



# Sevilla EMS

**Our mission is to provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.**

September 2011

## The 9-11 Freedom Walk

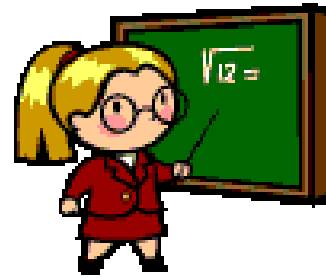


On the morning of September 9, 2011, Sevilla EMS once again participated with the members of the Morón Air Base community in their annual Freedom March. Under sunny skies, the Base Commander, Lt. Col. James Romag (496 ABS/CC), presented a brief memorial service in which he said: "It was a beautiful morning, ten years ago on September 11, 2001, just as it is here in Spain today. Some of you were only two years old or not even born yet."

The 45 children along with their teachers, staff, and community members that were present, listened intently to what Lt. Col. Romag said and then they began their march. The march began in the school parking lot and continued for approximately one mile, ending up back at the school. Participants went from the school, past the housing area, past the hotel and theatre, and then back to the school. Some children carried pictures they had created, and, by the end of the march, everyone was wearing a red, white, and blue lapel pin to represent the three beautiful colors of our flag and the freedom it represents. These were provided by the youth services director, Ms. Signe Costales.

After the event, Lt. Col. Romag expressed his appreciation for the school and everyone else for supporting the event, and went on to say: "We enjoy all these freedoms in our country. Be aware, and remember the victims of September 11<sup>th</sup>. We have been fighting for 10 years now and will continue to fight for our freedoms and for what we believe in. Remember this walk today and remember to live a good life."

# Back to School Night



On Thursday, September 8, Sevilla EMS had had their annual Open House for the parents and community to meet the teachers and staff and learn a little about what goes on in the school and classrooms.

After a short meeting in the media center where Assistant Principal David Eldredge introduced the teachers and staff members, the parents were allowed to visit the classrooms to hear a little about what would happen there this school year.

Mr. Bowden played an old LP alphabet song for his parent visitors on a record player that Ms. Kautz had rediscovered in the bottom of an old cupboard in her class room while cleaning out old stuff one day. "This is the alphabet song that I learned with when I was a kid. I found it in my mother's house over the summer when going through old stuff," Mr. Bowden explained. "It was so old that not even the parents could recognize the song," Mr. Bowden continued, "But I wanted the parents to experience that second grade is still second grade, and students still learn the alphabet and how to use it, but that the technologies are always changing." He talked about his class economic system that would be incorporated into his social studies curriculum later in the year, and the Academic World Series, and Super Bowl, and Final Four, and Derby.

Mrs. Medeby showed how she was going to manage her 13 students this year in such a small room, and everybody marveled at how the school had grown to 45 students in such a short time.

The hour flew by, and everyone went home knowing that Sevilla EMS was going to have another great year.

**Dates To**

**Remember:**

**October 10th:**

**Columbus Day-  
NO SCHOOL**

**October 14th:**

**CSI In-Service-  
NO SCHOOL**

**November 4th:**

**Teacher Workday  
-NO SCHOOL**



**REMINDER**

Parents, children should not be wearing flip-flops to school. Injured toes are no fun for anyone 😞

"That's not possible," Ms. Bargas thought to herself. "You can't balance eight nails on top of one nail, even if it is nailed to a piece of wood!"

Meilan Bargas is a new teacher's assistant in Mr. Bowden's class. Mr. Bowden was doing a "wizard" with his 2<sup>nd</sup>/3<sup>rd</sup> grade class. A "Wizard", Mr. Bowden had explained to his students, is an activity done occasionally in his class that is something interesting to see, observe, or learn that does not fit exactly into any specific subject area.

Each week in Mr. Bowden's class there is a privilege that can be earned by students acting responsibly throughout the week. On Tuesdays, Mr. Bowden sends home the STAR (Students Taking Action Responsibly) Report to the parents. The report tells the parents in which areas of behavior their child did not meet the requirements. There is room for a few mistakes, but the students must earn their way to the privilege. Usually the privilege is on Fridays, depending on the privilege, and usually all or most of the students earn it.

The "Wizard" described above was part of the privilege for the week ending on Friday, September 16, 2011. The other part of the privilege was that those who "earned their way" got to bring a healthy drink to school to drink during privilege time. There were a couple of students who did not earn privilege, but they still were able to watch the "nail trick."

Last Friday, the privilege was to try to learn to spin a "Sasebo" top. These tops made in Sasebo, Japan. Mr. Bowden taught there at Darby ES a few years ago, and learned to spin the tops so well that he finished in second place one year at the Sasebo Tops City Tourney (to an 8 year old Japanese boy!). So, since then, at least once a year "Spinning Sasebo Tops" is the privilege of the week in "Mr. Bowden's room." In fact, that was last week's privilege. Those who did not earn privilege did not get to try spinning a top, but they "got to watch."

Mr. Bowden demonstrated "inertia" at another privilege time last year by pulling a table cloth out from under a table full of dishes. "There are lots of interesting things to do, observe, and learn out there, and they don't always fit under the category of a specific school subject," says Mr. Bowden, "and that's what we do at privilege times."

But not all the privilege times are "Wizards." Among the favorites of Mr. Bowden's privileges are the Academic World Series, the Academic Super Bowl, the Academic Final Four, and the Academic Derby. These events showcase famous American sporting events and are played by the students answering questions from various academic categories to "get hits" in baseball, "first downs" in football, make "baskets" in basketball, or "race" the horse around the track.

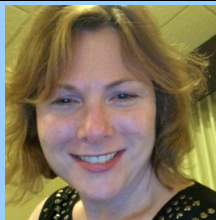
"It is always interesting," Mr. Bowden says of the privileges, "and best of all, it motivates the students to act responsibly so that they can earn the privilege!"

By the way, Mr. Bowden DID balance eight nails on the one nail, explaining how physics laws of inertia, balance, and gravity (S5 Physical Science, 2<sup>nd</sup>/3<sup>rd</sup> grade standards) all play a part in making it possible, and Ms. Bargas and the students were amazed, wanting to go right home and try to stump their dads with the "trick." Drop by Sevilla EMS some time. I'm sure Mr. "B" would be glad to show you how it's done.

**Getting to Know Our Staff**

**The School Vision**

Name: **Kris Roehrig**



**Hometown:** I grew up in the Dallas area, but I would like to settle in Anchorage, Alaska.

**Favorite place to visit:** Lake Lucerne, Switzerland and Windermere, England

**Hobbies:** Travel, chasing my boys and doing their laundry

**What cartoon character best describes you?** Foghorn Leghorn

**Favorite words to live by:** "Pray to God and continue to row towards shore."-Russian proverb

Sevilla EMS is a place where students, parents and teachers work, learn and play together developing personal skills and talents and fostering cultural awareness along with Art appreciation while making the school a nurturing focal point of the community. Students receive an inclusive and diverse education that leads to academic and social success through a rigorous and differentiated curriculum. They actively engage and rise to meet challenges as productive and responsible life-long learners in preparation for their lives as well-educated adults and global citizens.



DEPARTMENT OF DEFENSE  
DEPENDENTS SCHOOLS  
OFFICE OF THE ASSISTANT PRINCIPAL  
SEVILLA ELEMENTARY/MIDDLE SCHOOL  
PSC 62 UNIT 6582  
APO AE 09643



4 October 2011

Dear Parents:

As you may know, October is “Bully Prevention Month.” The bullying campaign in the US was started in 2006 by the Parent Advocacy Coalition for Educational Right’s (PACER) National Center for Bullying Prevention. The purpose of the campaign is to raise awareness of bullying prevention.

DoDEA’s acting director, Ms. Marilee Fitzgerald, has identified bullying as a strong focus for this school year. As a result, DoDEA is participating in this national observance.

Though bullying does not appear to be such a big problem here at Sevilla EMS, it is something that we as a staff take seriously and work to prevent from happening in our little school. The teachers’ union has also become involved in working to prevent bullying throughout Europe. Teachers and staff have taken a personal interest in working with children to prevent bullying in their classrooms as well as on the playground. In addition, our DARE officer also touches on bullying during his presentation and when I, as the administrator, present information to the students about being safe and secure, I also address the issue.

This part of our newsletter is simply meant to provide information from the US Dept of Health and Human Services that you, as parents/guardians may find interesting/useful as you think about bullying. I suspect that many of us have had our own “personal” experience with bullying in one form or another and that we could perhaps all write an essay on it. The article begins with a definition of bullying and moves on to a discussion of other aspects of the issue/problem.

We want to thank you for your continued support here at SEMS. You are welcome to visit or come and volunteer at any time.

Respectfully,  
//Signed//  
David R. Eldredge

### **What is bullying?**

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. It can take many forms, such as hitting, kicking, threatening others, teasing, name-calling, excluding from a group, or sending mean notes or e-mails. A child who is being bullied has a hard time defending him/herself. Often, children are bullied not just once or twice but over and over (Olweus, 1993; Roland, 1989; Smith & Sharp, 1994).

### **How much of a problem is bullying?**

Unfortunately, bullying is very common during the elementary and middle school years. In one study of fourth through sixth graders, 25 percent of students admitted to bullying another student several times or more often during the school term (Melton et al., 1998). Another study found that 80 percent of middle school students reported engaging in some form of bullying during the past 30 days, with 15 percent doing so frequently (Bosworth et al., 1999). In a national study of more than 15,000 students in grades 6 through 10, 17 percent reported having been bullied “sometimes” or more often during the school term, and 19 percent reported bullying others “sometimes” or more often (Nansel et al., 2001).

### **Isn’t bullying just part of growing up?**

This attitude may be why bullying is still common in American schools. Research shows that being a victim of a bully can affect students’ self-esteem and how they approach school (Juvonen & Graham, 2001). Students who are often bullied by other students may have serious levels of depression and anxiety, and they are more likely than other students to think about suicide (Austin & Joseph, 1996; Grills & Ollendick, 2002). Victims of bullying also are more likely than other students to report that they do not want to go to school because of fear of being bullied (Slee, 1995). Some children who are bullied decide, in turn, to bully others. For all of these reasons, it is important that schools address the bullying problem in their school.

### **Where does bullying happen?**

Most bullying happens at school and on the school bus (Hoover, Oliver, & Hazler, 1992). Bullying also can take place when kids walk to and from school, but this is not quite as common. Bullying is more likely to happen when large groups of students are supervised by a small number of adults, including during lunchtime, recess, physical education, and when kids change classes (Espelage & Asidaio, 2001; Olweus, 1993). Students also report being bullied in the classroom when their teacher's attention is diverted (e.g., when the teacher turns around to write on the board or is distracted helping other students).

### **Do boys and girls bully in the same ways?**

Both boys and girls bully; however, there are some interesting differences in how they bully. Boys tend to be bullied by other boys, whereas girls are bullied both by boys and girls (Melton et al., 1998; Olweus, 1993). The most common form of bullying for both boys and girls is verbal bullying (teasing or name-calling). Boys are more likely to say that they are physically bullied. Girls are more likely to report being targets of rumor-spreading and sexual comments (Nansel et al., 2001). Both boys and girls engage in what is called relational aggression (Knight et al., 2000). Individuals who use relational aggression tend to exclude students from a group activity (e.g., a game on the playground or a party) or they might threaten to not be someone's friend unless he or she does what they say. Girls are somewhat more likely than boys to bully each other through social isolation (Olweus, 2002).

### **Who takes part in bullying?**

Bullying often involves groups of students picking on another student (Craig & Pepler, 1997; Espelage & Asidaio, 2001). Within these groups, there is often a "ring leader" with a number of followers. In addition, many students observe bullying but do not necessarily take any action—they neither engage in the bullying nor help stop the bullying. Children and youth are often reluctant to try to stop bullying because they are afraid of being bullied themselves, because they want to be part of a popular group, or because they simply are not sure how to help.

### **Who is bullied?**

Any child can be bullied. It is important not to blame or look for faults in children who are bullied, because nobody deserves to be abused by their peers. However, understanding some common characteristics of children who are bullied may help adults identify children who are likely targets of bullying and help protect them from abuse. Research indicates that children who are bullied tend to be more socially isolated than other children (Espelage & Asidaio, 2001, Nansel et al., 2001). These children may seem to be easy targets for bullying because they have few friends to help protect them. They also may be shy, sensitive, or insecure children (Olweus, 1993). Boys who are bullied are often (though not always) physically weaker than their peers. Educators, parents, and others should be especially watchful for bullying of children with disabilities, as these children are often bullied by their peers.

### **What causes a student to start bullying?**

There is no one single cause of bullying among children/youth. Rather, there are many factors in a child's environment (his or her family, peer group, classroom, school, neighborhood, and society) that can contribute to bullying behavior. Students who bully are more likely to witness violence in their home, have little parental supervision, and lack warmth and involvement from their parents (Olweus, 1993). Children who bully also are likely to "hang out" with others who bully and feel that they gain their popularity or "coolness" by teasing other students (Pellegrini et al., 1999). Bullying thrives in schools where faculty and staff do not address bullying, where there is no policy against bullying, and where there is little supervision of students—especially during lunch, bathroom breaks, and recess. Negative models of bullying behavior are also prevalent throughout society — especially in television, movies, and video games.

### **What can be done to reduce bullying in school?**

The good news is that much can be done to stop bullying in our schools. A single school assembly, PTA meeting, or social studies lesson on bullying won't solve the problem, however. What is needed is a team effort by students, teachers, administrators, parents, and other staff to change the culture or climate of schools. Many schools are meeting this challenge. To learn more about bullying and what your school or community can do to address bullying, visit [www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov).

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