PRINCIPAL’S MESSAGE

Lessons at the beginning of the school year

Teachers and Mr. K teach digital citizenship
to teach our students. Classroom comprised
of a teacher from each grade level. There is a lot of teaching and
standards happens at the elementary level. There is a lot of teaching and
resulting in which you need to advocate for
yourself in order to attain your desired outcome. For adults, self-advocacy is
an important skill in business, personal relationships, your children’s educa-
tion, healthcare, everyday interactions in your community, and so on. Although
advocating for oneself is a critical life skill, it is complex and does not come
naturally. Thus, it’s essential to teach children how to vocalize their needs,
interests, feelings, and ideas given that
this skill will support children’s ability to learn, foster positive relationships,
and be successful in the broader context of life.

Learning to advocate for oneself is incredibly challenging, as it requires pre-
requisite skills, abilities, and bodies of knowledge. First, a person must be
able to analyze and assess a situ-

A NEW LOOK FOR LJES CAMPUS

Preliminary design plans to rebuild and modernize our LJES campus have been approved at the site level. The approval is based on feedback from a variety of key stakeholders, including Dr. Hasselbrink, general and special education staff, non-classroom teachers and personnel, office staff, parents, and community members.

Key features of the plan include the following:

- A new two-story building on Girard Street that will serve as the campus’ single point of entry and house administration offices, fourth- and fifth grade classrooms, a large maker space, and collaborative learning spaces
- New kindergarten buildings and lunch area to replace existing bungalows
- Dedicated drop-off / pick-up area on Girard Street with ADA and visitor parking spots
- Accessibility upgrades, including covered walkways, new bridges and ramps to the upper yard
- Enhanced outdoor spaces, including a new lunch court and new learning areas, “quads”
- Renovation of existing buildings and replacement of bungalows
- Campus improvements, including an outdoor amphitheater and an improved field

“I am so excited about the whole site modernization project! La Jolla Elementary is a gem of a school. We are so deserving of a gorgeous, state of the art campus that will serve our students and community well,” said Dr. Hasselbrink.

The project is currently in the hands of our District project manager and the Domusstudio architects, as we wait approval from the Division of State Architect (DSA). Construction is currently scheduled to begin Summer 2020 and to be completed by end of 2022.

For more information and updates, please visit the “Whole Site Modernization Project” section under the “About” tab of our school website.

IMPORTANT UP COMING DATES

MAY

3     Amigos Fiesta
7     Teacher Appreciation
15    Parent Volunteer Breakfast
17    Art Show Opening
19    Junior Olympics
24-27 Memorial Day weekend (no school)

JUNE

7     Field Day
11    Last Day of School (early dismissal)

SUPPORTING STUDENTS’ SOCIAL AND EMOTIONAL LEARNING – SELF-ADVOCACY

Think about all of the situations that arise in which you need to advocate for yourself in order to attain your desired outcome. For adults, self-advocacy is an important skill in business, personal relationships, your children’s education, healthcare, everyday interactions in your community, and so on. Although advocating for oneself is a critical life skill, it is complex and does not come naturally. Thus, it’s essential to teach children how to vocalize their needs, interests, feelings, and ideas given that this skill will support children’s ability to learn, foster positive relationships, and be successful in the broader context of life.

Learning to advocate for oneself is incredibly challenging, as it requires prerequisite skills, abilities, and bodies of knowledge. First, a person must be able to analyze and assess a situ-
So, how can we support our children’s ability to self-advocate?

Self-Advocacy in the Classroom
Developing self-awareness is a vital component of self-advocacy. As they listen to a peer’s comment, attend to the teacher’s directions, or learn a strategy that’s being taught, children need to be aware of their level of understanding. They need to recognize when they aren’t comprehending something, and in response, they need to ask questions, seek additional assistance, and speak up for themselves. As parents, you can let your child know that it’s important for them to take the previously mentioned actions when they’re confused or need help with something, so their teacher can offer them the support and guidance they need to learn. Teachers and parents can also support students’ self-awareness by helping them to understand their strengths, challenges, and needs so they will better understand when they might need to advocate for themselves.

Self-Advocacy in the Home Setting
Recognizing and naming one’s feelings is another important aspect of self-advocacy, as children need these skills in order to communicate about their emotions. At home, parents can support self-advocacy by helping children to identify their feelings. For example, if you notice that your child seems upset, you can say, “I see that your face is red and your fists are clenched. You look upset. What’s going on?” Parents can also encourage their children to use “I-statements” to express their feelings. For instance, you can teach your children to use language frames such as “I’m feeling ___ because ___.” or “When ___, I felt ___.” It is also important for adults to model and discuss their own feelings. In an effort to protect our children, sometimes we shelter them from our own emotions. While it’s important not to expose children to adult issues, children need to observe how we experience and discuss our feelings in order to help them learn how to navigate their own experiences.

Self-Advocacy in Peer Relationships
Coaching children through conversations with peers (and siblings!) supports students’ ability to advocate for themselves. Students routinely approach me about another student’s actions toward them. Their statements are usually along the lines of “___ said ___ to me” or “___ did ___ to me.” Students seek me out as an advocate for them— they want me to intervene on their behalf and solve their issue. Because I want to empower students to advocate for themselves with the issue at hand and in future situations, I coach them through a communication process with their peer. We approach the other student together, and I provide the student with language frames that enable them to express their perspective and feelings: “When you ___, it made me feel ___.” or “I felt ___ when you ___.” I also offer the other student language to respond: “I’m sorry that when I ___, I made you feel ___."

Although it seems simplistic, students’ issues are often resolved as a result of this type of communication. When children understand that their actions have an adverse on a peer, they are able to empathize, apologize, and repair the peer relationship. Coaching students through problem-solving conversations with their peers enables them to advocate for themselves in future situations.

Closing
One of the most important roles that we as parents and educators have is nurturing students’ social and emotional well-being. I enjoy empowering students by teaching them how to advocate for themselves through recognition and expression of their feelings, definition of boundaries, and use of their voices to navigate challenging situations. At LJES, we look forward to continuing to partner with you to support your children’s well-being. I have created a Social Emotional Learning page (it is a work in progress!) on the LJES website, where I will update you about important information and what we’re working on at school.

Warmly,

Stephanie Hasselbrink, Ed.D
Interim Principal
This year’s talent show was kicked off by none other than a group of LJES teachers performing a dance medley. With their oversized photo props and slick dance moves, they wowed the audience and set an enthusiastic mood for the night. Students from kindergarten to fifth grade continued to entertain the audience with dance, songs, instruments, and jokes. The memorable evening concluded with the fifth graders seated on the stage as a nostalgic slide show highlighted their years at LJES. Thank you to parents Micaela Jeffery and Colleen Royal for putting together yet another unforgettable talent show.
In March, the LJES library held a literary event for fourth and fifth graders, featuring Matthew Ward, author of The Fantastic Family Whipple and its sequel, War of the World Records. Matthew read from the first book; recounted his own fascination with world records and attempt to set one himself (as one of 76 kids jammed in a van in 1987); led students through a contest for who could put the most coins in a cup by inhaling through a straw; and showed a funny short video of his efforts to eat the most M&Ms with chopsticks while blindfolded, with “help” from his three-year-old son.

Matthew shared with students that he loved stories as a kid, but thought he was so slow at reading and writing that becoming an author was an impossible dream. But one day, he took a piece of paper and started writing, vowing to just give it a try. Although he had doubts many times, he kept going and wrote a little bit more every day. Eventually he had enough for not just one, but two books! He’s so glad he didn’t stop. “If you really love something,” he advised, “don’t give up on it.”
It's been a great year as the Student Council president. This year we chose the Salvation Army’s Door of Hope as our cause to raise money. The Student Council toured the facility and spoke to the director to see what we could do to help. In the winter we did a toy drive for the holidays and we still plan to do another fundraiser to help them get much needed household items.

The Student Council also chose bike and pedestrian safely as a service learning project for the school. We had an assembly that taught us how to be safer on bikes and walking to and from school. I hope the students took away at least one thing to make them safer.

Student Council also reads all the suggestions that go into the suggestion box at our meetings and we are doing our best to use these ideas to make our school the best it can be. We are excited to do more fun things for the school and end the year with some great school spirit. I’m very proud to be a part of our amazing LJES community!

In February, we were honored to host Mrs. Rose Schindler, who returned to the LJES library to share her personal history with the fifth-grade class. Mrs. Schindler grew up in a village in pre-war Czechoslovakia with seven siblings, her parents, and an aunt. The students sat riveted as she described how life changed, vividly and tragically, when her family was transported to Auschwitz 75 years ago.

After Mrs. Schindler finished speaking and answering questions from the audience, numerous students surged around her to express admiration for her resilience and gratitude for her visit. Some even gave her spontaneous hugs. Later, they prepared heartfelt handmade thank you notes.

If you would like to see Mrs. Schindler’s talk and the Q&A that followed, a video is available at https://tinyurl.com/y2zmox78. (Parents/guardians, please preview the content before viewing with children.)

Family Science Night Co-Chairs Michael O’Campo and Vanessa Emmery brought together over 80 parent and LJES alumni volunteers to create another mind-blowing educational extravaganza. This year, students had the opportunity to pick up a passport and collect stamps from various stations ranging from a squishy station, to RoboSports, to blood candy making and even a patent office. It was a wonderful evening for our budding student scientists.

Family Science Night Rocks!
The Open Aire Market was hoppin’ on Sunday, April 7th at our annual Spring Fling event. Many thanks to Ms. Julie Greathouse and 3rd, 4th, and 5th graders from the LJES choir for kicking off the festivities. Games and dancing kept everyone busy all morning long. And special thanks to the Easter Bunny for leading the exciting egg hunts that included 7,000 eggs! All market proceeds provide funding that supports and enriches the education of the children at LJES. Make us part of your Sunday routine!
It was a totally awesome time on Saturday, April 13th at Farmer & The Seahorse for this year’s annual spring gala. LJES parents, teachers, and staff had a rad evening of dancing to 80s favorites and admiring creative attire showing 80s fashion at its finest. From acid wash to track suits, big hair to leg warmers, and prom dresses to Members Only jackets, we saw it all. Thanks to the overwhelming support and generosity from our LJES community, the evening was a huge success. Special thanks to our gala chair, Nicole Peck, for leading a like totally awesome team who made this a party to remember!
PLEASE SUPPORT OUR PEARL SPONSORS

Serving LJ since 1985!
Custom Homes
Remodels
Development
858-454-4345
www.NauBuilders.com

La Jolla’s only pediatric dental office
875 Prospect Street, Suite 203, La Jolla
(888) 881-9700 | www.myseasidesmiles.com

www.piehlgroup.com
619-955-5295

www.piehlgroup.com
619-955-5295

www.Obrienwealth.net
(800) 556-0015 / (858) 456-7729
888 Prospect St., Suite 301, La Jolla, CA 92037

www.madeinearthus.com

INTERESTED IN BECOMING ONE OF OUR SPONSORS?
PLEASE CONTACT
KATY SIDDONS
KATYSIDDONS@GMAIL.COM

Tidings is a publication of the La Jolla Elementary PTO and Friends of La Jolla Elementary Inc, 501(c)(3) not-for-profit corporations. As such, content for emails will be at the sole discretion of the PTO and Friends.