

"Home of the Cougar Cubs"

September, 2012

Issue 10

Cub's Corner



Principal's Paws



**Mr. Chris Beane,
Principal**

Welcome to Vicenza Elementary School for SY 2012-2013

It is hard to believe that summer is over and we are revving up for another great school year here at Vicenza Elementary School. We currently have an enrollment of about 650 in grades pre-kindergarten through fifth grade for this school year.

At Vicenza Elementary School, we believe that the best education can be achieved through teamwork by having home, school, and community combine energies and talents. Our mission at Vicenza ES is to provide a curriculum in which each student has opportunities to develop skills applicable to real life situations in the 21st century. This can only be achieved through strong relationships, quality programming, and continuous reflection.

We encourage stakeholders to be active participants in the school by having an active role in the education process. Volunteers enrich and support the curriculum through diverse activities within the classrooms and are always welcome in the library, cafeteria, and on the playgrounds. We are fortunate to have a very active Parent Teacher Student Association (PTSA) and they are always looking for members. There is also the School Advisory Committee (SAC) that is comprised of parents and teachers who deal with whole school topics such as curricular issues, cafeteria items, and bus questions. In addition, we have Continuous School Improvement (CSI) Teams that include parent representatives working with teachers to achieve our school improvement goals.

Vicenza Elementary School provides quality programming to ensure student success. Some of the programs and services provided are Sure Start, Pre-School Children with Disabilities Program, Gifted Education, Special Education Services, English as a Second

Language Program, READ 180, Partial Italian Language Immersion, Counseling and Psychological Services, School Nurse, Information Center (Library), and Educational Technologist (Computers, etc.).

COL B welcomed the VES Staff with cleverness and knowledge. During his speech, he informed the teachers of the 400 incoming families and over 600 students from the two 173rd battalions in Germany that are coming down over the next year and a half. 15%-20% have enrolled or will be enrolled by this Christmas, but the largest push will be the summer before the 2013-2014 school year. With all the influx of people, COL B said, "It is important to pin responsibility where responsibility should be pinned." also talked about understanding the importance of everyone involved in educating our children; the teachers, the parent's interactions, and the students.

During his speech, he opened the floor up to questions and concerns in regards to the influx of people which resulted in a flurry of

questions. He stressed the importance of filling out ICE comments for both positive and negative customer service experiences. The ICE comments are used to make improvements across the post.

COL B is excited and looking forward to all of the wonderful changes coming to the USAG Vicenza. This includes creating three distinct centers; Caserma as the social and family services center, Villagio as the youth center, and Del Din as the work center for soldiers.

When saying adieu, COL B wished the VES staff a happy and successful school year.

Please see page three and give a warm COUGAR CUB welcome to new staff members.



**Dr. Lorena Reinhardt,
Assistant Principal**

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DoDEA MISSION STATEMENT:

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Vision Statement for Vicenza Elementary:

Vicenza Elementary School will provide a learning environment for our students which is nurturing, safe and supported by the community. This atmosphere of success will enable each child to reach his or her potential in a global society. We will respect the diver-

sity of our children, accommodate differences in learning styles, and assure quality and equity for all.

Vision Statement—According to Students:

Our school is a safe place to learn and the school officials care about kids. Our School encourages kids to reach our goals. Our School respects the differences in kids, accepts different learning styles, and provides equal chances for all to do our best in our world.

School Improvement Goals:

- Goal 1: All students, by June 2017, will improve understanding of number sense, as measured by the selected system-wide and school based assessments.
- Goal 2: All students, by June 2017, will improve reading comprehension in all curricular areas, as measured by the selected system-wide and school based assessments.



Dr. Lorena Reinhardt, Assistant Principal 's Message



PRAISE AND FEEDBACK

Telling a child "Nice Job!" is valuable, needed and appreciated praise. However, praise is not the same as feedback. Feedback gives children helpful information and direction to understand what they need to do as they move toward a specific learning or behavioral goal. For example, if a child puts his/her toys away we give feedback by saying, "You put your books on the shelf, your crayons in the box. Where do the puzzles go?" This feedback can be followed with praise, "Nice Job!" when everything is put away.

The language we use with children has a profound impact on their behavior. We strive to use language that encourages and puts focus on the behaviors we want to see from children, rather than language that focuses on what the child is not doing or the behavior we don't want to see. We also use problem-solving language that supports children to identify for themselves their behavior and/or the behavior expected of them.

Criticize the behavior, not the child. When a child makes a mistake, instead of saying, "You were bad," explain what he/she did that was wrong and what he/she should do instead. For example, say, "Running into the street without looking isn't safe. Look both ways for cars."

No more "No!" – keep it positive. It is not enough to tell a child "No!" Positive statements teach a child what to do. If a five-year-old is happily coloring with crayon on the wall, it's more effective to give him/her paper and say something like, "Here, use these papers so I can save the pictures. Walls aren't meant for drawing, but paper is perfect."

Tell the child what to do. Say, "I like it better if you do it this way, thank you." Do not say, "I can't believe you did that!"

Say, "I need you to paint quietly for a few minutes so I can finish this one thing. When I'm done, we'll go outside." Do not say, "Go away and leave me alone."

Say, "Katie's feelings were hurt when you told everyone not to play with her. How can we make her feel better?" Do not say, "Why are you so mean to Katie?"

Use encouraging, supportive words. Say, "As soon as your toys are put away, we'll go to the park!" If the child replies, "But I really wanna go play with Brandon," say, "Why yes, you certainly can do that...as soon as all your toys are picked up." Do not say, "If you don't put your toys away, we won't go to the park."

Develop constructive tactics. Don't threaten, "Stop or I'll give you something to cry about!" Or "If you do that one more time, I'll spank you." Or "Do this or else!" Rather than say, "I told you to turn off that TV five minutes ago!" calmly turn the TV off yourself.

It's better to develop a repertoire of constructive tactics, such as redirection, removing the child from the situation, or time-outs, than it is to rely on negative consequences, including verbal threats and spanking.

Support each child's unique development. Do not compare children by saying, "Look how well Sam zips his coat," or "Jenna's using the potty already, so why can't you do that too?"

Provide choices. Gently guide him/her toward the next step with two choices, such as "Do you want to dry yourself off with the towel, or should I help you?"

Acknowledge accomplishments and behavior. Say, "You picked a happy color for the dog's spots." Or "I see you drew a picture of the story that we read this morning." Or "You were so quiet with your puzzle while I finished my letter, just like I asked." Or "Wow, you put both arms in your coat all by yourself!"

Children develop positive self-concept, confidence, and a sense of safety from specific feedback. Our potential influence on a child's behavior grows significantly when our relationship is supportive. The child learns that we are responsive and pays attention to what we say and do.

REFERENCES

Murray, Carol G. (2012). Creating a Culture that Acknowledges the Power of Words. *Exchange*, 34 (1), 66-69.

Hillman, Carol B. (2012) The Intangibles in the Early Childhood Classroom. *Exchange*, 34 (2), 12-15.

Hattie, John and Timperley, Hellen (2007). The Power of Feedback. *Review of Educational Research*, 77 (1) 81-112.



VES NEW TEACHERS



Ms. Ol
1st Grade



Ms.
Kindergarten



Ms. M
3rd Grade



Ms. Z
LIMS



Ms. W
5th Grade



Ms. D
1st Grade



Ms. S
4th Grade



Ms. L
LIMM



Mr. J.
Music

VES NEW EDUCATION AIDES



L/MM PARA



L/MM PARA



S/S AIDE



PSCD AIDE



LIBRARY AIDE



SPED AIDE



SPED. AIDE



Vicenza Elementary School Cougar Cubs are back!



It's time again for school to begin. As the weather starts to change and cool down (hopefully), kids begin to think about heading back to school and all that it entails.

We here at Vicenza Elementary School, home of the mighty Cougar Cubs, caught up with some of those students and Principal Beane to get their take, on the upcoming school year. Math has made a shift from being a dreaded subject to many students favorite! Numerous other students commented about making friends, along with excitement and worry over who was going to be their teacher.



Our first and second graders have straightforward and uncomplicated desires and are ready to dive in head first. D. _____ 1st grade, would love to learn Italian and hopes to be in Immersion class; she wants to count to 100 in Italian. D. _____ can't wait to go play in "the big playground"! A. _____'s challenge as a new first grader is to learn to read more. A. _____ loves math and is not worried about who her new teacher is going to be. I. _____ 2nd grade, said that all he likes is math and that what he most wants to learn is multiplication. I. _____ remarked that he was ready for school and not scared of anything. K. _____ a new student in the second grade, mentioned that recess is her favorite part of the day and that she is so excited to see all of the new books and reading. K. _____ was most adamantly not excited to think homework. I. _____ 2nd grade, wants to have fun, is excited for her new teacher, and is especially looking forward to making new friends. When asked what she wanted to learn, with passion, she exclaimed, "nice things like fish, sea creatures, and a little about sea monsters!" As a new student, she is nervous about meeting new people.



The third grade is ready for their multiplication tables. N is most excited to meet his new teacher, to learn his multiplication tables. G who is coming from a school in Ohio, is also excited about math and multiplication and is eager for the food, especially the pasta. H who is also in the third grade, is ready for school to start! She loves math and is enthusiastic about learning multiplication and math. H is most nervous about who her teacher is going to be.





Our fourth and fifth graders have diverse opinion. K's favorite subject going into the fourth grade is math; he is ready and thrilled to make friends and is optimistic that there won't be any bees. L, 4th grade, adores PE and art. He is nervous about who is going to be in his class and, about getting to know other students. T, 5th grade, is looking forward to meeting new friends, learning Italian, and hopes that people will like her. D, also in the fifth grade, is most excited and nervous about making friends and about who her teacher will be. D wants to learn everything this year!



On the first day of school, we caught up with our Principal Mr. Beane, and he let us know when his nerves for the first day start to settle when he said, "You know school is in session and all is all right when you see all the backpacks hanging up in the hallway." We here at Vicenza Elementary School are excited about a wonderful new school year, want to make it better than anyone hoped for, and plan to melt away any fears.

Learn something new, have fun, and study hard!



Parents' Corner

The Vicenza Elementary School administrator invites you to respond by email to the following statements. Your comments and the responses will be placed in the next newsletter.

1. Something I like about Vicenza Elementary School.
2. Something I would like to know.
3. Something I would like to suggest.

Please send your responses to the following email address:

vicenzaes.principal@eu.dodea.edu



Volunteer

If you would like to Volunteer as a chaperone, aide for special events or in the classrooms; please stop by the office to get an application packet to become a VES registered Volunteer.



Help Wanted

Substitute teachers: if you are interested in substitute teaching at VES, please apply in

USAJOBS at: <http://www.usajobs.gov/>

Please stop by the office if you need more information.

Vicenza Elementary



Italian Fridays



How good is your Italian? Come practice with us the last Friday of each month!

On the last Friday of each month, immersion teachers will speak only in Italian to students, who will be encouraged to reply in Italian. However, they may respond in English when necessary. All who can speak Italian (faculty members, staff, cafeteria crews, cleaning people...) will speak to children in Italian.

Please join us and challenge your Italian skills!



GET a JUMP on Development!

You can have your infant, toddler or preschooler screened by a member of the Early Intervention Team or the Developmental Preschool Team.

These teams offer a free developmental screening for your infant, toddler or preschooler -- birth through five years of age.

To schedule an appointment for your baby from birth - 35 months of age call EDIS at 636 9230 (0444 61 9230) to schedule an appointment.



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In Case of inclement weather or emergency situations, please visit this website: <http://www.eu.dodea.edu/home/weather.php> The community commander may determine that it is necessary to close school, delay the opening of school, (usually a two hour delay), or release students early. The decision to close or delay the opening of school cannot be made by school officials. On mornings with heavy snow, ice, or fog, students and their sponsors should listen to AFN radio for announcements about school closure or delays. Consult your school's "Student Handbook" for guidance specific to your location.

Find us in the web:

<http://www.vice-es.eu.dodea.edu/>