



2006-07

WWW.CHERRYCREEKSCHOOLS.ORG

Cherry Creek School District

APPENDIX A

Message from the Superintendent



Inside

Board of Education

Aagje Barber *President*

Jennifer Churchfield

Kay Fair

Paul J. Hanley

Bee Kirk

Board Meetings

The public is welcome and encouraged to attend. Board meetings generally are held at 7 p.m. on the second Monday of each month as shown in this calendar.

Superintendent of Schools

Dr. Monte C. Moses

District Administration

Mary Chesley

Assistant Superintendent of Performance Improvement

Dr. Elliott Asp

Assistant Superintendent of Performance Improvement

Mary Terch

Assistant Superintendent of Educational Support Services

Steve McGrath

Assistant Superintendent of Human Resources

Guy Bellville

Chief Financial Officer

"Assets are a survival guide to life."

— *Fifth grade student, Creekside Elementary School*

These profound words, from an elementary school student who learned about developmental assets in class, clearly demonstrate that even young children can understand the essence of assets; that assets help them become better, stronger people, capable of making good choices and successfully handling the challenges they face in their daily lives.

Developmental assets are positive factors that promote healthy development in children and adolescents. They are one of many important tools that adults — including parents, teachers, coaches, neighbors, businesspeople and other community members — can use to provide the positive framework children and adolescents need to succeed.

Research conducted by the Search Institute shows that "asset-rich" children take fewer negative risks and are more likely to be successful academically, socially and emotionally than are children who lack those experiences and qualities. The data is clear that when students have more than 20 assets, risk-taking behaviors such as alcohol and other drug use, and sexual activity, are reduced by 50 percent. When students exceed 30 assets, risk-taking behavior is cut in half again, making it almost negligible.

Additional data from the Search Institute reveals how real the risks are. In a 2003 survey of 8th, 10th and 12th graders:

- Forty-one percent of students indicated that they had used alcohol once or more in the last 30 days.
- A quarter of students reported getting drunk within the last two weeks.
- Thirteen percent of students reported driving while drinking in the past 12 months.
- Thirty-four percent of students reported having sexual intercourse three or more times.

In addition, the amount of asset deficits that students report is also a concern:

- More than half of students reported being home alone

more than two hours a day.

■ Thirty percent of students reported watching three or more hours of television per day.

The survey also reveals some important paradoxes. For example, while 78 percent of students reported a positive view of their future, just 19 percent reported resisting danger. We must alter student attitudes about risk-taking to help them differentiate between positive and negative risk-taking. Too often, today's society lives by Nietzsche's view, "If it doesn't kill you, it will make you stronger." Far too many people seem to forget that taking negative risks may do just that — kill you.

It is imperative that we, as parents, as educators, as adults who care about kids, work together to build assets in all children. We must reach out to the greater community, help people understand the positive impact of assets and engage them as partners in our efforts to keep kids safe and help them become responsible, caring adults.

A good example is what has happened in the Willow Creek neighborhood in the Cherry Creek School District. There, you see "assets in action" every day. Parents, neighbors and other adults understand the importance of building assets in all children, and do so actively. They are *intentional* in their interactions with children, whether that interaction is as simple as addressing a child by name and saying "hello" while out for a walk, or enforcing the community's common values and boundaries, while respecting each family's individual values, beliefs and parenting style.

We must expand this kind of cooperative effort. If we don't popular society will dictate the attitudes and, ultimately, the behaviors of our youth. As President Theodore Roosevelt once said, "To educate a person in mind but not in morals is to educate a menace to society."

I encourage you to learn more about developmental assets and their benefits and to put them to work in your family, your school and your community. Your actions as an "asset-builder" will be one of the most important and powerful things you can do for your kids, and for all our kids.

Monte C. Moses

Superintendent

National Superintendent of the Year, 2005

Cherry Creek Schools Foundation	4
Get Involved with the Cherry Creek School District!	5
Directory of Schools & Facilities	6
Snow Closures & Storm Schedule	8
School Safety	8
SCHOOL YEAR CALENDARS:	
Common Calendar	9
Single-Track Calendar — Aspen Crossing Elementary — Coyote Hills Elementary — Creekside Elementary — Red Hawk Ridge Elementary	10
Four-Track Year-Round Calendar	11
District Map	Back Cover

External Assets

support

1. **Family Support** – Family life provides high levels of love and support.
2. **Positive Family Communication** – Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships** – Young person receives support from three or more non-parent adults.
4. **Caring Neighborhood** – Young person experiences caring neighbors.
5. **Caring School Climate** – School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling** – Parent(s) are actively involved in helping young person succeed in school.
7. **Community Values Youth** – Young person perceives that adults in the community value youth.

empowerment

8. **Youth as Resources** – Young people are given useful roles in the community.
9. **Service to Others** – Young person serves in the community one hour or more per week.
10. **Safety** – Young person feels safe at home, at school and in the neighborhood.

boundaries & expectations

11. **Family Boundaries** – Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries** – School provides clear rules and consequences.
13. **Neighborhood Boundaries** – Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models** – Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence** – Young person's best friends model responsible behavior.
16. **High Expectations** – Both parent(s) and teachers encourage the young person to do well.



constructive use of time

17. **Creative Activities** – Young person spends three or more hours per week in lessons or practice in music, theater or other arts.
18. **Youth Programs** – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious Community** – Young person spends one or more hours per week in activities in a religious institution.
20. **Time at Home** – Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

commitment to learning

21. **Achievement Motivation** – Young person is motivated to do well in school.
22. **School Engagement** – Young person is actively engaged in learning.
23. **Homework** – Young person reports doing at least one hour of homework every school day.
24. **Bonding to School** – Young person cares about her or his school.
25. **Reading for Pleasure** – Young person reads for pleasure three or more hours per week.

positive values

26. **Caring** – Young person places high value on helping other people.
27. **Equality and Social Justice** – Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity** – Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty** – Young person “tells the truth even when it is not easy.”
30. **Responsibility** – Young person accepts and takes personal responsibility.
31. **Restraint** – Young person believes it is important not to be sexually active or to use alcohol or other drugs.

40 Developmental Assets

In Cherry Creek Schools...

The 40 Developmental Assets, researched and named by the Search Institute and adopted by the Cherry Creek School District, provide a positive approach to helping youth grow into responsible, confident and healthy young people who are able to realize their full individual and academic potential.

It is up to families to decide what Assets are the best match in regard to their culture and values. Research shows that there is a strong correlation between a student possessing a high number of Assets (30 or more) and exhibiting positive behavior.

Permission to print: Search Institute, Minneapolis, MN.

social competencies

32. **Planning and Decision Making** – Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence** – Young person has empathy, sensitivity and friendship skills.
34. **Cultural Competence** – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance Skills** – Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful Conflict Resolution** – Young person seeks to resolve conflict nonviolently.

positive identity

37. **Personal Power** – Young person feels he or she has control over “things that happen to me.”
38. **Self-Esteem** – Young person reports having a high self-esteem.
39. **Sense of Purpose** – Young person reports that “my life has a purpose.”
40. **Positive View of Personal Future** – Young person is optimistic about her or his personal future.