

December 27, 2019



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 -

Happy Holidays! I hope you're enjoying this week with family and loved ones! I decided to hold off on sending this newsletter until things quieted down a bit—if your life is anything like mine, the week leading up to the holiday break is a bit crazy and things can get overlooked :).

We had a wonderful whirlwind of a December at EMES with our Giving Back series of lessons on Friday mornings, some major all-school celebrations (pictures and captions on the following pages), and hiring of new staff. I would like to extend a warm welcome to Mary Wheeler who will be covering Sam Mishkin's maternity leave beginning in January. You'll find a note from Ms. Mishkin on page 2 below. I am also super excited to announce our new Admin Assistant to the Principal...Jodi Parker!! Jodi is not a new face to EMES, but she will be the new face in the front office when we return from break. Jodi comes with great admin experience, a love of children, and a true devotion to EMES and the East Montpelier community. I couldn't be more happy to have Jodi as my new right hand and the person who will be supporting everyone at the helm of EMES! Jodi has also written an introductory letter, which you can find on page 2.

I hope you have a wonderful break and a safe New Year. We look forward to seeing you all back on Thursday, January 2nd!

Best,
Alicia



Dates to Note:

Holiday Break: Monday, December 23—Wednesday, January 1

WCUUSD Budget Board Meeting: Wednesday, January 8th 6:30 pm at U-32

WCUUSDE Board Meeting: Wednesday, January 15th at 6:30 pm at Berlin Elementary School



Alicia Lyford, Principal

2019-2020 EMES Family Newsletter

Good Afternoon EMES Families,

I hope that this letter finds you all well and gearing up for the winter break ahead! I would like to introduce myself and share some exciting news. My name is Jodi Parker and I have been a Paraprofessional for the past year and 3 months here at EMES. I am excited to share that I will be the new Administrative Assistant to the Principal (front office). I am looking forward to the opportunity to work with and to be engaged with ALL of the amazing staff and students in our building as well as the families and community that come through our doors or call the office every day.

Prior to working at EMES, I was the Administrative Assistant for Vermont Economic Development Authority for 3 ½ years. I also did administrative work during my time at Vermont State Housing Authority as well as when I was a kitchen designer for 19 years. With these I bring organization skills, multi tasking ability and professionalism to EMES. All of my past experiences have given me a foundation to bring to EMES and will allow me to keep the office running smoothly and to be able to help with the day to day events that come up in all directions.

My background is important for this position, however, I feel that being a familiar face to the students and staff along with being someone who enjoys the interaction with them and being able to support and guide them when they come into the office is the key to a successful elementary school front office. And being able to laugh and put smiles on faces is pretty fun too!

You may have seen my face on the sidelines helping out with various soccer and basketball teams at EMES. Outside of EMES, I love spending time with my husband Jeff and daughter Paige (6th grader at EMES) We like to go jeeping, skiing and attend any sporting event - especially ones that our daughter participates in. My house is also filled with animal friends. We have a chocolate lab named Bailey, a cat named Daisy, a bunny named Bugsy and a fish named Nugget.

Enjoy the winter break ahead and I look forward to starting my every day with our thoughtful staff as well as with the smiles on the faces of your children.

Sincerely,
Jodi Parker

Dear EMES Families,

I will be going on maternity leave starting in early January and returning in April. Mary List-Wheeler will be teaching the general music classes and chorus during my absence. Mary is a professional actor, director and musician who has also taught music and theater in schools k-8 for over twenty years. She is founder and director of Vermont Youth Theater, writing and producing original musicals for developing actors and singers with performances at Spruce Peak, Stowe; Barre Opera House; Plainfield Opera House and more. For photos and more information about her work with students, you can visit vermontyouththeater.com. Welcome, Mary!

David Powelson, band teacher at U-32, will be teaching 5th and 6th grade band during this time. If you have any questions about band, chorus or general music while I am on leave, please email Mrs. Lyford. I will be back in April!

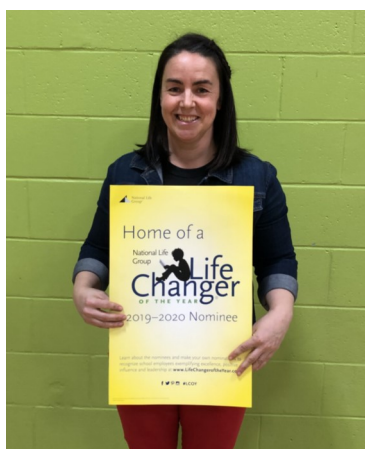
Samantha Mishkin
Music Teacher, EMES



Post Holiday Recycling at EMES Library. As part of our focus on giving back, students in one of our Friday morning PBIS groups are doing a battery and holiday lights recycling campaign. Check out the video on our website to learn more and bring your dead batteries and holiday lights to the EMES Library through January 10th. Please tape button batteries to reduce the risk of fire. Student groups made several public service announcements about recycling. The featured video will change periodically. Arlyn and Ted



EMES staff celebrated Jillian Zeilenga for her Life Changer Award! Darryl Garland and coworker from National Life, and Jillian's husband Jack, joined us for this special celebration of Jillian and all that she does for the EMES community! If you want to check out her nomination and add to it, visit: lifechangeroftheyear.com. Congrats, Jillian!



Holiday Carolers!



Gifts for Giving 2019

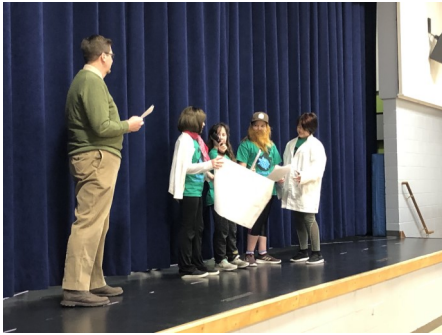


Build to Give 2019



Technology at EMES

The Techno Turtles FIRST Lego League Team has been awarded a \$1,200 "Idea Launch Grant" through ShareYourself.org and VSECU and \$250 from Josh Ryan's Timber and Stone, to make the EMES playground more inclusive for kids with mobility challenges. They presented their idea at Norwich University and to the EMES Community....congratulations, Techno Turtles! We can't wait to see your ideas put into action this spring!!



TECH INTEGRATION AT EMES:

EMES uses a co-teaching model to support the meaningful integration of technology across the Kindergarten - 6th grade curriculums. Classroom teachers and our tech integrationist plan where technology will enhance student learning outcomes in core content areas and then co-teach during those units. This inclusion of technology may be used as a part of a culminating project where students show understanding of content. For example, students create video and electronic books to show their understanding of content. Using technology to show their understanding provides authentic opportunities for students to practice research skills such as validating and crediting online sources, while also supporting their creativity. Technology may also be used as an integral piece of instruction, as when students use robotics or 3D modeling software to explore design engineering or when students participate in online book discussions to practice respectful digital communication. Because our technology integrationist is also our librarian, this co-teaching model also brings in all the resources of the library as well, informing both our library's collection development and its use in the classroom. Our co-teaching model also supports the expertise of all EMES in using technology for teaching and learning. Teachers use technology as part of their instruction without our integrationist, but are supported in growing their understanding of best practices for using technology for teaching and learning across the K-6 spectrum.

45 children from our community came to the after school Hour of Code on Dec 12th. Special thanks to the U32 Robotics team for volunteering to help run this event. Hour of Code is an international effort to promote computer science across the K-12 continuum. During the Hour of Code event at EMES on Dec 12th, we had physical coding options set up (Beebot robots and the robot Turtle board game). We also had many computers set up with a selection of coding challenges from Code.org. To access the coding game challenges we used, please go to the Tech Integration section of our library webpage.



6th Grade Transition Information Session: Parents Only

Mark Your Calendar

Wednesday, January 22nd, 2020

6:30pm at U-32

Transition Calendar

Jan 22nd

U-32 Course Selection
packet given to students

Jan 22nd

Parent Info Session
(Registration packets avail-
able for out of district fami-
lies)

Feb 13th

Course Selection packet
due to Elementary schools

June 8th

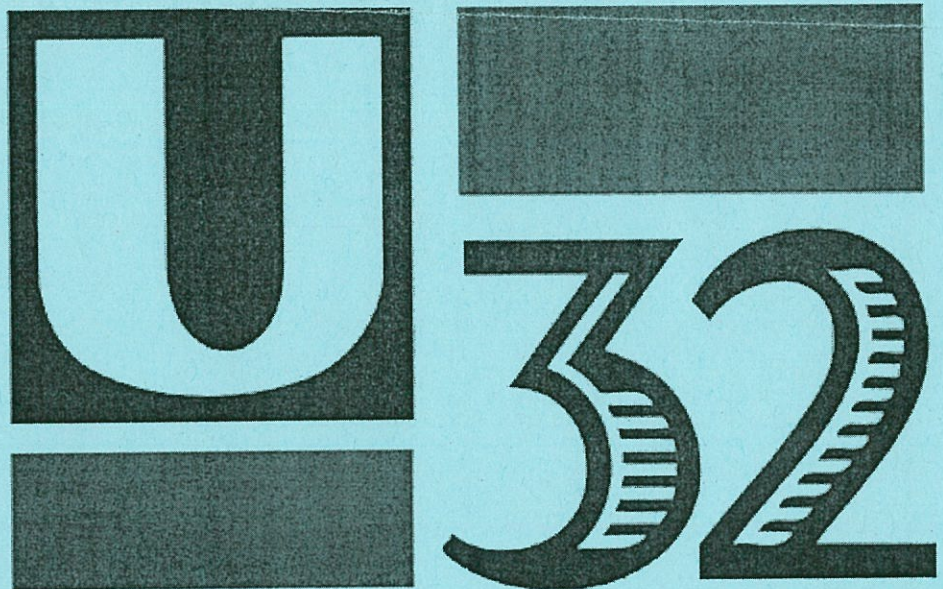
U-32 Director of Student
Services visits all elemen-
tary schools to brief stu-
dents about next day visit

June 19h

Move Up & Unity Day
Grade 6 students will
field trip to U-32. At U-32
6th graders will follow their
next year schedule, partic-
ipate in Unity Day activities
and lunch will be provided

August TBD

Meet Your TA night



*This is an evening for 6th grade parents to learn about middle school,
sports, student services and the transition to U-32.*

Come and meet

*Steven Dellinger-Pate, U-32 Principal
Jody Emerson & Bill Deiss, Assistant Principals
Lisa LaPlante, Director of Student Services
Amy Molina, Director of Student Affairs
Jade Walker, Middle Level School Counselor
Mary Lynn Crossen School Nurse
Hank Van Orman, Athletic Director
Middle School Teachers*

Tours will be provided

Central Vermont Skating Association presents:
INTRO TO HOCKEY - Session 2
For Children 3—8 years old

New skaters \$100

Includes free starter hockey bag with a helmet
and all protective pads for new skaters who
have never attended Intro to Hockey.

You provide: Hockey skates, hockey socks, a
jersey, and a stick.

Returning skaters \$50

January 6th to February 8th, 2020

Dates are: 1/6, 1/11, 1/15, 1/18, 1/22, 1/25, 1/27,
2/1, 2/3 and 2/8

*(Children born before 2013 must pay
additional \$44 USA Hockey Fee)*



When: January 6th to February 8th - Total of 10 On-Ice Sessions

Monday OR Wednesday nights from 5:45—6:45 and Saturday mornings from 8:45—9:45

Where: Central Vermont Civic Center, 10 Gallison Hill Rd. Montpelier

Questions? Call Brian Amones at 802-595-0831 or email brianamones@hotmail.com

Register online at www.cvsahockey.org



Student Meals \$4 Adult Meals \$5.50

JANUARY 2020

East Montpelier Elementary School

We are an equal
opportunity
institution
Menu subject to change

Monday

Tuesday

Wednesday

Thursday

Friday

No
School

1

Chicken Patty Sandwich
Sunchips

2

Fresh fruit and veggie bar
Choice of milk

Hot dog
Oven fries

3

Fresh fruit and veggie bar
Choice of milk

Grilled Cheese
Tomato Soup

6

Fresh fruit and veggie bar
Choice of milk

Taco Tuesday

7

Fresh fruit and veggie bar
Choice of milk

Steak & Cheese Sub
Peppers & Onions
Potato Wedges

8

Fresh fruit and veggie bar
Choice of milk

Soft Pretzel
Cheese Sticks
Trix Yogurt

9

Fresh fruit and veggie bar
Choice of milk

WG Spaghetti
Meat or Marinara Sauce

10

Fresh fruit and veggie bar
Choice of milk

Chili
Cornbread

13

Fresh fruit and veggie bar
Choice of milk

Cheese Tortellini
Pesto Cream Sauce or
Marinara
Manghi's Rolls

14

Fresh fruit and veggie bar
Choice of milk

Baked Potato Bar
All the Fixin's

15

Fresh fruit and veggie bar
Choice of milk

Sweet and Sour Chicken
Fried Rice

16

Fresh fruit and veggie bar
Choice of milk

Brunch For
Lunch

17

Fresh fruit bar
Choice of milk

No
School

20

Corn Dog

21

Fresh fruit and veggie bar
Choice of milk

Cheesy Breadsticks
Meat or Marinara Sauce

22

Fresh fruit and veggie bar
Choice of milk

Omlettes
Hash Browns

23

Fresh fruit and veggie bar
Choice of milk

Meat or Veg Lasagna
Garlic Bread

24

Fresh fruit and veggie bar
Choice of milk

Chicken Tenders
Onion Rings

27

Fresh fruit and veggie bar
Choice of milk

Spaghetti Pie
Manghi's Rolls

28

Fresh fruit and veggie bar
Choice of milk

Sloppy Joes

29

Fresh fruit and veggie bar
Choice of milk

WG French Bread
Pizza

30

Fresh fruit and veggie bar
Choice of milk

Anything Goes

31

Fresh fruit and veggie bar
Choice of milk

All meals must have 3 items, one must be a fruit or veggie....HM=Homemade WG= Whole Grain Veg=Vegetarian

Gluten free available upon request

We proudly serve, VT Maple Syrup, The Manghi's bread and rolls, Makenzie Meats & Sausage



DECEMBER 2019

Kindergarten to Graduation: Parenting Children through the School Years

Hello WCUUSD Community!

My name is Sarah McLeod, and I am one of the school psychologists at WCUUSD. I am writing to introduce a newsletter series on various parenting topics that will be released throughout the 19/20 school year. The topic of this newsletter will be Child Development. As a parent myself, I often find myself confronted with situations that leave me shaking my head and wondering, “Is this normal?” Fortunately, my training in the field of psychology has given me a helpful context through which to view my children’s more...unusual behaviors. Specifically, I’m referring to concept of “Child Development,” or the understanding that children typically go through a series of stages on their journey from dependent newborn to independent adult.

Personally, I do not recall receiving much information about child development prior to having my first child. Lots of information and preparation for the birth, but little guidance on what I was to do with the actual baby once she had entered the world and it was my responsibility to keep her alive. Little did I know that infancy would turn out to be one of the most straightforward phases in child rearing. (It’s not that hard to get out of the house on time when the other party can’t say “no” or run away.)

As my kids have gotten older, and their challenging moments more complex, I’ve appreciated that the education I received on my way to becoming a school psychologist has given me a lot of valuable insight into the job of “parenting,” as well. Case in point, I barely flinched when my 4-year-old son looked at me and said, “Mom, you’re getting older and older. You’re going to die soon.” Instead of feeling offended (or emotionally wounded) that my son appeared so blasé about my eventual demise, I understood that he simply didn’t have the cognitive or emotional capability to comprehend the weight of such a statement.

Funnily enough, though we were all children once, it can be very difficult for us as adults to interpret and react to the sometimes off-putting behavior of our own children. I believe that learning about child development can help us to support our children as they progress through the school years and into adulthood. In the following pages you will find an overview of the different stages of development during the elementary, middle and high school years. I hope it will give you some reassurance the next time you find yourself shaking your head and wondering, “Is this normal?”

Thank you for your time and I wish you all a wonderful holiday season!



The Elementary Years

Early Grades: K-2nd

At this Stage your Child Likely...

- Is learning to cooperate and share.
- Might show jealousy toward others.
- Might want to copy adults.
- Enjoys playing alone, but friends are becoming important too.
- May prefer to play with friends of the same gender.
- May have temper tantrums.
- Is beginning to enjoy playing games, though may have a difficult time with losing.
- Is thinking in “Black and White” and may have trouble accepting that there is a “Grey area.”
- Is beginning to understand that others have a different point of view from their own.
- Wants and enjoys the opportunity to make “every day” decisions, such as what clothes to wear or what to eat.
- May experiment with testing your limits on their behavior, though generally still wants to please you.
- May become embarrassed and angry when reprimanded.
- Is very sensitive to what you think of them, especially when they believe they are being criticized.

What You Can Do To Support Your Child

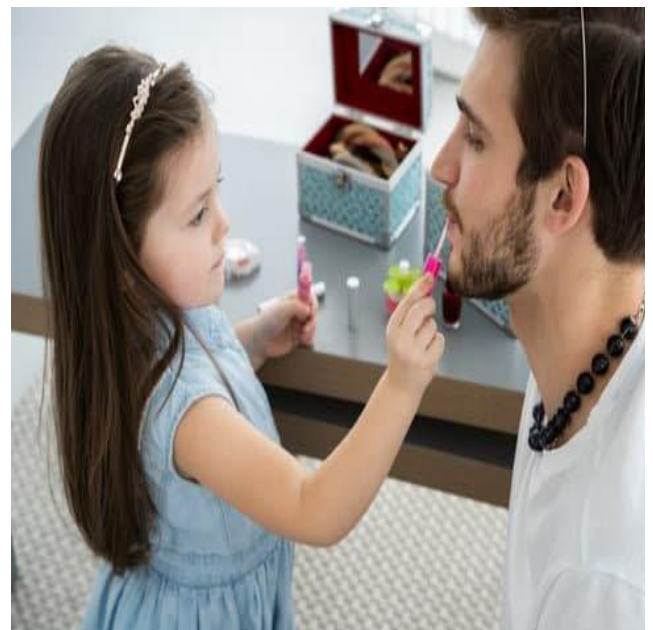
“Children are likely to live up to what you believe of them.”

-Lady Bird Johnson,
Former First Lady



- Encourage participation in group or team activities. This will help your child to develop important skills like taking turns, getting along with others, working together, negotiating, compromising, and winning or losing graciously.
- Be sure to set aside a block of time each day during which you give your child your undivided attention – this reassures them that no matter how busy you are, they are still important to you.
- Build your child’s emotional intelligence by naming and discussing feelings.
- Maintain simple rules aimed at keeping your child safe, but allow them to explore and experiment as much as possible.
- Help them to develop a “growth mindset” about their abilities. Your child will benefit from the belief that their achievement is based on hard work and effort (rather than fixed abilities).

- Listen and validate their feelings when they are upset. Instead of trying to fix the issue, encourage them to problem-solve. Even if you think their solution may fail, allow them to try.
- Always acknowledge the positive
- Avoid being drawn into arguments, as their tendency toward black and white thinking will likely lead to a power struggle rather than a resolution.
- Spend as much time as possible with your child! During this stage, they still want to be with you almost all the time...as you may have heard, this will likely change as they enter adolescence and the teen years.





The Elementary Years

Upper Grades: 3rd – 5th/6th

At this Stage your Child Likely...

- Is interested in competitive games and sports.
- Has changing friend groups and is more open to friendships with the opposite gender.
- Enjoys participating in clubs and groups, such as Boy Scouts or Drama Club.
- May have “crushes” or increased interest in “romantic”-type relationships.
- Is spending more time with friends, and friendships are increasingly important.
- Cares very much what friends think of them.
- May have jokes and secrets with friends that they do not share with you.
- Generally respect parents’ authority, but increasingly will push against rules and may use disrespectful language when arguing.
- Will make excuses and try to justify their actions when they misbehaved.

“Children must be taught how to think, not what to think.”

-Margaret Mead, Anthropologist

What You Can Do To Support Your Child

- Support their increasing desire for independence by allowing them to make more decisions.

~

- Avoid being “bossy” – state your expectations matter-of-factly, but don’t lecture.

~

- Encourage their ability to empathize and consider another point of view. For example, when they describe a disagreement ask, “Why do you think he did that?” or “How do you think she felt when that happened?”

~

- If you make a promise, be sure to follow through. If you don’t, they are likely to remember and may hold it against you.

~

- It may seem that they have a justification or argument for everything. Hear their perspective, explain your decision and then end the discussion respectfully.



- Give them safe ways to express their growing independence – encourage new experiences, hear and consider their opinions and let them take on new responsibilities.

~

- Establish boundaries and follow through with consequences when they make a poor decision. Make sure they know the consequence is about their behavior and not about who they are.

“Children have never been very good at listening to their elders, but they have never failed to imitate them.” -- James Baldwin, Novelist



The Middle School Years

(6th), 7th & 8th Grade

The Middle School Years

At this Stage your Child Likely...

- Prefers spending time with friends rather than family – family is still important, but they are continuing the process of establishing their identity and finding out who they are outside of their family.
- Is concerned about “fitting in” and what their peers think of them – the stress of trying to conform may cause them to make poor or unsafe choices.
- Is becoming more argumentative and may challenge your boundaries. It is important to understand that this part of their ongoing experiment with independence and to not take it personally. Be flexible about the “little things,” but maintain your expectations when it comes to safety or moral issues.
- May pull away emotionally.
Let them know you are always there if they need to talk, but don’t push (unless safety is a concern).
- Is experimenting with their image, their identity, and how they want to be in the world.



What You Can Do To Support Your Child

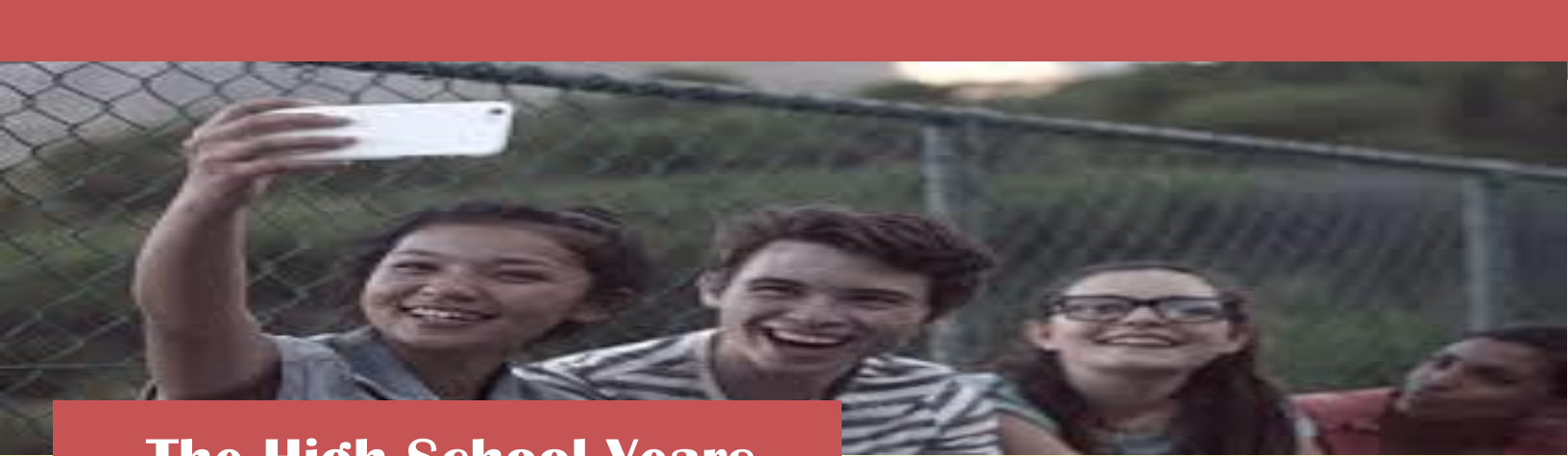
By AUTHOR NAME

- Except that you no longer can (or should) control them. Instead, go for influence – this will give them less to rebel against. Continue to model the values and behaviors that are important to you, but show them that you understand they are their own person.
- Make it easy for them to come to you when something happens or when they need guidance (i.e., no “I told you so”).
- Make sure they have the information they need to make good decisions, but don’t lecture.
- When they make a big request, ask them to talk to you about the pros and cons of what they want. Generally, adolescents tend to overstate the positives and underestimate the negatives. Encourage them to try to identify some of possible negative outcomes – and what their contingency plan might be.
- Model straight-forward, respectful discussions – don’t get drawn into yelling or threats. If you or your child are having trouble being calm, simply tell them that you love them and suggest a five minute break so that nobody says anything hurtful out of anger.



*“Children need models
rather than critics.”*

- Joseph Joubert,
French moralist



The High School Years

9th – 12th

At this Stage your Child Likely...

- Is impulsive and might engage in more risky behaviors.
- Is becoming more creative and increasingly aware of global issues and ideas.
- May act like they don't care what you think of them, but they do – as much as ever.
- May seem overly emotional, and may misinterpret your comments or expressions as disapproval, leading to anger and/or sadness.
- Is going to bed later, as their natural circadian rhythm has shifted (about three hours later than was typical when they were children).
- Pursues relationships with a significant other. These relationships may become “serious” and could have a significant impact on your teen's functioning. They may also become sexually active.
- May be experimenting with drugs and alcohol and/or may be exposed to peers who are using substances.
- Will want more freedom, but may not understand the responsibility that comes with it.



What You Can Do To Support Your Child



- Don't be judgmental or critical – this will only drive them away. As always, they need your love and acceptance to feel secure.
- Understand that they need to find their independence from you. Give them the space to do this, but remain present and supportive.
- Pushing away isn't about rejecting you; it's a normal part of becoming an independent adult (though it may be painful at times – for both parties).
- Encourage positive social connections and relationships. If your teen is involved with a peer that you believe is a “bad influence,” talk with them about safe, healthy choices, rather than criticizing their friend.

- Talk to them about what a healthy relationship looks like (romantic or otherwise). Similarly, you may not know when they start to become sexually active. Ensure that they have the information and guidance they need to stay physically and emotionally safe.
- Help them find safe ways to take risks, such as sports or performing.
- Listen more than you talk

- Let nothing be off limits when it comes to what they can talk to you about.

- Let them know you will do whatever necessary to collect them from any situation when they want to come home – regardless of the distance or circumstances.

Final “Takeaways”

- ❖ Don't forget, you are your child's first source of identity. You are the mirror reflecting back how they are viewed by others, and thus, whether the image they see is primarily positive – or negative.
- ❖ Try to remember how you felt at their age. This may help you to empathize with their struggles and to not take their bad behavior personally.
- ❖ Provide truly unconditional love. Your child will make mistakes (sometimes BIG ones). They have to know that you will love them, even when they mess up – because this is when they will need you the most.
- ❖ Lastly...Give yourself a break! There is no such thing as a “Perfect Parent.” We are all doing our best and learning about our children (and ourselves) in the process.

**Sources include: Karen Young, Psychologist and Public Speaker; Malcom Watson, Developmental Psychologist; Centers for Disease Control and Prevention (CDC)

Three Questions for a Chance to Win a \$50 Amazon Gift Card!

- 1. Your child would rather spend time with their friends because...**
 - a) They don't appreciate everything you do for them.
 - b) They don't know how cool you are.
 - c) It is part of their journey toward independence.
- 2. Your child may push boundaries because...**
 - a) They are being willfully disrespectful.
 - b) They are falling in with the “wrong crowd.”
 - c) It is part of their journey toward independence.
- 3. Your child may become emotionally distant because...**
 - a) They don't trust you anymore.
 - b) Nothing interesting has happened, so they have nothing to talk about.
 - c) It is part of their developmental journey toward independence.

Write your name, phone number and/or email address on this piece of paper. Cut along the line and return to your child's school, or take a picture and email it to smcleod@u32.org and you will be entered to win a \$50 Amazon gift card. Please Return by 12.20.19. Thank you!