



## Insights from the Board

### Opportunities of a lifetime in the VCSC

I have been actively engaged in my children's education since entering the halls of Benjamin Franklin Elementary in August of 1993. As each of my children entered school, I realized the tremendous opportunities that existed for children of all backgrounds and the genuine, dedicated and compassionate educators in our school system. In the Vincennes Community School Corporation, it is not just public education, it is so much more.

Since my election to the school board 18 months ago, I can say without hesitation, that my biggest overall surprise is the caliber of educators and administrators currently in our school buildings. If parents could see what I see as a school board member, any criticism would likely transform to appreciation. Little did I know the level of commitment that exists in this school corporation to educate children from all walks of life. These children's faces are America. Rich, poor, academically gifted and students with learning disabilities, that is the reality that our educators see every day.

Our educators commitment to continued training and education, differentiated learning styles, standards of excellence and challenge courses, and leading technology used by teachers and students, are everyday events in the VCSC. Fortunately, due to many years of prudent fiscal management of funds, our school corporation is a leader in the opportunities that we can offer our students. Technology hardware, additions to curriculum and educator training are just a few areas that excel in the VCSC. One just needs to attend statewide conferences to see how the VCSC surpasses so many school districts. As well, numerous VCSC teachers have won national corporate awards and statewide association recognition. In the last few years, particularly, there have been many young, newly trained, compassionate and energetic teachers and administrators enter our halls. I hear many students say how they really "connect" with these new teachers.

Vincennes has much to be proud of and thankful for in the Vincennes Community School Corporation. Our commitment goes beyond excellence in education. Started at Vigo Elementary last school year, the PBS program (Positive Behavior System) offers structure, discipline and teaching to create model citizenship and respect for your fellow man. Just ask any teacher or better yet, any student about what PBS means to them! Every teacher with whom I have spoken says PBS has far exceeded their expectations.

As a community, let's support our school system with voice, deed and commitment. The faces that are Vincennes Community School students deserve it, no matter their background.

*Aaron Bauer*

## Construction Update

Construction of the new Middle School continues as October comes to a close. The progress on site is going very well as the contractors work on enclosing the exterior of the building to protect from the coming winter. Windows installation has started on the classroom wings. This is occurring just in time for the interior drywall finishing to start in these same classroom wings. The building has three classroom wings. The north wing is for the sixth grade, the center wing is for seventh grade and the south wing is for the eighth grade.



One of the elements of the design for the new Middle School by Schmidt Associates, Inc. and Donovan & Donovan Architects is the acoustical separation between the classroom spaces. The LEED certification being pursued for this

educational facility (LEED for Schools) requires an ANSI specified rating for acoustics. This stresses the need for an environment where students can focus on the instruction being given. There is even acoustic treatment being applied to the Gymnasium walls and ceiling to create a good environment for learning there.

Over the next forty-five days public bids will be taken for Instructional Video, Electronic Security systems; and Classroom, Office and other



## Opportunities, Achievements, Success... For Life!

various furniture items for the new facility. These elements are key components in making this facility a truly cutting edge instructional environment for Vincennes students and staff. Specifically the Instructional Video system will allow the digital distribution of educational content from servers, electronic media, and internet based resources all over the facility. This content can be controlled by each teacher in the classroom or pushed out to the whole building like a broadcast or special announcement.

Overall the building project continues on a rapid, determined pace towards a completion that will allow an August 2010 start of school. The hard work of the Vincennes School Corporation administration and school board along with the commitment

and effort of the Middle School staff are bringing about a wonderful project. This will truly be a facility that the Vincennes community can be proud to give to future generations of young women and men.



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## Upcoming Dates

Dec. 10  
7:00 p.m.  
Clark Middle School  
Choir Concert

Dec. 14  
7:00 p.m.  
Christmas Program at  
Ader

Dec. 16-18  
Final Exams

Dec. 18  
End of First Semester



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## Crisis Prevention Training

The Knox County Special Education Cooperative and the Vincennes Community Schools have had an ongoing relationship with The Crisis Prevention Institute (CPI). For nearly 30 years, CPI has been dedicated to creating crisis prevention and intervention training and resources to support the work of helping professionals and those whom they serve. Since the company's inception, and now in its third decade, CPI remains on the forefront of critical issues and best practices in behavior management—based on its founding philosophy of providing *Care, Welfare, Safety, and Security*<sup>SM</sup> for everyone involved in a crisis moment.

Current training is being hosted by Vigo Elementary. Training is held in four after school sessions. Each participant that successfully completes the training will be certified. Our local certified trainer is Sheryl Schaefer Jones, School Psychologist with the Knox County Public Schools. She has held her training certification since 1997.

CPI's foundation program, *Nonviolent Crisis Intervention*<sup>®</sup> training, was developed during the 1970s. The company's co-founder's human service experience and background in kinesics, physiology, and communication contributed to the development of an innovative, holistic system for defusing escalating behavior. Understanding effective communication and human physiology during aggressive moments, along with the core philosophy of maintaining *Care, Welfare, Safety, and Security*<sup>SM</sup>, provided a balance in behavior management that was unique at that time.

CPI was established for human service professionals to address the need for training in safe, respectful, noninvasive methods for managing disruptive and assaultive behavior that are compatible with staff's duty to provide the best possible care.

Since 1980, more than 5.4 million human service professionals around the globe have participated in the *Nonviolent Crisis Intervention*<sup>®</sup> training program Ongoing

Commitment. Today, the *Nonviolent Crisis Intervention*<sup>®</sup> program is known worldwide for its behavior management best practices and is recognized as the international standard for crisis prevention and intervention training. CPI is committed to continuing its research, support, and delivery of the highest quality behavior management training and resources and to serving as an essential agent in helping professionals and the individuals in their care.

A crisis can be defined as a moment in time when an individual in your charge loses rational, and at times even physical, control over his or her own behavior. This can be very challenging and anxiety producing for those responsible for intervening. Due to the chaotic, unpredictable nature of a crisis, it is vital that staff stay calm and proceed with a plan.

These crisis moments do not sprout into being without roots; there are almost always warning signs that let you know an individual's behavior is escalating. By following the tips listed here, you can often intervene before the crisis becomes dangerous.

If someone in your care became disruptive or assaultive—what would you do? It's difficult to predict exactly how you might respond during a crisis. Yet, as a human service provider, you face challenging behavior and potentially dangerous situations every day. How you respond greatly determines the safety of everyone involved—and profoundly impacts the relationships with those in your care. Are you prepared?

The *Nonviolent Crisis Intervention*<sup>®</sup> program, developed by the Crisis Prevention Institute (CPI), not only teaches staff to respond effectively to the warning signs that someone is beginning to lose control, but also addresses how staff can deal with their own stress, anxieties, and emotions when confronted with these challenging situations.

As the worldwide leader in behavior management training, CPI is committed to staying abreast of the issues impacting human service professionals around the world. They recognize the challenges you face in providing services and care in difficult situations. Through *Nonviolent Crisis Intervention*<sup>®</sup> training, you'll learn practical skills and techniques that directly apply to the challenges you face and that focus on your greatest concerns.

### Vincennes Community School Board Members

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Member

### Expected Completion Date

June 2010

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## Letter from the Superintendent

The Parent Advisory Committee was an idea that was brought back to life by Tom Nonte. This advisory group met in the past but had dissolved and Mr. Nonte felt it would be a good idea to bring it back as another way to communicate with parents.

The Parent Advisory Group has at least one parent representative from each school with some schools having more. Once a month this parent group meets with VCSC Business Manager Chad Blacklock, Assistant Superintendent Tom Nonte, and Superintendent Doug Rose. The PTO Advisory Committee Members for 2009-2010 are:

Lincoln High School: Tricia Trent, Laura Debrock, Cindy Maddock; Clark Middle School: Brad Laughlin, Gena Little; Franklin Elementary: Scott Shaner; Riley Elementary: Kristy Baracani; Tecumseh-Harrison: Sylvia Hand, Tracie McNeece; Vigo Elementary: Angie Bartholomew; Washington Elementary: Pam Bobe.

Each month a different school hosts the Parent Advisory Committee meeting. If a parent has never been in the host

school they have an option to tour the building. At the meetings the three administrators give updates on what has been going on in the Vincennes Community School Corporation. These updates in the past years have included the corporation's budget, enrollment, maintenance, technology, curriculum, construction updates, and many other curriculum related topics.

After the three administrators have given their corporation updates, the parents are given the opportunity to ask questions and voice concerns. In past advisory meetings the parent topics have been ISTEP, Positive Behavior Program, Accelerated Reading Program, head lice issue, computers, bullying, parent involvement, and safety issues within the schools. As with any school corporation, the research states that parent involvement is the key to quality education. Therefore, having a parent advisory group can only be an asset for Vincennes Community School Corporation.

*Douglas D. Rose*  
Superintendent of Schools



## One child, one hour is the heart of KIDS HOPE USA

"My mentor helps me with my Reading," Stephanie Devine, a third grader at Franklin Elementary said. "I also like to go to the Kids Hope parties because we play games and have fun." Kids Hope is a church-based program that has one caring adult work and interact with one child for one hour a week. For each school to have a Kids Hope program it must be a part of a team. The cost for the school to participate is zero dollars; the local church that the school partners with covers all of its expenses. The program works with grades K thru 5.

The mentors are volunteers from the community that want to make a difference in the life of a child. Mentors work with the classroom teacher so that they know what skills the student may be struggling with both inside and outside the classroom.

The impact of the hour towards helping the child to improve any attitude problems; behavior becomes less disruptive in class over time. The student also begins to show marked improvement in academics and attendance. Mentoring sessions can be conducted at lunch times or when it fits the student's schedule.

Currently Franklin Heights Christian Church has 10 mentors that are trained and assigned students and 4 more volunteers are going to be trained very soon. Sadly, for every mentor/child relationship, there is still a long waiting list of students that are referred for the program. FHCC intends to stay partners with Franklin Elementary. It is not uncommon for a mentor to begin

mentoring a first grader and stay with that same student as they graduate on to 6th grade. Relationships and wonderful friendships have been formed and carry on way after the child has graduated from High School! This program not only positively affects the students, but the mentor as well. Having the stability of an adult that they can count on allows the children to find and achieve success.

"During my experience with Kids Hope I have witnessed the positive effect the Kids Hope mentors have had on my students," said Casey Kotter, a first grade teacher at Franklin. "I have seen the way the Kids Hope students 'light up' when they see their mentor."

"Our children need love." In the words of one principal, "I want to see these kids as emotional checkbooks that are completely overdrawn. What they need is someone to make a deposit of love and hope into their hearts."

Kids Hope is an outstanding program that prides itself on building confidence and security in each Kids Hope student participant. The message of Kids Hope is simple. They believe "one child, one hour, one church, and one school."

Find out more at [www.kidshopeusa.org](http://www.kidshopeusa.org).

## Through the Halls A look at academic life at every level

### Elementary School

#### Differentiated Instruction

Children of similar ages aren't all alike when it comes to learning. In a differentiated classroom, teachers are aware of the commonalities and differences of the students and use this knowledge to meet the needs of all learners. Carol Ann Tomlinson states that, "Differentiation at its most basic level is 'shaking up' what goes on in the classroom. It gives students multiple options for taking in the information, making sense of ideas, and expressing what they learn." Differentiation is presenting the skill or standard in more than one learning style. Offering verbal, oral and even kinesthetic ideas to study the material will allow each child to learn the information in their modality.

Differentiation is a thought concept that teachers use to adapt to the needs of the class. In all classrooms, teachers deal with at least three curricular elements: content, process, and product. Content includes what students learn; for example, the state standards and classroom skills. Process is described by how students go about making sense of ideas and information. Product is the output, how students demonstrate what they have learned. Teachers have the option to differentiate in any or all of these elements.

In order to successfully create a differentiated classroom, teachers need to know the state standards and know the students. Last year, Vincennes teachers, grades kindergarten through grade five, created curriculum maps to distinguish the core standards and plot when these will be taught

throughout the year. The second item to be successful is to know the students. Becoming familiar with students readiness levels and interest permits teachers to discover how each child will best learn the standards and material to be mastered. All kindergarten, first and second grade teachers use the mClass software to assess each student. The information this software provides allows teachers to discover the readiness of early readers.

The upper grades use a different assessment, Acuity. Acuity is a computer generated program that tests students based on the Indiana academic state standards. Teachers can then use this data to drive the instruction in the classroom. Using these tracking systems, teachers can proactively view the needs of the students individually. This leading data allows teachers to differentiate the specific needs to succeed in class.

There are many strategies that can be implemented with differentiated instruction. Anchor activities, tiered lessons, and choice boards are several of the new strategies that will be provided in this year's professional development. Last year, many of the fifth grade classrooms participated in a differentiated lesson. The fifth grade students studied statistics, fractions, decimals, and percentages using baseball cards. This lesson applied these skills to real data. Students were able to engage in a hands-on activity to critically think about these standards. Valerie Kelly, 5th grade teacher at Vigo Elementary School, said, "It was exciting to see the students be engaged in something that seemed 'outside the box' in terms of what they normally study. Baseball is uppermost in their minds in the spring, and this different approach to math brought the players to life in a way that made learning fun, but yet stressed the skills they need. It was a very exciting week for us all!"

In a differentiated classroom, the teacher plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs.



### Middle School

#### "Pride of the Green" Goes To State With CMS Students!

The "Pride of the Green" made it back to the ISSMA State Finals on Saturday, October 31st, to perform their original show "Go Green," in front of nearly 10,000 marching band fans at the Lucas Oil Stadium in Indianapolis. The "Pride of the Green" began their season on fire, selling their show to a countless number of spectators, including the marching band judging community. From the very beginning, everyone bought into it, including six very talented Clark Middle School Students.

"We had a tremendous season. It was another year of growth, improvement, and achievement. This was our seventh year to qualify for ISSMA State Finals. This is a huge honor and quite the challenge," stated LHS's Associate Director of Bands, and Vinc. Univ. Prof. of Brass, Jason King. "We were fortunate to have another great band that played incredibly well this year. Each of the seven state finalist bands have etched their place in Vincennes history making our program what it is today. Our band is no different than any other 'Pride of the Green' Band, in that six Clark Middle School students performed in the show this year."

Our first CMS Marcher is already a flute veteran, beginning with the "Pride of the Green" as a 7th grade student, Andrea Graves. Andrea has enjoyed winning a lot this year. She explained that responsibility and hard work pays off in the end. It has been an amazing experience performing the show in front of people, allowing them to watch everything that you have worked so hard on. Jaleah Hedrick, an LHS Senior, has most inspired her. Andrea included that Jaleah loves to be at band practices and leads very well.

Madeline Grumieaux, a color guard member, has enjoyed learning and performing the guard routine. The marching band has taught her how to be responsible. She said that it has been really fun performing in front of people,

because you know that they are there for you. Holly Schutter, a LHS Color Guard Senior, has greatly inspired her. When Holly was young, she practiced a lot to get where she is now.

Tyler Hannah, a trombone player, has enjoyed going to the contests and said it's fun to win. Marching Band has taught him to practice better, and how to be a stronger performer. The senior trombone players have inspired him the most, because they are good at what they do. He encourages all middle school students to join band, because it's fun.

Kylie Noble, a flautist, has enjoyed learning how to do new things, while having a great time. She has learned how to march and memorize music better and faster. She feels nervous when performing in front of a large audience but soon relaxes when she gets out on the field. Tori Roberts, a LHS Senior, has inspired her most. Tori has helped her a lot with learning a variety of new things. She explained that all middle school students should get involved in band. You get to go places that you have never been before.

Emma Watts, a trumpet player, says that winning is amazing, but having fun is the best. She played this year so that she could get help from her brother, Ben Watts, who is a senior trumpet player in the band this year. The marching band has taught her how to be patient with everyone, because people learn at different levels. Performing gives Emma chills, and makes her a little nervous—a good kind of nervous. It makes her want to do better. Ben Watts and Joel Kaiser, both LHS Seniors, have inspired her the most. They are both great role models, and do a great job in performance.

Brooke Webb, a clarinet player, loved being involved with the marching band. Performing is nerve-wrecking, but such an amazing experience. She said that hard work pays off - you have to keep trying to succeed. Brooke said that marching band was scary at first, but when you do it consistently, it becomes more comfortable and fun. Jaleah Hedrick, a LHS Senior, has inspired her the most. Jaleah cares about the band, doesn't make you feel bad, and keeps you pumped up. Baileigh Webb, a LHS Color Guard Senior and Brooke's sister, has also inspired her to be the best that she can be. Brooke advises fellow students to try it out and see if you like it. It's really fun and it makes you a better musician.



### High School

#### Textbook Adoption

Many Lincoln High School students found a major change in their social studies classes this fall—no textbooks. Typically, various LHS departments adopt new textbooks every six years. However, recent rulings by the Indiana State Board of Education gave school districts significant leeway with book adoption.

"The state board gave school corporations the option to look at non-traditional methods of instruction", according to LHS Social Studies Department chair Michael Hutchison, "especially in the area of using technology to replace traditional textbooks." This flexibility allowed the social studies department the opportunity to look at better ways to help students, as well as providing considerable savings. In the six-year rental period beginning this school year, costs for social studies curriculum will decrease approximately \$23,000.

Lincoln teachers were able to get site licenses for several software packages. The license allows several teachers to share curriculum for as little as 25% of the cost to purchase individual copies of curriculum for teachers teaching a particular subject. Much of this curriculum is shared on a special server on the LHS computer network, and teachers can easily "copy and paste" units to their teacher workstation computers. In addition, with the upcoming switch to the Power School student information system, students missing school due to absence or field trips can easily download materials they may have missed by not being in the classroom. Currently, teachers can Xerox assignments and content for

student use if needed. Through a tech plan grant from the Indiana Department of Education, the school also purchased three mobile Macintosh labs for the social studies department. Each lab includes 30 13" Mac Book computers, a laser printer, and a cart that provides wireless Internet access anywhere in the classroom.

Teachers can utilize several different forms of instruction to help student achievement. Students can use "magnifying tools" to inspect primary sources such as photographs, documents, or artistic works. They can participate in history and social studies simulations, and can also conduct mock court trials, as well as other interactive materials designed to help students more effectively learn.

In regards to using the new curriculum, teacher Jon DeCou said, "I find that working without a textbook has brought an excitement to the classroom. Students come to classroom ready to go and open to the new instruction. I don't have to deal with students saying they forgot their textbook or their homework. But, it also adds more expectations on the students to perform at a higher level of thinking. The higher level of thinking is one of my biggest classroom goals and the new technology promotes that development."

Economics classes are currently using the Mac computers to follow stock prices and report earnings and losses in an interscholastic stock market experiment. Geography classes used word processing software to create newsletters highlighting China's Three Gorges Dam. Government classes use Internet access and related C-SPAN Classroom videos to learn about recent trends and policies affecting state and local governments. World History classes frequently participate in webquests and project-based, student-centered learning.



In this pic, clockwise from top left, Tyler Cown, Bre Sipples, Samuel Lujajohnson, and Cynthia McCoy work on Google Earth projects using one of the portable Macintosh lab carts.

## Spotlight on Distinguished Alumni

### ROBIN D. TALBOTT 1983

Robin Talbott was born in Vincennes in 1965, the son of Steve and Alberta Talbott. He attended Vigo Elementary School, Clark Middle School and graduated from Vincennes Lincoln in 1983. He was a three year varsity basketball player and, as a sophomore was a member of the 1981 state champion Vincennes Lincoln team.

He earned a Bachelor of Science degree in Business Administration at Marian University in Fond du Lac, Wisconsin, and holds a certificate from the Moore Graduate School of Banking and Investments at the University of South Carolina.

He has worked in Financial Banking for 19 years, and for the past six years has been with the Legacy Bank based in Milwaukee, Wisconsin where he is currently the Senior Vice President. His responsibilities include the retail operations of the bank in addition to involvement with all aspects of consumer and commercial lending; information technology, product development and marketing. In addition he serves on the loan committee of the Legacy Redevelopment Corporation.

He is a member of the Board of Trustees of Marian University and currently serves as the Board Treasurer. Other duties include serving as the Audit Committee Chairperson on the University's Finance and Executive Committee.

In the Milwaukee community Talbott serves on the Loan Committee's of the Milwaukee Economic Development Corporation and the Wisconsin Women's Business Imitative Corporation.

Talbott and his wife Kristen reside in Greenfield, Wisconsin with their dog Sparky. When not working he enjoys sports, yard work and spending time with family and friends.



### The Vincennes Education Foundation will begin their 2010 Membership drive in January.

A membership to the Vincennes Education Foundation costs only \$25, but this money will go towards providing faculty and staff with grants to purchase items to use in their classrooms and scholarships for deserving Lincoln High School Class of 2010 members. You can also become an eFellow(\$100 per year), Patron (\$500 per year) or Saint (\$1000 per year) for 10 years. You can obtain more information by calling 882-2094.