

January 24, 2017

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Coming Up

Thu, Jan 26	CMS Student Assignment Phase II Community Engagement Session for Providence High School Feeder Pattern 7:00 PM at Ardrey Kell High School
Thu, Jan 26	Spirit Night at Chick-fil-A (Arboretum), 4-8 PM
Fri, Jan 27	Cafeteria Concerts
Tue, Jan 31	Class Picture Day
Wed, Feb 1	Rocket Raffle Deadline
Wed, Feb 8	Evening PTA Meeting Everyone welcome!
Feb 9-16	Jump Rope for Heart

Next Rocket Review on Tue, Feb 7

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[How to Submit Rocket Review Content](#)

Buy Rocket Raffle Tickets Now!



PSE's beloved fundraiser, the Rocket Raffle, is here!

A World of Opportunities is coming your way, because this year's Rocket Raffle has it all... sports, games, arts and crafts, treats, outdoor adventures, behind-the-scenes tours, front-row seats, VIP parking to PSE events, and more! There are even choices for Mom and Dad.

This year, the proceeds from the raffle will go to purchase a much-needed sound and video system for PSE's multipurpose room and cafeteria, which will be sure to enhance many of our Rockets' experiences, such as grade-level performances, cafeteria concerts, cultural arts presentations, special events and more!

Rocket Raffle tickets can be purchased online at www.Pay4SchoolStuff.com.



Visit the [PSE PTA website](#) for the lists of amazing prizes and opportunities!

Rocket Raffle tickets on sale through Wednesday, February 1

Winners will be announced on Monday, February 13

Jump Rope for Heart

This year's **Jump Rope for Heart** event is just a few weeks away! We love **Jump Rope for Heart** because it shows our students that exercising can be fun, and it celebrates their fundraising efforts for the American Heart Association.



The event will be held during students' regular PE classes, where they will participate in jump rope activities at six different stations (think mini indoor field day). **We're asking for six parent volunteers per class to help with these stations. Click here to sign up.** (Please note that younger siblings are not permitted to attend.)

Students can join the PSE **Jump Rope for Heart** team [here](#) and begin raising money. Fundraising is completely voluntary, but for those students who do want to raise money, doing it online is a fun and easy way to reach out to family and friends for their support.

Regardless of whether your family chooses to participate in the fundraising part of **Jump Rope for Heart**, all students participate in this fun day of fitness, and all parents are encouraged to volunteer.

Thanks in advance for all of your support as we show our children how fun it can be to help others!

An Important Message from Our Principal

Dear Parents,

A seemingly All-American Davidson College graduate admits to writing false news stories which were read and believed by millions of readers and, when asked why he would create such a dishonest piece that added to the divisiveness of an already contentious election season, his answer was a short one, “for the money.” A 5th grader gets into a fellow student’s account and deletes hours of his hard work. When asked why he would do such a thing to a classmate, he responded... “because I wanted to.”

Why would seemingly good “kids” from loving homes forget all the character lessons taught by parents and teachers and do the most dishonest and hurtful actions quite deliberately and with no remorse or sense of responsibility for those actions?

- Psychologists say that it’s the **anonymity of the internet**. It’s easy to “hit and run.”
- Social scientists say it’s because the **information age has outpaced human institutions to deal with this overwhelming phenomenon**, that our laws, our code of ethics and our systems of reasonable regulations have not caught up to the tsunami created by faster and cheaper technology which is more available at an early age.
- Educators often say that it’s too much **unsupervised use of technology** which is even more dangerous because the children are often more knowledgeable about software availability than the adults.
- Parents will sometimes say that **more should be done by the schools in teaching social media awareness and safety issues**, ethical behavior on the internet and literacy lessons on distinguishing real sources from hype or propaganda for selfish interests.

And, you know, **all four viewpoints are right. So, what are we to do?**

Perhaps the best course of action for us to pursue right now is a **multi-pronged approach**. Here are some ideas.

- For those of you who have any influence over **preschoolers, make reading, conversation and free play the top priorities** in their lives. Interactive play, such as board games helps to develop much needed social skills. Having the time to daydream and participate in unstructured play fosters creative thought, ingenuity, curiosity and even empathy for others.
- **The use of technology at home should be supervised and monitored...** and there are parent resources out there to help. Susan Wind, a dynamic technology parent educator, was just here on January 19th with countless ideas on how to keep our children safe. There were vacant seats in this presentation and that’s a shame but there will be other opportunities to build up your toolkit to deal with technology issues that are having serious consequences on our children right here in our own community.
- **Providence Spring is putting more resources, faculty and student time, and academic emphasis** on checking out the validity and the value of online resources. Schools have always done a good job of teaching how to authenticate source material but this was much easier in the card catalogue age than it is in the computer age. **“Digital citizenship” is a topic you will be hearing more about** as your children come home from school. And our supervision and insistence on following our technology usage agreements will be placed on the front burner in our classrooms and in our lab.



The model we will follow here is much like the... well, let me just say it... much like the procedures we follow when a case of head lice is discovered here at school.

The first step is communication between school and home and home and school. If discovered at home, the parent calls in and alerts the nurse. (In the case of technology misuse, the parent alerts the teacher.) If discovered at school, the nurse calls the parent. (In the case of technology misuse, the teacher or an administrator calls the parent.) *(Continued on [page 3](#))*

(Continued from [page 2](#)) **We're in this together is our stance.** Neither of us will have as much impact individually as we will have working and communicating as a team.

Finally, we sometimes hear the idea expressed that high standards established for computer usage is a violation of one's right to free speech. I would like to make this argument as it relates to what our children are exposed to and what they are allowed to do using this tool. "Since when have children had freedom of speech and action in homes managed by wise parents?" Not in the house where I was raised... nor, I bet, in your own childhood setting.

I'll close with a quote from our speaker last night which will become one of my favorite quotes ever. When sharing with her audience the heartbreaking consequences our students suffer as a result of misuse of technology years earlier (college admissions being one area), Susan Wind closed with this quote and I will end with it, too.

"Freedom of speech does not mean freedom from consequences."

-Diane Adams, Principal

PSE Teacher of the Year

Kindergarten Teacher, Laura Aquilone, chosen by Faculty as the 2016-2017 PSE Teacher of the Year

Please join us in congratulating Laura Aquilone as our Teacher of the Year, voted upon by the faculty at its January 11th meeting. This is Mrs. Aquilone's second year at PSE so her selection is a true reflection of how she has embraced and celebrates our school culture, our passion for teaching and learning, and our challenging and rigorous Paideia Program.

A native New Yorker, Mrs. Aquilone has also lived and taught in Florida, receiving her Bachelors and Masters degrees from Florida Atlantic University. This is her 22nd year of teaching early childhood education (kindergarten, first grade and K-1 multiage) and she holds a National Board Certification in the area of Early Childhood Generalist.

Mrs. Aquilone makes Waxhaw her home along with husband, John, and two teenage daughters.

After receiving the results of Wednesday's faculty vote she stated that she was shocked, overwhelmed and honored at the faculty selection, since all faculty members here are so gifted and



so passionate about what they do.

Clearly the faculty appreciates her for the same reasons and for her willingness to share new ideas from the varied experience she brings to the table.

Again, we salute Laura Aquilone and wish her many productive and successful years of service... here at PSE, of course.

-Diane Adams

Box Tops for Education



Clip those Box Tops found on General Mills products! We receive **10¢** for each Box Top we submit. Send in Box Tops with your child and they can place them in the Box Tops mailbox by the front office.

For a complete list of products that carry the Box Tops symbol, visit www.boxtops4education.com.



Reflections Contest County Winners

Congratulations to the following PSE students who placed at the **CMS County level of the Reflections contest**. The PTA Reflections Contest encourages students to create works of art in any of six categories based on a given theme. This year, students were given the prompt, **“What is your story?”** These students first won at the school competition and then advanced to compete with all the other winners from the other schools that participated in CMS. They will have their entries displayed and will be honored at the Reflections awards ceremony on Saturday, March 25th at 2:00 PM at Elizabeth Traditional Elementary School.

Rylee Anderson’s literature and music entries, and **Megan O’Donnell’s** photography entry were selected to advance to the state level of the competition. Results will be announced in March.



Primary (K-2nd Grade)

Literature

1st Place: Rylee Anderson (Trevisan)
– “Eating Hot Sauce and Chasing Squirrels”

2nd Place: Mukesh Ramanathan
(Baker/Ebert) – “Don’t Give Up”

Music Composition

1st Place: Rylee Anderson (Trevisan)
– “Fantasy”

2nd Place: Otto Restelli (Aquilone)
– “Ghosty House 3”



Intermediate (3rd-5th Grade)

Dance Choreography

3rd Place: Olivia Vega (Grabon) –
“Dancing Through Life”

Literature

3rd Place: Alyssa Barnash (B-L) –
“My Life According to Me”

4th Place: Amelie Shepherd (Horgan)
– “Hello, It’s Me”

Photography

3rd Place: Megan O’Donnell
(Langeland) – “The Little Acorn”

Visual Art

Honorable Mention: Oliver Ford
(Adamson) – “Marshmallow Pool”

Honorable Mention: Prachetas Yeri
(Columbus) – Diya – The Magic
Lantern

Cafeteria Concerts

Where our Rockets showcase their Talent - Performance Friday, January 27

Do you play an instrument? Do you like to sing or dance? Tell a joke or riddle? Cafeteria Concerts are for you. During your lunch period you can perform in front of your entire grade. You will come to lunch at your regular time and check in at the performance table. Eat your lunch and perform. Please keep your performance to 2-3 minutes so we can fit the most students.

What is appropriate at your home may not be appropriate for all students. Please choose material appropriate for the whole community.

A piano will be available all other instruments must be provided by the student. If singing please provide CD of music.

Sign up here: <http://www.signupgenius.com/go/10c0c4faea82da5fb6-cafeteria>





Comprehensive Student Assignment Review – Phase II



You're invited to join the conversation...

Community Engagement Sessions

One of the Board of Education's most important responsibilities is to develop a student assignment plan that supports high quality learning environments and academic success for all students enrolled in Charlotte-Mecklenburg Schools. Phase II of the student assignment review will focus on evaluating current home school attendance boundaries and school feeder patterns to determine if they support the Board's goals and guiding principles for student assignment.

Please join us at one of the sessions below to discuss possible criteria to be used to evaluate current boundaries and feeder patterns. Each session is designed to gain feedback from a community of schools that feed into one or more high schools. While you are welcome to attend any session, we encourage you to attend the one for your feeder pattern. School options and magnet school families are asked to attend the session for their home school feeder pattern.

Please note: No specific maps or boundary changes will be discussed at these sessions. The sole goal is to discuss possible criteria to be used to assess current school boundaries and feeder patterns for alignment to the Board's goals and guiding principles for student assignment. There will be additional engagement opportunities as the process unfolds. Later this year, the Board will vote on any proposed changes which will be implemented fall of 2018 at the earliest.

Meeting Date	Meeting Time	Meeting Location	High School Feeder Patterns
Jan. 26	7-8:30 p.m.	Ardrey Kell High 10220 Ardrey Kell Road, Charlotte, NC 28277	Ardrey Kell, Providence
Jan. 30	7-8:30 p.m.	Mallard Creek High 3825 Johnston Oehler Road, Charlotte, NC 28262	Mallard Creek, North Mecklenburg
Jan. 31	7-8:30 p.m.	Vance High 7600 IBM Drive, Charlotte, NC 28262	Garinger, Vance
Feb. 2	7-8:30 p.m.	East Mecklenburg High 6800 Monroe Road, Charlotte, NC 28212	East Mecklenburg, Myers Park
Feb. 6	7-8:30 p.m.	Hopewell High 11530 Beatties Ford Road, Charlotte, NC 28078	Hopewell, Hough
Feb. 7	7-8:30 p.m.	South Mecklenburg High 8900 Park Road, Charlotte, NC 28210	South Mecklenburg
Feb. 8	7-8:30 p.m.	Independence High 1967 Patriot Drive, Charlotte, NC 28277	Butler, Independence, Rocky River
Feb. 9	7-8:30 p.m.	Harding University High 2001 Alleghany Street, Charlotte, NC 28208	Harding University, Olympic Community of Schools, West Mecklenburg
Feb. 13	7-8:30 p.m.	West Charlotte High 2219 Senior Drive, Charlotte, NC 28216	West Charlotte

Windows Into a Paideia School

I Teachers at a Paideia school are always learning. Lifelong learning is one of the major emphases of the philosophers behind the Paideia way of thinking. It is important for two reasons:

1. We are never finished learning - we should always keep pursuing our own fascination with learning
2. We all know that we are role models for children as learners

You've seen the 12 Paideia Principles – they are posted all over the school (and on the next page). These principles represent important beliefs that we all share. Look at two of them:

- Schooling at its best is preparation for becoming generally educated in the course of a whole lifetime (Principle #4)
- The Principal and faculty of a school should themselves be actively engaged in learning (Principle # 11)

One of the components of lifelong learning among the teachers here at school is that we engage in adult seminar. After the children have gone home, we work on getting ready to read a shared text, we read it inspectionally, we work with the text to help us unlock its meaning. Then we have a full seminar just as the students all do, whether they are in kindergarten or in fifth grade. We sit in a circle, we set goals for ourselves as a group and as individuals, and we share the discussion. During seminar we share the talk time, we actively listen, and we gradually build understanding of others' perspectives in addition to our own, and of the text itself in a fuller and more rounded way than each one of us could have done alone.

Do the teachers always agree with each other? No, we do not, but we listen closely and respectfully, we carefully explain the way we see things, and we always, always come away with new learning from the discussion.

After the seminar, the teachers write. This part of the seminar cycle is a really important part, one in which we organize our thinking about the ideas and values that we discussed during the seminar itself. Writing helps to make it stick, writing helps to make it memorable.

II What is it that makes us a Paideia school?

Our beliefs about education are an integral part of what makes us a Paideia school.

The Paideia Principles emphasize high quality education for all students, and “the best education for the best is the best education for all.” (Principle #3)

Paideia educators are interested in the ability of each individual to think, both alone and with others, and in nurturing that ability over time. We believe that it is possible to teach the vast majority of students to think clearly and coherently about sophisticated issues. We believe that good citizens in a democracy are committed to thinking things through, and that we are responsible for preparing students for citizenship by teaching the skills of thinking and understanding. We are responsible for equipping children with broad capacities and interests, and with the skills to work with information.

So being a Paideia school means being part of a rigorous academic program for all children, in which they are secure and cared for as they learn to construct their own complex responses to the world.

DECLARATION OF PAIDEIA PRINCIPLES

WE, THE MEMBERS OF THE PAIDEIA GROUP, HOLD THESE TRUTHS TO BE THE PRINCIPLES OF THE PAIDEIA PROGRAM:

- that all children can learn;
- that, therefore, they all deserve the same quality of schooling, not just the same quantity;
- that the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
- that schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
- that the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the nation and the world, and (c) to make a good life for one's self;
- that the primary cause of genuine learning is the activity of the learner's own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
- that the three types of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion;
- that the results of these three types of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;
- that each student's achievement of these results should be evaluated in terms of that student's competencies and not solely related to the achievements of other students;
- that the principal of the school should never be a mere administrator, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;
- that the principal and faculty of a school should themselves be actively engaged in learning;
- that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

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