

January 29, 2021



EMES Mission Statement

“The purpose of our school is to teach all children to become competent, caring citizens and life-long learners through a challenging and relevant curriculum.”

Dear EMES Families -

The month of January just flew by! It was wonderful to see your children back after the holiday break and we were so thankful to get right back into the swing of things. This month is always a month full of learning and assessing where we are at this midpoint, and this year is no different. We closed down the first semester of learning and as of today, report cards are in the mail. We also administered the math iReady diagnostic assessment and the BAS reading assessment. Teams have been meeting to review assessment data and to plan for next steps in instruction. You will find additional information about our report cards in this newsletter.

By now, you have heard from Superintendent Olkowski that all WCUUSD elementary schools will have one early (12:30) release per month beginning in February. Our first one is scheduled for Wednesday, February 17th. I will make sure to send a reminder before then!

We are excited to announce that the skating rink that Mr. B has been working so hard to erect will be flooded one final time this weekend. We are hopeful that skating for students and the general public can begin next week! Stay tuned! If you ever want to stop by to help shovel off the rink, we LOVE volunteers! It takes a long time to shovel the snow off and is a job that's best shared with many others :).

We know that Valentines Day is coming up in a few weeks, and Friday, February 12th is also our 100th day of school. This year, the 100th day marks an even more special time for celebration as we've been in school for each of these 100 days! Our Student Leadership and PBIS teams are busy making plans for this fun day of celebration. We ask that families NOT make and send Valentines in this year. We will make sure this is covered in the classroom! Thank you for understanding!

Have a wonderful weekend and stay warm!

Alicia

EMES enjoyed a delicious
turkey dinner on Thursday



Upcoming Dates To Note:

February 9th: 4:30—5:30: EMES Book Club (Zoom!) on *Song for a Whale*

February 12th: 100th day of school and Valentines Celebrations

February 12th—19th: EMES Spirit Week!

February 20—March 2: February Break

Alicia Lyford, Principal

2020-2021 EMES Family Newsletter



EMES 2021 SPIRIT WEEK!

February 12-19, 2021

Show your school, spirit by participating in these special days! ***REMEMBER*** all clothing, hairdos, hats, etc. must be examples of safe, respectful and responsible behavior!

"When in doubt don't wear it out!"(Or to school!)

Friday, February 12th: Colors of LOVE Day! Let's kick off SPIRIT WEEK by wearing the colors of LOVE! Wear your favorite shade of red or pink today!

Monday, February, 15th: Comfy Cozy Day!

Tuesday, February 16th: School Colors Day! Wear maroon and/or white today!

Wednesday, February 17th : Crazy Hat and Hair Day! Choose a safe, responsible, respectful way to show your spirit with a crazy hat or crazy hair!

Thursday, February 18th: Jersey Day/Favorite Tee Shirt Day! Support your favorite team by "sporting" a jersey that represents them, wear an EMES shirt OR wear your favorite tee shirt!

Friday, February 19th : Class Choice Day! Decide as a class how you would like to celebrate our last SPIRIT DAY! Choose a class color, rainbow day, favorite color, book character, famous person, etc!

Dear Parents and Guardians,

You will soon receive your child's semester 1 report card, which provides information and comments from teachers regarding student progress so far during the 20/21 school year. What a school year it has been so far! It's hard to put into words what this school year has looked like in the context of the COVID-19 pandemic but we hope that you will find opportunities to celebrate some of your child's learning.

Also included is a resource, [Understanding Your Child's WCUUSD Report Card](#), which families in WCUUSD have received before. This resource is intended to help you understand the numbers used in our scoring system and on report cards.

We continue to aim toward intended student learning outcomes throughout the course of the year; that being said, we recognize and do our best to address the many challenges that students have faced since March 2020, when schools transitioned to remote learning. Last year was not a "typical" school year and neither is the 20/21 school year. Admittedly, it may take 2-3 more years for students to recover from interruptions to their learning that were out of their control.

As we reflect on how the pandemic has impacted our lives in countless ways I encourage you to keep this in mind when considering your child's learning progress. As an example, we still want this year's second graders to make the same (or more!) progress than second graders in any other school year. We also recognize that students and families were navigating a global pandemic over the past year, learning new technology or otherwise accessing learning away from their teachers and the physical school buildings, and what was "lost" last year in terms of teaching and learning is still being addressed. So those second graders this year had a very different experience in first grade during the 19/20 school year and as a result, this year has been a combination of filling in gaps that could not be addressed last year. This same example can be generalized across grade levels.

All of this being said, the purpose of the report card is to communicate to you, families and guardians, how students are making progress toward learning expectations. We do not necessarily *expect less* from our students but we have a responsibility to support their needs (emotionally, personally, socially, and academically) in different ways and it will take time to fully understand the impact that the past year has had on all aspects of life, including learning.

When you review your child's report card, I would encourage you not to panic (*easier said than done, right?*) if you see "2"s (progress toward meeting current expectations) or even "1"s (beginning to meet expectations) but to celebrate growth, ask your child what they are most proud about in their learning, and never hesitate to contact your child's teacher to better understand the progress that they are making in their learning. We are filled with hope and inspired each day by the students that we have an opportunity to teach.

Thank you,
Alicia Lyford, Principal
East Montpelier Elementary School

East Montpelier Elementary School
Lunch Menu

This institution is an equal
opportunity provider

2/1/21	2/2/21	2/3/21	2/4/21	2/5/21
Chicken Patty Sandwich Fresh Fruit & Veggies Milk	Hot Dog Sun Chips Fresh Fruit & Veggies Milk	Waffles Yogurt Fresh Fruit Milk	Italian Dunkers Marinara Sauce Fresh Fruit & Veggies Milk	Buttered Noodles with Meatballs and cheese Fresh Fruit & Veggies Milk

2/8/21	2/9/21	2/10/21	2/11/21	2/12/21
Tomato Soup Saltine crackers Cheese Stick Fresh Fruit & Veggies	Cheesy Nachos Fresh Fruit & Veggies	Corn Dog Fresh Fruit & Veggies Milk	Macaroni & Cheese Fresh Fruit & Veggies Milk	Popcorn Chicken Fresh Fruit & Veggies Milk

2/15/21	2/16/21	2/17/21	2/18/21	2/19/21
Hot Dog Sun Chips Fresh Fruit & Veggies Milk	Soft Tacos Salsa & Sour Cream Fresh Fruit & Veggies Milk	Slider Sandwich Cheese Stick Fresh Fruit & Veggies Milk EARLY RELEASE DAY	Waffle Yogurt Fresh Fruit Milk	Pepperoni or Cheese Pizza Fresh Fruit & Veggies Milk

Sandwich of the Day

Monday: Turkey & Cheese
Tuesday: Egg Salad
Wednesday: Ham & Cheese
Thursday: Tuna Salad
Friday: Raspberry & Cream Cheese

Menu Subject to Change
NO SCHOOL 2/22/21-3/2/21

Students eat free until June 30, 2021
Milk \$.50

January 2021 EMES Guidance Updates

Mary Beth Langevin, School Counselor

mlangevin@u32.org

Please contact me with any questions about guidance classes. I look forward to supporting you and your child/ren.

Kindergarten:

During the first semester kindergarten students meet for nine guidance lessons on the topics of personal safety, bullying prevention, diversity, friendship skills and problem solving using Kelso's Choices. Our focus was to develop Transferable Skills in the areas of *creative and practical problem solving and effective communication* as we worked towards identifying the difference between big and small problems, using an assertive voice, and knowing when to talk to a trusted adult. Effective communication is also an important skill when developing peer relationships. We also had opportunities to develop *self-awareness* as we explored who we are, helping us to better understand the diversity of people. As we compared the similarities and differences in all people, we noticed what we have in common and the differences that make us unique individuals. As we work on building friendship/social skills we are learning the value of respecting differences among friends. We also learned about the importance of respecting personal boundaries, being respectful, and how to ask for help when we learned about personal safety and bullying prevention. The use of Kelso's Choices gives us strategies for solving small problems with peers. Students enjoyed acting out how to solve problems using these strategies.

Kindergarten/First Grades:

During the first semester I met with kindergarten and first grade students for guidance lessons on the topics of personal safety, bullying prevention, diversity, problem solving, and self-regulation. Our focus was to develop Transferable Skills in the areas of *creative and practical problem solving and effective communication* as we worked towards identifying the difference between big and small problems, using an assertive voice, and knowing when to talk to a trusted adult. Effective communication is also an important skill when developing peer relationships. We also had opportunities to develop *self-awareness* as we explored who we are, helping us to better understand the diversity of people. As we compared the similarities and differences in all people, we noticed what we have in common and the differences that make us unique individuals. In addition, we practiced the use of Kelso's Choices to solve small problems with peers. To help understand ourselves and our emotions better, we learned about the Zones of Regulation to guide us as we name our feelings and determine what we can do to regulate ourselves to be focused and ready to learn.

First Grade:

During the first semester I met with primary grade students for guidance lessons on the topics of personal safety, bullying prevention, diversity, problem solving and self regulation. Our focus was to develop Transferable Skills in the areas of *creative and practical problem solving and effective communication* as we worked towards identifying the difference between big and small problems, using an assertive voice, and knowing when to talk to a trusted adult. We also had opportunities to develop *self-awareness* as we explored who we are, helping us to better understand the diversity of people. As we compared the similarities and differences in all people, we noticed what we have in common and the differences that make us unique individuals. In addition, we started to practice the use of Kelso's Choices to solve small problems with peers. We also learned about ways to solve problems to de-escalate a situation rather than escalate a problem. To help understand ourselves and our emotions better, we learned about the Zones of Regulation to guide us as we name our feelings and determine what we can do to regulate ourselves to be focused and ready to learn.

Second Grade:

During the first semester, second grade students met for guidance lessons on the topics of personal safety, bullying prevention, diversity and problem solving using Kelso's Choices. Our focus was to develop Transferable Skills in the areas of *creative and practical problem solving and effective communication* as we worked towards identifying the difference between big and small problems, using an assertive voice, and knowing when to talk to a trusted adult. We also had opportunities to develop *self-awareness* as we explored who we are, helping us to better understand the diversity of people. As we compared the similarities and differences in all people, we noticed what we have in common and the differences that make us unique individuals. In addition, we started to practice the use of Kelso's Choices to solve small problems with peers. Our next guidance rotation will be during the fourth quarter. Currently, we are meeting in small groups to build friendship/social skills.

Second/Third Grades:

During the first semester second and third grade students met for guidance lessons on the topics of personal safety, bullying prevention, diversity, mindfulness, and problem solving using Kelso's Choices. Our focus was to develop Transferable Skills in the areas of *creative and practical problem solving and effective communication* as we worked towards identifying the difference between big and small problems, using an assertive voice, and knowing when to talk to a trusted adult. We also had opportunities to develop *self-awareness* as we explored who we are, helping us to better understand the diversity of humans. As we compared the similarities and differences in all people, we noticed what we have in common and the differences that make us unique individuals. We practiced the use of Kelso's Choices to solve small problems with peers. Towards the end of the semester we worked on understanding the benefits of mindfulness and using the Zones of Regulation to help with self-regulation and staying focused.

Third Grade:

During the first semester third grade students met for guidance lessons on the topics of personal safety, bullying prevention, diversity, and problem solving using Kelso's Choices. Our focus was to develop Transferable Skills in the areas of *creative and practical problem solving and effective communication* as we worked towards identifying the difference between big and small problems, using an assertive voice, and knowing when to talk to a trusted adult. We also had opportunities to develop *self-awareness* as we explored who we are, helping us to better understand the diversity of people. As we compared the similarities and differences in all people, we noticed what we have in common and the differences that make us unique individuals. In addition, we practiced the use of Kelso's Choices to solve small problems with peers.

Fourth Grade:

For the first semester of school, students in fourth grade participated in a rotation of guidance classes. Our focus for the first semester was on personal safety and bullying and harassment prevention. During these lessons we developed Transferable Skills in the areas of *creative and practical problem solving, and effective communication* as we identified knowing when to talk to a trusted adult during our lessons on personal safety, bullying and harassment prevention. We also learned the definition of bullying and harassment. We then practiced steps to take to prevent bullying. We will meet again for a guidance rotation during the fourth quarter.

Fourth/Fifth Grades:

For the first semester of school, students in fourth and fifth grades participated in a rotation of guidance classes. Our focus was on personal safety and bullying and harassment prevention. During these lessons we developed Transferable Skills in the areas of *creative and practical problem solving, and effective communication* as we identified knowing when to talk to a trusted adult during our lessons on personal safety, bullying and harassment prevention. We also learned the definition of bullying and harassment. We practiced steps to take to prevent bullying. We will meet again for a guidance rotation in the fourth quarter.

Fifth Grade:

For the first semester of school, students in the fifth grade participated in a rotation of classes. This fall I met with Mrs. Gannon's fifth grade in September. Our focus during these lessons were on personal safety and bullying and harassment prevention. During these lessons we developed Transferable Skills in the areas of *creative and practical problem solving, and effective communication* as we identified knowing when to talk to a trusted adult during our lessons on personal safety, bullying and harassment prevention. We also learned the definition of bullying and harassment. We practiced steps to take to prevent bullying. We will meet again for a guidance rotation in the third quarter.

Sixth Grade:

For the first semester of school, students in sixth grade participated in a rotation of classes. Our focus was on personal safety, bullying and harassment prevention and diversity. This fall I met with Mr. Willard's classes in September - November. During these lessons we developed Transferable Skills in the areas of *creative and practical problem solving, and effective communication* as we identified knowing when to talk to a trusted adult during our lessons on personal safety, bullying and harassment prevention. The classes participated in lessons on personal safety and bullying and harassment prevention. In sixth grade, we also explored diversity and developed *self-awareness* of who we are as individuals. These are all important topics for students in the intermediate grades to understand and practice using a variety of possible tools to solve problems effectively. We will meet again for a guidance rotation during the third quarter.