Maycee Capansky (Mrs. Sarcletti’s class)

Grade 4:
- Hannah Hoskins (Mr. Capansky’s class)
- Gabby LeRoy (Ms. Kirkland’s class)

Grade 5:
- Isla Sawyer (Mrs. Bettmann’s class)
- Dalila Verlezza (Ms. Leebrick’s class)

Sponsorship space in this newsletter is extremely affordable! Reach parents in your local community & a significant portion of your investment goes back to the school! Want to sponsor this school? Please contact Rob Mangelson at Rob@tscacolorado.com or (720) 878-4107.
BEE Awards

Congratulations to the following students who were chosen by their homeroom teachers to receive the BEE (Being Excellent Everyday) Award for the month of **December 2021**. The BEE awards are sponsored by the Littleton Optimist Club. Selection is based upon students showing their best effort in citizenship, attendance, and perseverance. Each selected student receives a “BEE” t-shirt, a “BEE” pencil and a certificate.

**Kindergarten:** Matt King (Ms. Baltazar’s class)  
Teagan Peraro (Mrs. Blackwell’s class)

**Grade 1:** Avril Li (Mrs. Hartley’s class)  
Grayson Shafer (Ms. McGeeney’s class)

**Grade 2:** Mia Griego (Ms. Johanson’s class)  
Brenna Steele (Mrs. Strayer’s class)

**Grade 3:** Quinn Kartchner (Mrs. Bawden’s class)  
Kaylin Fischer (Mrs. Sarcletti’s class)

**Grade 4:** Scarlett Bremigan (Ms. Kirkland’s class)  
Jade Mendinghall (Mrs. Capansky’s class)

**Grade 5:** Jayden Girard (Mrs. Bettmann’s class)  
James Cummings (Ms. Leebrick’s class)
BEE Awards, continued...
BEE Awards, continued...
Dear Families,

During the month of January, learners of all ages will engage in digital citizenship learning related to Media Balance & Well-Being. These lessons focus on agency, not addiction, and quality time, not simply total screen time. Empowering learners to identify the difference between curating and creative screen time versus passive media consumption.

At home, you can support your students in understanding Media Balance & Well-Being, especially in the areas of texting, using messenger, and chat.

- **Regular communication:** Begin conversations about Internet safety as soon as you allow your kids on the Internet. You can use block filtering and monitoring for kids ages 6-9 to prevent them from going onto an adult site, for example. Once kids are ages 12-14, they know how to get around “Net Nanny” type programs and turn them off, as well as how to change browser history, so you need to have those conversations — the sooner, the better!

- **Set up family rules:** Adults have ultimate decision-making power over when, how often, and where devices can be used. Bedrooms and nighttime are often when kids are vulnerable. Consider taking up phones, Chromebooks, and other devices at bedtime and using Securly Home to turn off online access. Have screen-free times, such as during dinnertime or after school work is completed, so they can have time to decompress from screens and interact with those around them. If you have a child who engages in risky behavior, insist on getting their passwords and “spot checking” their profiles. As a parent, you need to factor in your child’s personality and then decide how closely you will monitor their online activities.

- **Join the same networks:** If your child is on social networking apps like SnapChat, you might want to join, too. This will allow you to see what the privacy features are. If your child has a public account, this is a good time to discuss how others see them and how this could affect decisions like employment and college acceptance in the future. Help them understand that they should not be sharing personal information, become “friends” with people they do not know, and how online words and images are long-lasting, even if they seem deleted.

- **Help identify emotions:** Ask your child how they feel when on certain programs and apps. Check in with them to help them identify anxiety and give them permission and encouragement to take a device break. Anxiety could also be a sign of cyberbullying, in which they will need your help. Teens need to know that not everyone online is who they say they are. They should always report inappropriate material or conversations to you and to the website immediately.

continued...
Monthly Motto: *We find balance in our digital lives.*

Discussion Question for School and Home: *How can we help students use media in healthy ways?*

Media Balance & Well-Being Family Activities:

- Kindergarten  [English](#)
- Grade 1  [English](#)
- Grade 2  [English](#)
- Grades 3-5  [English Spanish](#)
- Grades 6-8  [English Spanish](#)
- Grade 9-12  [English](#)

Family Supports

- [7 Surprising Apps Kids Can Use to Chat with Friends](#)
- [How to Handle Disturbing Content you Find on your Teens Phone](#)
- [Help Kids Make Friends and Interact Safely Online](#)
- [Digital Wellness for Families](#)
- [Jeffco Student Use of the Internet agreement](#)
Executive functions are the cognitive abilities that control and regulate most of what we do in day-to-day life. Executive functions include the ability to initiate, plan and organize, set goals, solve problems, regulate emotions, and monitor behavior. Some executive functioning skills may be more difficult for children than others.

Organization is one executive functioning skill that causes parental frustration. Many parents struggle with helping children become more independent. Some common complaints are, “My child is always forgetting to put things in her bag,” “He never remembers his homework,” “She can’t get ready for anything without reminders.”

If a child has difficulty organizing him/herself to go somewhere, to get ready for bed, to set-up to work on homework, you can help.

- If organization is a struggle, help your child organize his/her backpack, folders, desk, and teach the process of organizing.
  1. First, look to see what is there,
  2. next, decide what needs to stay and put it in folders/in order.
  3. Then, turn in work that needs to be turned in,
  4. and put away what needs to be put away.

Don’t organize everything for your child and assume the organization issue is fixed. Help your child organize him/herself multiple times until the skill can be learned and continued without support.

- Getting ready to go to bed or go to school: you can make a list of all the things that need to be done and post it on the wall in the location in which they need to do it. For young children, this can start as a picture reminder. Take a picture of the items that go into the backpack and put it on the wall near the backpack(s). A written example:

<table>
<thead>
<tr>
<th>Get Ready for Bed</th>
<th>Pack Backpack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put on pajamas</td>
<td>Lunchbox</td>
</tr>
<tr>
<td>Wash face</td>
<td>Water Bottle</td>
</tr>
<tr>
<td>Brush teeth</td>
<td>Homework in Folder</td>
</tr>
<tr>
<td>Get in bed with a book</td>
<td>Snack</td>
</tr>
<tr>
<td></td>
<td>Laptop</td>
</tr>
<tr>
<td></td>
<td>Clean Mask</td>
</tr>
</tbody>
</table>

- Getting ready to do work: you can use checklists to help children get organized and ready to do their homework, as well.
  1. Find a quiet location,
  2. Get school supplies out and lay it on a work surface,
  3. Optional: set a timer to help with checking to make sure I’m paying attention and getting things done.
Emotion Management

This month students will begin the emotion management unit of the second step curriculum. The goals of this unit by grade include

**Kindergarten:**

- Identify familiar feelings from contextual and behavioral clues
- Name and apply slow breathing as an emotion-management strategy
- Name and apply asking an adult for help as an emotion-management strategy

**1st:**

- Identify feelings from contextual and behavioral clues
- Infer a likely emotion that would arise from a particular situation
- Apply emotion-management strategies of slow counting and asking an adult for help

**2nd**

- Identify complex feelings from contextual and behavioral clues
- Recognize that people can feel differently about the same situation
- Apply using helpful thoughts as an emotion management strategy

**3rd:**

- Describe the role and purpose of emotions
- Identify and label similar emotions with different intensity levels
- Recognize taking a break as an emotion-management strategy

**4th +5th**

- Recognize that strong emotions make it hard to think clearly
- Recognize that managing emotions is necessary to make good decisions
- Apply rethinking as an emotion-management strategy

*continued...*
Executive Functioning

This month 4th and 5th Grade will spend some time in SEL lessons working on some executive functioning activities. Executive function is a set of mental skills. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things. Students will identify areas of executive functioning they struggle in this month and complete worksheets and activities based on individual need. Ask your student how this is going! Remind your student that everyone struggles with certain areas of executive functioning.

It can be helpful for your kids to hear about areas of executive functioning you yourself struggle with. Share your own stories of struggle in the following areas and give them tips on how you manage these.

**Area 1- Self Understanding**- the ability to assess how well you understand yourself and how you do things.

**Area 2- Organizational Skill**- the ability to establish and maintain order and keep track of things.

**Area 3- Time Management Ability**- The ability to accurately estimate how long a task will take and make efficient use of time.

**Area 4- Emotion Control**- the ability to stay calm even when faced with situations that can cause you to get upset, angry, sad, or frustrated

**Area 5- Behavior Control**- the ability to stop yourself from doing things you shouldn’t

**Area 6- Flexibility**- the ability to make changes in your behavior or schedule.

**Area 7- Initiative**- the ability to start projects or tasks without having someone tell you too.

**Area 8- Attention**- the ability to stay focused on a task that is uninteresting to you, especially with distractions.

**Area 9- Working Memory**- the ability to keep certain information in mind in order to complete a task.

**Area 10- Persistence**- the ability to stick with a boring task from start to finish.
How to Read Nonfiction Text

Kids love to read about real people, places, and events. Nonfiction books present real information in engaging and interesting ways. However, most kids read a lot more fiction than nonfiction, so spend some extra time helping your reader learn how to navigate a nonfiction book.

Talk about nonfiction

Begin by explaining that the book you’re about to share is nonfiction. That means that the book will give us information that is true. The book will be organized around a specific topic or idea, and we may learn new facts through reading. Some kids even enjoy sorting their home libraries into fiction and nonfiction books. This simple categorization task helps your child understand the difference between fiction and nonfiction.

Look at the parts

Most good nonfiction books will have helpful features that are not a part of most fiction books. These parts include a table of contents, an index, a glossary, photographs and charts with captions, and a list of sources. Share the purpose of the features with your reader.

- **Table of Contents:** Located at the front of a book, the table of contents displays a list of the big ideas within the book and where to find them.
- **Index:** An index is an alphabetical list of almost everything covered within the book, with page numbers. Readers can use the index to look up specific terms or concepts and go right to the specific information they’re looking for.
- **Glossary:** Located at the back of the book, a glossary contains key words that are related to the topic and their definitions. These definitions provide more information about new vocabulary words.
- **Captions:** Captions are usually right under photographs, figures, maps, and charts. Captions give a quick summary of what information is presented in the graphic.
- **Photos and Charts:** A lot of information can be found by “reading” the charts and photos found within nonfiction text. Readers will first need to figure out what information is presented. Then they’ll need to discover how to navigate the information. Some charts use clear labels, others require more careful examination. Help your reader learn more about the different ways information can be displayed.

Be the reading boss

Nonfiction books do not have to be read from cover to cover. Readers can use the table of contents and index to jump right to the information they are most interested in. In that way, they are the “reading boss” of that book! However, if your reader wants to read from cover to cover, encourage him to use the table of contents to understand how the book is organized. "First we will learn about the different types of frogs. Then we’ll learn where they can live, what they eat, and how they survive." Passages from the book can be reread as often as necessary until your child understands what is written. You can refer to pictures, charts and tables over and over again as well.

As natural learners, young readers are drawn to books that give information about something or explain something they’ve always wondered about. With a little help and guidance about reading nonfiction, you can feel good about introducing your child to a new world of information.
CAREER OPPORTUNITIES

BUILD YOUR CAREER WITH US

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Paid time off on holidays
Paid training provided and plenty of opportunity for growth and advancement
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303-982-2352

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Click on employment then “Jobs” at Jeffco
1. Find your school’s website. Go to the library page for the library catalog

2. Open Destiny Discover & click login

3. Click on blue bar & login to Jeffco

4. Enter Jeffco username and password

5. Type audiobook in the search bar

Get lost in an audiobook on the way!
Food For Thought BakPak Program

Each Thursday, the Food For Thought BakPak Program will distribute sacks filled with food to students who need food during the weekends. The Food For Thought BakPak Program is a partnership of businesses, faith-based ministries, and the communities of SW Jefferson County who care about hunger needs of students in our schools. This program is designed for families who are struggling financially and may need support to provide adequate food for their children on weekends. The weekend bags consist of food for meals for each participating student. The food will be packed in a plastic grocery bag. It will fit in the child’s own backpack or will be easy to carry.

If you wish for your student(s) to participate in this program, please complete the information below and return to the school office as soon as possible. If participating in this program, your student’s name will be shared with the BakPak program coordinator for the purpose of labeling the bags.

If you do not need assistance, but may be interested in making a monetary or food item donation toward this program, please let Denise Woodin, Columbine Hills Elementary Enrollment Secretary know.

If you have any other questions, please contact Denise Woodin at 303-982-5540 or email at denise.woodin@jeffco.k12.co.us

- - - - - - - - - - - - - - - - - - -
_____ Yes, I would like my child (children) to participate in this program.

Parent Name: ____________________________________________

Student: ___________________________ Classroom Teacher: ________________

Student: ___________________________ Classroom Teacher: ________________

Student: ___________________________ Classroom Teacher: ________________
Columbine Hills Elementary School “Home School Connection”

Please return to Christa Wilson, Principal

I have a question, a concern or something positive to share:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

This information is optional:
Name: __________________________________________
Daytime Phone: ________________________________

____________________________________________________________________________

We would like to give you an opportunity to share your appreciation of our staff by using this form below. Simply return the form to the office.

Staff Appreciation

Dear _________________________,

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

____________________________________________________________________________