



Stedman
Elementary



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October 2015

Upcoming Important Dates and Events:

October 14th: Picture Day

October 16th: PAC Meeting 8:30-9am in Parent Room

Parent Room Coffee with School Leaders 9-10am

Fall Festival, 5-7pm

October 19th and 20th: No School: Teacher Planning and Assessment Days

October 27th: Collaborative School Committee, 5:30pm

October 30th: Dia de los muertos celebration, 2pm

November 2nd: No school

November 3rd and 4th: Parent teacher conferences, 4-8pm

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**BOX TOPS!**

Boxtop fall competition has begun! The top collector wins a \$25 gift card. Put Boxtops in a ziplock Baggie with your name and room number into collection box in office. Fall competition ends OCT 30. Winner will be announced first week of November!

Fall Festival is October 16th, 5-7pm!

Fall festival has been a Stedman tradition for many years. On an October evening students and families return to the school for a carnival-type event with fall themed activities and food. The PTA sells tickets, 4 for \$1.00. Tickets are used for participation in an activity or to purchase food. Students and adults are encouraged to dress in costume (appropriate for school: no adult themes, weapons, blood or violence) and there will be a costume contest!

This is a family event. Students must attend with a parent/guardian. Students are not to be dropped off without an adult chaperone/left unattended.

This year, teachers, families and students will take on new levels of ownership. Each classroom will create and run an activity with the support of family volunteers, and 50% of the proceeds from that activity will go to support that classroom.

We will have a DJ this year, food, and yes....the Haunted House will be back.



KNIGHTS OF THE ROUND TABLE FOR SEPTEMBER:

Aiden Walker (ECE)
 Eliana Frenzel (kindergarten)
 Juan Sandoval (grade 1)
 Quentin Buggs (second grade)
 Raya Greenberg (grade 3)
 Charlie Weams (grade 4)
 Isaac Reynolds (grade 5)
 Lane Harlow (grade 3/4 teacher)

Congratulations to Crystal Griego and Dawn Romero. They are being recognized for Excellence in Teaching for their Distinguished Status by Denver Public Schools. They will be honored at a banquet on October 13th.



Student Centered Behavior Support At Stedman

The Stedman team bases our behavior support on the values in the Stedman Culture and Equity Statement:

We, the staff, students and community at Stedman Elementary view all our students as capable, intelligent and resilient. We embrace our diversity and recognize that we are responsible for creating and maintaining a positive school environment that provides all students with empowering academic, social, emotional, and behavioral support necessary to achieve academic and personal growth.

With the goal of joyful, rigorous and personalized classrooms, we believe misbehavior and poor decision making are valuable learning opportunities and we use those opportunities to strengthen community bonds by working through the learning process together.

Restorative practices are embedded in our school culture and all that we do to make Stedman an inclusive and successful learning environment. Stedman was asked to present at the DPS monthly discipline support meeting this month because our school has shown great success in decreasing the number of suspensions and, in turn, providing our students with positive behavior supports that meet their needs.

Student-Centered Behavior Support at Stedman (continued)

What caused Stedman to move from having one of the highest suspension rates in the district to one of the lowest? A shift to a school leadership team that prioritizes restorative practices, and social-emotional support for students combined with the hard work of all of our staff members. Stedman has met the DPS goal of 0-3% suspensions as a result of the following systems at work in our school:

- **No-Nonsense Nurturing:** this practice prioritizes the relationships between students and teachers, ensures that teachers give clear directions, reinforces positive behaviors, promotes the use of a neutral tone and neutral body language and responses to off-task behaviors in ways that are fair and consistent. All Stedman staff are trained in NNN and all teachers receive coaching from our Teacher Effectiveness Coach to ensure equity and positive culture in all classrooms.
- **Restorative Approaches:** A Restorative philosophy that focuses on the behaviors that cause harm, who is responsible for that harm, and what needs to happen to make things right. It seeks to identify everyone involved and provide opportunities for those most affected by the behavior to be heard and play an active role in deciding how the situation will be made right. Students involved in Restorative Approaches partake in a process to help them identify their role in a situation/conflict and the extent to which they're responsible for repairing or resolving the issue.
- **MTSS (Multi-Tiered System of Supports):** this team supports the teacher and student with the planning and monitoring of tier 1 and tier 2 academic or behavior supports. When there is a repeated behavior concern with a student, the teacher meets with this team and an intervention strategy is decided on. The teacher and student monitor this intervention for 6-12 weeks to determine if the child is able to make progress with this additional support in place.
- **Special Education:** In some instances, students have behavior supports written in their individual education plans and receive services from Special Education staff or the school psychologist.
- **PBIS:** by continuing to teach and honor our RAPPS values, we ensure that we have a common language for teaching the character traits that we expect to see from all students.



Shout Outs!

Every Wednesday, Stedman staff and students Shout Out individuals who have lived out one or more of our RAPPS traits:

RESPECT
 ACT with GOOD
 CHARACTER
 PURPOSE
 POSITIVITY
 SAFE

One Shout Out per class is given to School Leadership each week (the “Knight of the Week”) and placed on the large Shout Out board outside the main office.

The third week of each month, School Leaders select a group of Shout Outs (see at left) from the board to have a special lunch aka “The Knights of the Round Table!”

A note from our Principal, Dr. Melissa Peterson
Joyful, Rigorous and Personalized: Vision of a Stedman Classroom

DAPPS

Stedman has been quick to embrace the new classroom vision that DPS rolled out this summer. This vision aligns with our ideals for educating the whole child and ensuring that Stedman continues to evolve as a top choice neighborhood school where parents are confident that their child's needs will be met. Superintendent Tom Boasberg shared this vision in Our DPS Weekly on September 11th. DPS classrooms:

- Excite students to explore, think deeply, solve problems, create and have fun.
- Engage students in active discussions, rich debates and deep learning about math, literature, science, social studies, the arts and other compelling areas of study.
- Individualize content and instruction to meet the needs of each learner.
- Celebrate the diversity of our students.
- Ensure every student is known and appreciated for the gifts she/he brings.
- Empower students to own their learning and challenge them to achieve goals they never dreamed possible.
- Ignite a passion for learning.

Superintendent Boasberg described the new DPS classroom as “ lively, active, engaging, sometimes even loud.” This aligns with what we know about Stedman students: they thrive on opportunities to move, talk and explore in the learning process.

We are excited to announce that Stedman is trying out a new format in 4th and 5th grades called *platooning*. In this format, teachers instruct in one content area and students rotate to the different classrooms. This allows teachers to become experts in their content area and prepares students for middle school by switching classrooms and teachers. We have an exceptional team of 4th/5th grade teachers, and so we are so glad our students get to interact with all of these teachers throughout the day:

Shawanda Buggs – 4th/5th grade math
Lucy Gonzales – 5th grade literacy
Megan Walsh – 4th grade literacy
Miranda Obo – 5th grade non-fiction literacy (science & social studies)
Dixie Neely – 4th grade non-fiction literacy (science & social studies)

We are excited to have new Engage New York math curriculum grades K-5 and new Expeditionary Learning Literacy curriculum grades 4 and 5 to support this shift to give students more responsibility for their own learning. These new resources are Common Core aligned and rigorous. If you notice that the math homework and reading materials are challenging, you are not alone. I found myself googling math concepts to help my 5th grader with her homework. Please reach out to the teachers if you have any questions.

Our first round of interim assessments take place in October for students in the 2nd-5th grades. The results of all beginning of year and interim assessments will be available to you at parent teacher conferences on November 3rd and 4th.