



TWO-WAY DUAL LANGUAGE PARENT HANDBOOK

ROSKRUGE BILINGUAL MAGNET K-8 SCHOOL

Tucson Unified School District

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INTRODUCTION

The building where Roskruge Bilingual Magnet K-8 School is now located was the original Tucson High School opening in 1907. Roskruge School for grades 1-8 joined Tucson High School in 1914 and the two schools coexisted until 1923 when Tucson High School moved to its present location across the street. Roskruge School then existed in various years as a 1-9 school, a 1-8 school, and a K-8 school until the phase out of grades 7 and 8 was completed in 1972. The school then served as a K-6 school only.

In 1986, the Tucson Unified School District approved creating a bilingual magnet middle school for grades 6-8 at Roskruge to join the neighborhood elementary school there. The plan called for the middle school to open for the fall semester of 1987-1988 as a true magnet with no attendance area. However, construction delays forced the school district to hold classes for the middle school at Mansfeld Middle School, about a mile away, and classes for the elementary school at Robison Elementary School, about three miles away for the entire first semester. Both schools moved into the renovated Roskruge building at the beginning of the 1987-88 second semester becoming Roskruge Elementary and Bilingual Magnet Middle School.

This format existed, with the bilingual magnet middle school being housed in the same building as the neighborhood elementary school, for 25 years. In 2010, Richey School was closed with their students being assigned to Roskruge and their attendance area being merged into Roskruge's attendance area for K-5 students. In 2013, the school board approved joining both schools and forming the present Roskruge Bilingual Magnet K-8 School. All students attending Roskruge then became magnet students but the school still has an attendance area for K-5 students only (the one that existed for the neighborhood elementary school plus the Richey area) and no attendance area for students in grades 6-8. In 2015, a proposal was made, approved by the school board, but later dropped, to make the K-5 attendance area also a dual attendance area (with a nearby school) for students in grades 6 through 8, leaving the middle school portion of the school a true magnet.

Even before the District officially merged the schools, administrators, faculty, staff and parents were on board, as early as 1989, to create a bilingual setting throughout the building using a 50-50 model for grades K-5 to match the expectation of middle school instruction. Now language of instruction is Spanish to English: 90% to 10% in kindergarten and first-grade, 80% to 20% in second-grade, 70% to 30% in third-grade, 60% to 40% in fourth-grade, and 50%-50% in grades fifth through eighth. Also, in grades 6-8, Spanish is one of the core subjects along with English Language Arts, Math, Science, and Social Studies. In support of the TWDL program at Roskruge, mariachi and folklorico are an integral part of our TWDL program.



ABOUT TWO-WAY DUAL LANGUAGE

Imagine your children becoming fluent in a second language in their early years. Imagine them not only speaking, but writing, reading, and learning in that language as comfortably as they do in their first language. Imagine them being ready to learn a third language by the time they enter high school. A gift like this wills doors open throughout their lifetime.

Two-Way Dual Language teaches school subjects in both English and a target language, in this case Spanish. Language learning is immersive, occurring while students learn math, social studies, and more. Students negotiate meaning further through interaction with their peers in a class made up of native speakers of both languages.

More than 40 years of research consistently documents the power of “additive bilingual” programs to help students attain high levels of second-language proficiency. No other type of instruction is as successful, and young children thrive in this type of instructional environment.

For English-speaking students, research shows that a second language is best developed through early and full immersion in that language (Genesee, 1985). For non-native speakers, English is best acquired when academic proficiency in their first language is firmly established (Hakuta & Gould, 1987) serving as a base to add on their English academic skills. For both types of students, Dual Immersion is a great choice!

Children generally perform at or above their non-immersion peers on standardized tests administered in English. They become biliterate, meaning they can read, write, and communicate in both languages. Students learn from teachers and from each other, and share not only academics, but language, culture and friendship.

Dual Immersion started in the US in 1963 with a group of Cuban citizens in Florida. What began as an English Learning program has blossomed into an enrichment program for all students, where the final outcome is bilingualism, high level of literacy in two languages or more, and improved academic achievement.

Other benefits of Dual Immersion Education include the following:

- Additive bilingualism: Students gain a new language and maintain their native language.
- High academic achievement: Students in Dual Immersion programs perform at or above other seventh-grade classes on standardized tests in Math, Science and Social Studies. (1996, Collier Thomas Study)
- Students will qualify for the Seal of Biliteracy on their High School Diploma through an application process
- More job opportunities in many careers.

Why TWDL?

The TWDL (Two-Way Dual Language) program offers both English and Spanish speaking students the unique opportunity to learn and excel in both the primary and second languages, while also developing an increased understanding of different cultures and an appreciation for a diverse society.

TWDL provides a way to learn academic content while acquiring another language at the same time. Students receive language arts, math, science and social studies instruction in Spanish. The teaching strategies support the students in learning the concepts and skills for the subject area, as well develop the ability to read, write, speak and listen in both English and Spanish.

TWDL uses the 90/10 Two-Way Bilingual Immersion model. By starting with 90% of instruction in Spanish in Kindergarten and 1st grade, a strong foundation in the target language is established while students continue to develop their oral and literacy skills in English. Each year the percentages of time in each language shift by about 10% so that by the time students enter the 5th grade, half the day is taught in Spanish and half the day is taught in English.



PROGRAM GOALS

The **TWDL** Program is a **Choice** program that serves both English and Spanish speaking students. The program is open to students of different backgrounds and abilities. The Two-Way Dual Language program is designed to meet the following goals:

- **Bilingualism and Biliteracy:**
Students develop a high level of oral and written proficiency in both Spanish and English.
- **Academic Excellence:**
Students achieve academic excellence in all subject areas, meeting or exceeding District and Arizona state standards.
- **Multicultural Understanding:**
Students develop positive attitudes toward other languages and cultures and demonstrate their ability to appreciate the traditions and values of various cultures in our society and around the world.



PROGRAM DESIGN

The Two-Way Dual Language (TWDL) Program at Roskruge Bilingual Magnet K-8

The TWDL Program has a specific course of study and schedule with carefully designed separation of language instruction for both Spanish and English. The **90/10 TWDL model program** listed below is the most-researched model in Two-Way Bilingual Immersion and Dual Language Education that demonstrates the highest success in the development of biliteracy for both Spanish and English dominant students. Teachers in this program must be appropriately credentialed for their grade level and possess bilingual certification.

Instructional Percentages of Language Delivery for Both Languages for All Students

Percentages of time spent in each language by grade level

Language/Grade	K	1st	2nd	3rd	4th	5th
Spanish	90	90	80	70	60	50
English	10	10	20	30	40	50

Instructional Percentages of Language Delivery for Both Languages for All Students

The program's policy of *language separation* means that teachers and students will stay in one language rather than mixing English and Spanish during a given period of instruction. Since Spanish proficiency is the target language for the program, teachers will deliver specific content in the Spanish language, focusing not only on mastery of content but also on the acquisition of language, including vocabulary and language structure and functions. Studies in second language learning indicate that a clear separation of languages for instruction helps to promote communication skills, build the students' need to use the language, and support metalinguistic transfer. Instruction is designed carefully to integrate language and content, to address second-language learner needs, and to encourage the transfer of skills, strategies, and knowledge across languages (Howard, Sugarman, Perdomo, and Adger, 2005).

Homework

Homework matches the percentage of Spanish used at the grade level. Spanish homework does not have a matching English translation and should be independent practice to reflect the TWDL Model. Although the directions can be written in English and Spanish.

Commented [G11]: Move to Instructional Percentages

TWDL Program Language of Instruction by Grade Level

Office of Curriculum Instruction and Professional Development
Language Acquisition Department

TUSD Two-Way Dual Language Program (TWDL) Model

Grade	Language Percentage Span/Eng.	Spanish	English	Test Prep
Kinder	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Pre-Reading Skills	
1st	90/10 305mins/30 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening and Speaking Beginning Reading	
2nd	80/20 272 mins/68 mins	SLA Math PE Science Social Studies	Academic English Language Development (AELD) Listening, Speaking, Reading, Writing	
3rd	70/30 234 mins/102 mins	SLA Math PE Science Social Studies	AELD Listening, Speaking, Reading, Writing ELA	Math - English (10 min. maximum, Test Prep and English Vocabulary)
4th	60/40 204 mins/136 mins	SLA Math PE Science Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	Math - English (10 min. maximum, Test Prep, English Vocabulary)
5th	50/50 170 mins/170 mins	SLA Math PE Science Social Studies	ELA/AELD Listening, Speaking, Reading, Writing Science Social Studies	Math - English (10 min. maximum, English Vocabulary and Test Prep)

Programmatic Pathways for Middle School students

Student Profile Two-Way Dual Language Program	6 th Grade	7 th Grade	8 th Grade
*Spanish and English speakers in the TWDL Program for 5 years+	*Spanish Language Arts 6 (Reading, Writing, Grammar & Oracy)	*Spanish Language Arts 7 (Reading, Writing, Grammar & Oracy)	*Spanish Language Arts 8 (Reading, Writing, Grammar & Oracy)
* Spanish speakers not from TWDL (literate) (assessed by the school <i>with</i> grade level proficiency in Spanish)	Spanish Content: Social Studies <i>and/or</i> Science Math (if available) *or equivalent	Spanish Content: Social Studies <i>and/or</i> Science Math (if available) *or equivalent	Spanish Content: Social Studies <i>and/or</i> Science Math (if available) *or equivalent

Student Profile Native Spanish/non TWDL	6 th Grade	7 th Grade	8 th Grade
*Spanish speakers not from TWDL Program (assessed by the school <i>without</i> Grade level proficiency in Spanish)	Spanish for Native Speakers (year 1) Focus on Literacy development Tutorials for literacy as needed	Spanish for Native Speakers (year 2) Focus on Literacy development Tutorials for literacy as needed	Spanish for Native Speakers (year 3) Focus on Literacy development Tutorials for literacy as needed
* Spanish speakers (interrupted schooling) (Newcomers assessed by the school without Grade level proficiency in target language)	Spanish Content (as available)	Spanish Content (as available)	Spanish Content (as available)

Student Profile English Speaker not in TWDL	6 th Grade	7 th Grade	8 th Grade
*English speaker without TWDL program experience	Spanish (year 1) (HS equivalent)	Spanish (year 2) (HS equivalent)	Spanish (year 3) (HS equivalent)

Note: Each group will be given a Spanish Language Placement Test after 8th grade to determine the awarding of High School credit and to ensure that they are placed in the appropriate World Language Program sequence in High School.

MEASURING STUDENT PROGRESS

Roskrige students will be assessed in both languages, English and Spanish, to determine the success of each student in meeting the goals set out by the dual language program. Roskrige teachers will use the State Common Core State Standards in English and Spanish and the English Language Development Standards for English Learners (students learning English as their second language) to guide instruction and assessment.

Commented [G12]: Update to reflect chart in TWDL Framework handbook

TUSD TWDL Assessments Framework			
Proficiency/Achievement	Measurement Instrument	Grade Levels	Timeline
State Standardized Assessments- Language Arts, Math-English	AzMerit (ELLs, Parent Withdrawn ELLs and 1 st and 2 nd year reclassified must be offered accommodations and these accommodations must be ongoing during classroom instruction.)	Grades 3-12	April 1-26, 2020
State English Language Proficiency Assessment (English Language Learners only)	AZELLA (Arizona English Language Learner Assessment) until students reclassify to fluent status. Reassessment for continuing ELLs & ELLs withdrawn from services	English Learners only Grades K-12	Placement for new PHLOTES July-May Spring Reassessment February-March
District Standards-Based Benchmark Assessments Language Arts	SchoolCity Spanish Language Arts SchoolCity English Language Arts	Grades 2-5 Grades 2-5 Grades 6-8	Quarter 1-2 Spanish Quarter 3-4 English English and Spanish Quarterly
District Standards-Based Benchmark Assessments Math (ELs are eligible for accommodations)	SchoolCity Math (Spanish) SchoolCity Math (English or Spanish, dependent on the language of instruction)	Grades 2-5 Grades 6-8	All Quarters All Quarters
Reading Fluency and Comprehension	Canciones y Cuentos (Spanish) DIBELS (English) Evaluación de Desarrollo de Lectura (EDL2) in Spanish Developmental Reading Assessment (DRA) in English Achieve3000 –English and Spanish	Grades K-2 Grades K-2	Benchmark Assessments Fall and Spring K-5 Pre/Post K-5 Pre/Post Grades 6-8 Pre/Post
Language proficiency in Spanish	Spanish FLOSEM – holistic measure to analyze language development in target language	K-8	Fall to Fall testing
Standards Based Assessments Language Arts-Spanish	LOGRAMOS Summative Assessment- Spanish and Language Arts (subsections only)	Grades 2-8	Spring April 23-May 15

PATHWAY FOR TWDL PROGRAM

The program is carefully designed with set percentages of time in each language. These time frames allude to the time students receive Spanish instruction, while the second number indicates instruction in English. In the 90/10 model, Spanish instruction decreases yearly as English instruction increases, until there is an equal split of instructional time spent between Spanish and English. For high levels of literacy and academic achievement to be reached in both languages, the TUSD Two-Way Dual Language programs will continue through middle school, and students will enter the high school years at the highest world language pathway available. TWDL students will be given the opportunity to meet the requisites for the Arizona Seal of Biliteracy. Students will also receive college credit as they complete Advanced Placement and Honors coursework in Spanish and English. Tucson Unified School District's pathway for the TWDL Program is pictured in the following chart.



BUILDING PATHWAYS WITHIN THE BILINGUAL COMMUNITY

Commented [G13]: Update

Pima Community College Downtown Campus has developed a program to Build Pathways within the Bilingual Community with Roskrige Middle School. The purpose of this project is to better integrate lingua-cultural communications and serve as a pipeline from 8th grade students to establish college expectations in the future.

This project concentrates on activities to develop pedagogical language techniques with middle school teachers that can be used with the more advanced language students. The main focus is activities, workshops, information on language development, and education toward a future career into the skill centered global workforce.

For example, one of the key positive outcomes has been the implementation of a medical interpreter curriculum for students in the third-year high school Spanish class at Roskrige. A PCC and Roskrige Spanish teacher work collaboratively on weekly classroom activities that develop

and enhance targeted interpreter skills such as medical interpretation. Roskrige students then visit the PCC campus to demonstrate their skills to PCC students enrolled in an interpreter course and learn about residual career and community benefits.

Tucson Unified School District Criteria for Biliteracy Pathway Awards

<p>Kindergarten – “Off to a Great Start” Certificate</p> <ul style="list-style-type: none"> • Recognition for all students completing the beginning of the TWDL Program Pathway 	<p>8th grade – Attainment of Biliteracy Award</p> <ul style="list-style-type: none"> • Special project on topic relevant to bilingualism • State testing- at grade level or above • <i>Logramos</i> test score of 50% or higher
<p>5th grade – Bilingual Biliteracy Proficiency Certificate</p> <ul style="list-style-type: none"> • Essay with oral presentation • Spanish scores-at grade level or above (previous years Logramos, DRA/EDL) 	<p>12th grade – Arizona State Seal of Biliteracy</p> <ul style="list-style-type: none"> • Meet the state criteria for the Arizona State Seal of Biliteracy upon successful completion of advance placement test

Arizona Department of Education Seal of Biliteracy Program

Arizona SB 1239 was passed in 2016 by the Legislature of the State of Arizona. The Arizona Seal of Biliteracy Program recognizes high school students who achieve proficiency in English plus at least one additional language. The seal is placed on the student’s diploma and noted on the transcript.

Eligibility for the State Seal of Biliteracy:

The student must successfully complete all English Language Arts requirements for graduation with an overall grade point average in those classes of 2.0 or higher on a 4.0 scale.

- Pass ELA end of course examinations.
- If the student has a primary home language other than English, the student shall obtain a score of proficient based on the AZELLA.
- Students must demonstrate proficiency in a second language through an assessment method or an alternative evidence model.
 - Assessment Method: To demonstrate language proficiency through the assessment method, the student must attain the required score on a language assessment as adopted by the State Board of Education.
 - Alternative Evidence Method: An alternative evidence method may be used in specified circumstances.



THE ROLE OF PARENTS

All parents who enroll their children at Roskruge are asked to fully engage in their child's Academic program. We strongly encourage parents and family members to attend school performances, parent/teacher meetings, participate in parent education classes, volunteer in the classroom, and attend any other special events at our school.

Parents are asked to sign a multi-year commitment letter (Parent Compact Letter) which outlines the components of the program and describes various ways a family might be able to support their child's academic and linguistic development. Parents will be asked to attend an informational meeting so that they are well informed regarding the program elements, design and expectations.

Other opportunities for parents to engage in their child's education are:

- **School Governance - School Site Council**

Site Council consist of the principal, teachers, and parents who work to provide oversight of state and federal regulations/budgets, etc. Parent representatives are elected by the general parent community to be part of the School Site Council. Site council meets every 3rd Wednesday of the month at 4:15.

- **Parent-Teacher Association (PTA)**

PTA consists of Parents and Teachers that work together for the wellbeing of the students at the school. They hold various fund raisers to help financially support teachers and students throughout the year. Some of the fundraisers include parking cars during Winter and Spring Fourth Avenue Street Fair and hosting *Noche de Gala*, our annual spring mariachi concert and festival, in March. PTA meets every fourth Monday of the month at 5:30

- **Classroom Representatives-** Each elementary teacher requests a parent to become a liaison between the school and the parents. They will relay messages to the parents on important topics and meetings.

- **Awards Assemblies, Special presentations and celebrations-** Throughout the year, students in elementary and middle school are recognized for their academic achievement. We also have various special presentations and celebrations throughout the year. Some of our favorites celebrate our culture and heritage with beautiful mariachi music and folklorico dance. Please see our monthly newsletter, Facebook page or ask in the office about what is going on in our school.

FREQUENTLY ASKED QUESTIONS

What is the 90:10 model?

The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages in grade five.

In middle school, students will take on content area in the target language and will also have the opportunity to continue to take a Spanish language arts class. In high school, students will be able to take AP Spanish classes much earlier than students who are not enrolled in the program.

Why is it okay to immerse English speakers in a language, but not Spanish speakers?

The English speaker is not at risk of losing the English language. English is spoken at home, in the community, and in the media. Two-way dual language programs are not replacing English with another language but provide the students the opportunity to acquire a second language. Two-way dual language programs are additive programs in that a second language is acquired while maintaining the first language of the students.

Which model is more effective - 50:50 or 90:10?

Regardless of the model implemented, both models have been found to effectively achieve the goals of bilingualism and biliteracy; however, the 90:10 model has been shown to create higher levels of bilingualism. For specific research studies, consult the [Center for Applied Linguistics](#) FAQs.

What are the criteria for students to be in a Two-Way Dual Language Program?

There are no specific criteria for students except parental choice.

Can students enter the Two-Way Dual Language Program after first grade?

All students applying to enter the program in grades 2-5 and 7-8 will be required to go through a language screening process. Students should demonstrate near or at grade-level proficiency in Spanish reading and writing in order to enter the program. There is no minimum English proficiency required for entry into the program.

How do we know that the Two-Way Dual Language program is effective?

Ongoing monitoring of the program is very important. Time is allocated for teachers to meet in grade-level groups and across grades to discuss program design issues and to interpret student data. These sessions are facilitated by an administrator, teacher specialist, or designated lead teacher who is knowledgeable in two-way dual language program design and instruction.

Do English Learners (ELs) get enough English instruction in a 90:10 model?

English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) *Dual Language Education*, Multilingual Matters LTD). During the English part of the day, the English teacher provides both designated English Language Development (ELD) instruction and English Language Arts (E/LA) instruction. The designated ELD builds into and from the standards in the content areas, such as science and social studies. E/LA instruction focuses on explicit teaching of skills that don't transfer directly from Spanish to English.

How can students who speak only English learn when they are instructed for up to 90 percent of the day in a language they don't understand?

Understanding or reviewing the research on which these programs are based best answers this question. Dual immersion programs are based on years of research from the foreign language immersion models in Canada designed for English speakers learning French. This model, in which English-speaking students have been instructed in French for up to 100 percent of their day, shows students perform as well as or better on tests of English than their English-speaking peers who have been instructed only in English. Fifteen years of results on two-way immersion programs in the US and other countries show similar results.

In TUSD, teachers carefully plan thematic lessons using enriching materials that are meaningful and academically challenging. They incorporate a variety of materials, use visual aids and a wide range of presentation strategies, and allow students to act as mediators and facilitators. Students are successful because they are engaged in cooperative learning, direct instruction, and plenty of opportunities to use language!

Will two languages confuse my child or slow down their academic progress?

There is no research to indicate that this is the case. Research has consistently demonstrated that learning in two languages enhances academic growth and develops the cognitive abilities of students. Dual immersion students generally attain academic achievement that is at or above their peers in English-only classes.

Do I need to be bilingual for my child to enroll?

No. Parents do not need to be bilingual for their children to enroll and succeed in a two-way dual language program. Parents are encouraged to read with their children in their home language as literacy in one language transfers to the development of literacy in the second. Parents are also important in motivating and encouraging their children to enjoy, practice and study hard in both languages.

How long does the program last?

Our Two-Way Dual Language pathway starts at Kindergarten and ends at 12th grade. Program research data indicates that students develop dual language proficiency in a minimum of five to seven years (Lindholm-Leary, 1987, 2001). Parents who enroll their children in the Two-Way dual language program are strongly encouraged to make a commitment to participate through all grades, as this will result in the best outcome for your child.

OTHER PARENT RESOURCES

Websites:

www.tusd1.org/roskruge - Roskruge website

www.atdle.org - Association of Two-Way & Dual Language Education: professional resources, articles and information for families.

www.cal.org - Center for Applied Linguistics: national consortium of second language resources

www.SpanglishBaby.com: Website created by two parents of bilingual children full of interesting articles, studies, resources.

www.lindholm-leary.com: Website with research, presentations and other scholarly articles from the leading researcher in Two-Way & Bilingual Immersion education.

www.dlenm.org: Dual Language Education New Mexico: home of *Fuente Press* which is a great depository of articles and research on Two-Way & Dual Language education programs.

www.dlp.org: Dual Language Advocates - great ideas for parents in Dual Language programs.

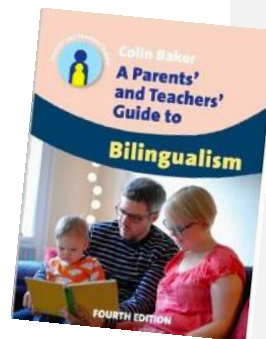
www.babble.com: 30 best books in Spanish for young children.

www.internationalchildbook.com: Online bookstore for books in Spanish and both languages.

www.amazon.com: Order Spanish books and program/research books by many authors including Dr. Fred Genesee, Dr. Ester de Jong, Dr. Sonia Soltero, Dr. Jim Cummins, Helena Curtain, David Freeman, etc.

Books:

[A Parents' and Teachers' Guide to Bilingualism: 4th edition \(Parents' and Teachers' Guides\)](#) by Colin Baker (Apr 3, 2014) available in used and new copies from Amazon.com in Spanish and English.



2019-2020 Roskruge Bilingual Magnet K-8 School Staff

Yvonne Torres, Principal

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Nora Jaramillo, assistant principal

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Name	Email	Grade Level
Aguilar, Nellie	Nellie.Aguilar@tusd1.org	7 th Grade CCS
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Avila-Goatcher, Denisse	Denisse.Goatcher@tusd1.org	Multi-level CCS
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Berring, Adriana	Adriana.Berring@tusd1.org	Dual Language Kindergarten
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Kennedy, Michael	Michael.Kennedy@tusd1.org	7 th Social Studies
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Lopez, Darcy	Darcy.Lopez@tusd1.org	Dual Language 2 nd Grade
Lopez Garcia, Jose	Jose.Lopezgarcia@tusd1.org	Dual Language 7 th Grade Math
Madrid-Castro, Christina	Christina.MadridCastro@tusd1.org	K-3 Reading Intervention
Manship, Daniel	Daniel.Manship@tusd1.org	6 th Social Studies
Martinez, Casondra	Casondra.Martinez@tusd1.org	8 th Grade CCS
Munoz, Margarita	Margarita.Garcia@tusd1.org	Dual Language 2 nd Grade
Murrieta, Dora	Dora.MurrietaGarza@tusd1.org	Dual Language 7 th Grade Math
Ralls, Anna	Anna.Ralls@tusd1.org	8 th Spanish
Ralls, Chantal	Chantal.Ralls@tusd1.org	Folklorico
Redondo, Stacy	Stacy.Schulte@tusd1.org	Dual Language 3 rd
Riley, Brenda	Brenda.Riley@tusd1.org	7 th & 8 th Spanish
Rivera, Viviana	Viviana.Rivera@tusd1.org	Elementary CCS
Roberts, Gregory	Gregory.Roberts@tusd1.org	Technology
Rodriguez, Danielle	Danielle.Rodriguez@tusd1.org	6 th - 8 th P.E.
Salinas-Cubillas, Myrna	Myrna.Salinas@tusd1.org	Mariachi
Sanz Navarro, Pablo	Pablo.SanzNavarro@tusd1.org	Dual Language 7 th Science
Sieler, Randall	Randall.Sieler@tusd1.org	6 th - 8 th P.E.
Terrazas, Carolina	Carolina.Terrazas@tusd1.org	Dual Language 5 th Grade
Valenzuela, Rudy	Rudy.Valenzuela@tusd1.org	Mariachi
Verdin, Rita	Rita.Verdin@tusd1.org	4 th

ROSKRUGE K-8 Calendar of Events

Subject to change. Please refer to our website, Facebook page or monthly newsletter.

OPEN HOUSE /CONFERENCES

Open House- August 2019

Fall Parent/Teacher Conferences- September 11-13, 2019

Spring Parent/Teacher Conferences- February 13-14, 2020

ELEMENTARY STUDENT OF THE QUARTER

Assembly is at 9:10 am in the auditorium. Student of the Quarter and their family are invited to a brief reception in the cafeteria after the ceremony.

October 17, 2019

January 10, 2020

March 23, 2020

May 5, 2020

MIDDLE SCHOOL HONOR ROLL

October 29, 2019

January 23, 2020

April 9, 2020

PARENT/TEACHER ASSOCIATION (PTA)

PTA meets every fourth Monday of the month at 5:30

PTA FUNDRAISERS: EVENTS AND DATES

Winter 4th Avenue Street Fair Parking- December 13-15, 2019

Noche de Gala (Spring Mariachi Concert and School Carnival) - March 6, 2020

Spring 4th Avenue Street Fair Parking- March 20-22, 2020

CAFECITOS

Join our principal for a *cafecito* and *plática* once a month. Topics of discussion vary upon what is going on at school. Meeting dates vary every month. Please refer to our monthly newsletter or call the office for the date.

ROSKRUGE SITE COUNCIL

Site council meets every 3rd Wednesday of the month at 4:15.