



August 29, 2016

Dear GCCSA Families:

Social and emotional development has a direct influence on academic success. In our efforts to best meet the needs of our students, we are pleased to implement two new curricula this year: *Second Step* and *Zones of Regulation*.

About Second Step

Second Step is a PreK-Grade 8 social curriculum developed by the *Committee for Children*. This research-based program is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions. Teachers will incorporate the *Second Step* lesson plans into their classroom *Morning Meetings*, focusing on the qualities of friendship and citizenship, bullying prevention, and making responsible decisions.

About The Zones of Regulation

The *Zones of Regulation* is a framework and curriculum designed to foster skills in self-regulation, including emotional control, sensory regulation, and executive functions. It is a systematic, cognitive behavior approach that uses four colors to help students visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness. The model incorporates Social Thinking® concepts to help students use perspective taking to identify how they are thinking and feeling, and understand how their thoughts and behavior impact those around them. Through using the curriculum, individuals become more self-aware and learn tools they can use to regulate to a more expected state.

Zones of Regulation uses a variety of tools to help students regulate and re-focus throughout the day. GCCSA Teachers have chosen the regulation tools that they would like to use in their classrooms. This list is not absolute and is subject to change as students learn what will help them self-regulate as they navigate the daily school routine. Some of the tools are food-based. If you would like to opt out of food-based tools, or would like to provide an alternative, similar food-based tool (such as sugar-free mints/gum), please sign and return the form at the bottom of this letter.

Some of the tools our teachers would like to implement:

Hand/Fidget Tools	Mouth Tools
<ul style="list-style-type: none">● Playdough● Kinesthetic Sand● Stress Balls● Stretchy Bands● Soft Velcro● Fleece/Fabric Squares● Seat Cushions	<ul style="list-style-type: none">● Mints● Lifesaver Candies● Starburst Candies● Tic Tac Candies● Gum● Drinking Straws (to chew on)● Water Bottles with Built-in Straws (for sucking)

Our teachers are confident that the implementation of these social-emotional curricula will contribute to the overall success of our students. We are looking forward to a wonderful school year!

Sincerely,

Karin Cevasco
Executive Director

ZONES OF REGULATION

Student Name: _____ Grade: _____

- ☐ I will provide an alternative food-based tool for my child. Your child's teacher will speak with you to coordinate.
- ☐ I would like to opt out of all food-based tools.
- ☐ I give permission for my child to use teacher provided *Zones* tools.

Parent Signature

Date