

Falcon Flyer



Fletcher Elementary School

340 School Road, Cambridge, Vermont 05444

December 2019

BE RESPECTFUL BE RESPONSIBLE BE SAFE BE CARING SOAR LIKE A FALCON

UPCOMING EVENTS

December 19
Winter Concert
6:00 p.m.

December 23—
January 1
Break
No School

February 24-March 3
February Break
No School

April 20-24
April Break
No School

May 26
Spring Concert
1:30 p.m.

*Follow Us On Social
Media!!!*

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Fletcher Elementary
School*

Crayola Grant Helps Fletcher Students Get Creative

By Chris Dodge, Principal

Fletcher Elementary is one of 20 schools nationwide to receive the 2019 Champion Creatively Alive Children Grant from Crayola and the National Association of Elementary School Principals. The grant provides \$2500 cash to support the arts and \$1000 worth of Crayola art supplies.

"This grant affirms Fletcher's dedication to being on the cutting edge of arts integration," art teacher MC Baker said. "Through art, we teach math, literacy, science, creativity and a variety of other academic and social skills. Art has such potential to span the entire curriculum, to create spectacular connections, and we are incredibly thankful that the funding and materials from Crayola will allow us to expand our commitment to arts integration in the future."

Baker, along with kindergarten teacher Cathy O'Brien and first and second grade teacher Katheen Pellegrino, authored the grant request, which asks students to think about how they can make the world a better place. Entitled, Personalized Global Projects, the grant asks students to design and participate in art based one or more of four focusing Global Goals that include reducing inequities, good health and well-being, quality education, and peace, justice and

**Crayola Grant
Cont'd on page 4**

Encourage Language Development at Home

**By Phyllis Quarles, Speech-Language
Pathologist**

Baking cookies for the holidays? Use that as a time to foster your child's speech and language development. For younger children, concepts like full, empty, half, pour, stir, sweet, smooth etc... can easily be taught through cooking and baking. Model those s-bends like "stir" and "spoon", as many children omit that beginning s- sound. When attempting difficult words, like ones with several syllables, model the correct pronunciation and encourage the child to say it with you. It is ok to gently correct your child's speech as long as it with patience and a positive, helpful tone.



Identifying Feelings

By Lisa Coale, School Counselor

During their Second Step lessons, students are learning about feelings and having empathy for others. These lessons are important because if you can name your own feelings, it helps you

**Identifying Feelings
Cont'd on page 5**

News from the Library:
By Rebecca Cardone, Librarian

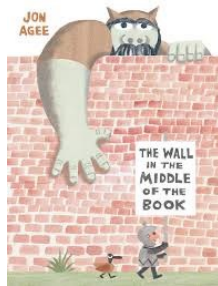
Red Clover Book Award Program for 2019-2020

Each year, the Red Clover Book Award Committee chooses ten picture books as nominees for the prestigious Red Clover Book Award. Students in grades K-4 may participate in the program by reading or hearing at least five of the books from the list of nominees. In the spring, eligible students can submit a vote for their chosen winner.

Students at F.E.S. participate in the Red Clover Book Award program through their library classes. Students in grades K-4 will have the opportunity to hear each book from this year's list read aloud and participate in an accompanying activity.

So far students have heard and engaged with:

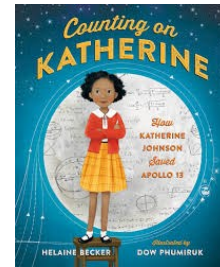
The Wall in the Middle of the Book
by Jon Agee



The origin of *The Wall in the Middle of the Book* can be found in Mr. Agee's assertion on his website that a book's gutter is the "biggest headache about doing pictures for a picture book." A young knight in armor is so busy repairing the brick wall in the middle of the book, and breaking the fourth wall to explain why, that he fails to notice that not only is the other side of the book is not as dangerous as he believes, but that his own side is becoming more dangerous with each turning page. When the dreaded ogre from the other side actually rescues him, the knight has to quickly reconsider everything he thought he knew.

After reading this book, students experimented with drawing pictures on paper and including a "gutter". Students were encouraged to think about the different scenes on each side of their "wall" and how they might connect them.

Counting on Katherine: How Katherine Johnson Saved Apollo 13 by Helaine Becker,
illustrated by Dow Phumiruk



Katherine loved math from a very young age and proved to be an astute student who graduated college at 18. She worked for NASA in a career that spanned many missions in which astronauts counted on her to keep them safe.

After reading, students watched a short biographical video about Katherine Johnson from NASA.

Happy Reading!

It's Time to Get Your Flu Shot
Submitted by Tara McMahon,
RN. School Nurse

Get Vaccinated in Time for Thanksgiving and Seasonal Gatherings

BURLINGTON, Vt — With cases already reported in the state, flu season is upon us and Vermont health officials say now is the time for everyone 6 months and older to get their annual flu vaccine. It takes about two weeks for full protection from the vaccine to kick in, making it a just-in-time step as people prepare for holiday travel and family gatherings.

"Getting a flu shot is the best protection we have against the serious risks of flu illness," said Health Commissioner Mark Levine, MD. "The vaccine markedly lowers the risk of illness, hospitalizations and deaths related to the flu. Preventing the flu also means avoiding extra doctor visits and missed days of work and school."

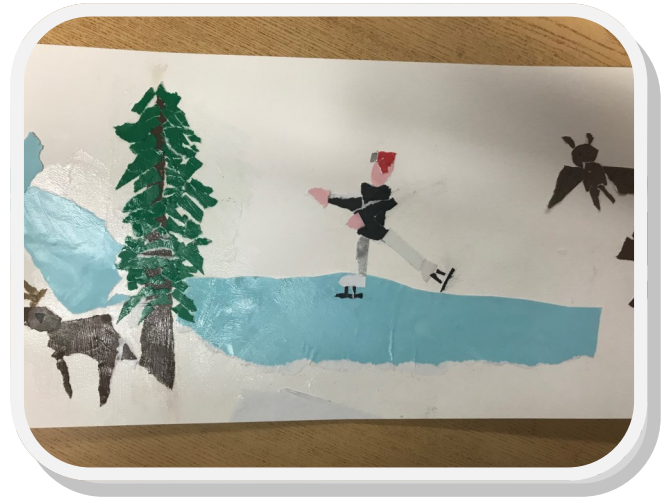
According to the Centers for Disease Control and Prevention, this year's vaccine looks to be a good match for the expected influenza virus strains.

Flu Shot
Cont'd on page 5

Teamwork in First and Second Grade
By Nancy Hurt, Grades 1/2 Teacher



Students in Mrs. Hurt's first and second grade often begin their day working as members of a team. During our morning choice time, various building materials offer challenges which inspire collaboration and persistence to create the tallest or strongest structure. Many conversations can be heard as children work together to solve problems that may occur while trying to reach their common goal. What a great way to begin our school day together!



In the Art Spotlight: Cow-Man
Woody Jackson
By MC Backer, Art Teacher

Our F.E.S. artists have been learning about the artist Woody Jackson. His cows have become famous worldwide as the ambassadors for Ben & Jerry's Ice Cream. His vibrant landscapes that depict the hardworking farmers and livestock that create our brilliant Vermont landscapes were the inspiration for our oldest artists' current collages. Check out our hallways to see what our creative minds have been working on. Learning about color, focal point, and composition as well as weaving in current artist's work is all part of our Art curriculum at Fletcher Elementary School.

Designing Experiences for Student Learning
Teacher Inservice Learning Opportunity
By Denette Locke, Instructional Coach

The Monday and Tuesday of Thanksgiving Break week give educators in our three schools the chance for their own professional learning experiences. While students have the whole week off, we are able to have two days for professional development. This year there were many professional development "institutes" that we were able to choose from. The institute I participated in along with colleagues from Georgia and Fairfax focused on educators as designers of the student experience. We explored using the design thinking process and considered approaches to innovative, creative and meaningful use of technology.

Designing Experiences
Cont'd on page 5

Crayola Grant

Cont'd from page 1

strong institutions. As part of the project, each student will create an artist's statement around one of the Global Goals and consider the impact they can have on solving the problem.

Created by world leaders in 2015, the 17 Global Goals aim to make the world a better place through international collaboration. In addition to the goals that focus Fletcher's current grant work, the Global Goals include 13 additional efforts such as gender equity, ending hunger and poverty and protecting the environment.

"The arts play an essential role in supporting students' exploration of these broad, global ideas," Baker said. "Through drawing, painting, design and other creative outlets, students can process the significance of world issues in a developmentally appropriate way and think about solutions and how they can help."

Fletcher has also connected the grant project with its schoolwide behavior approach, Positive Behavior Interventions and Supports (PBIS), within which four schoolwide expectations to be respectful, responsible, safe and caring encourage a positive culture on a more local level. Using materials from the grant, students creatively decorated both large and small stones as part of the Kindness Rocks Project. The smaller stones, called palm stones, were exchanged school wide before Thanksgiving break so that each student received a stone to take home while celebrating thankfulness. Students and staff transformed the song, Rock you, to become Rock you, With Kindness, for the exchange. Students wrapped their stones in small gift boxes adorned with ribbons and designs before the exchange. Larger stones will be displayed and placed outside in the spring.

"Doing acts of kindness regularly actually has a scientific impact on the chemistry of the brain," Fletcher School Counselor Lisa Coale said. "Through the act of intentionally being kind to others the body creates endorphins that activate the areas of the brain that are linked to social connection and trust."

According to Coale, highlighting kindness, as a theme for the school, sends the important message to students that simple acts of treating each other well has a ripple effect that not only benefits their overall happiness and wellbeing, but contributes to the happiness and wellbeing of the greater community and world.

"Beyond increased social connection and trust, my hope is that by focusing on kindness we will also see students feeling less stressed," Coale said. "We know that when children and adults alike feel connected, safe, loved and accepted, their brains are better able to think creatively, process information effectively and regulate their thoughts and emotions more consistently."



The Crayola grant allowed us to bring the kindness theme together with art for a common goal by providing the materials needed to design the stones and gift boxes," Baker said. "This is an incredible partnership between Crayola, our art program and our school's efforts to create a welcoming, positive environment while also thinking about issues that impact the world globally."

Students' projects will be on display at the school's STEAM (science, technology, engineering, arts and math) Night in the spring.

"Having new art supplies is very motivating," sixth grader Colin Wolfe said. "You get to enjoy making really special art and think about how you can help other people around the world at the same time. Those two things kind of go hand-in-hand. It's like making beautiful art with a bigger purpose than just looking good. It's about saving the world. I think Fletcher School can do that. I really do."

Identifying Feelings

Cont'd from page 1

figure out how other people feel and therefore have empathy for them. One key way to figure out how other people feel is by noticing physical clues such as facial expressions and body language. Students will be practicing noticing these physical clues and interpreting the messages they convey about how someone else is feeling. To kick off these lessons first and second graders read the book, *Glad Monster, Sad Monster* and engaged in a creative art project where they created their own feelings monster using different facial expressions that aligned with a certain feeling.

In these lessons we will also highlight for students that all feelings are natural. Some feelings are comfortable, like when we feel happy, calm or relaxed. Some feelings are uncomfortable, like when we feel sad, angry or worried. It is important for students to know that just because a feeling is uncomfortable doesn't mean that it is bad. In a few weeks, students will also learn about strategies they can use when they have an uncomfortable feeling.

Flu Shots

Cont'd from page 2

"Vaccine effectiveness can vary from season to season," said Dr. Levine, "but bottom line, vaccination is your best bet to avoid illness. And if you do get the flu, your symptoms will be less severe."

Getting the flu vaccine is especially important for people who are at high risk of serious complications from the flu, including adults age 65 and older, people with a weakened immune system, and those who have certain health conditions like heart disease or asthma. It is also important that people who work or live with those at high risk are vaccinated.

People who are pregnant should get a flu shot to protect themselves and their baby. Getting vaccinated during pregnancy can help protect newborns during their first several months, when they are still too young to get a flu shot themselves.

Dr. Levine said risk of flu will increase for the next several months. "During winter, we spend more time indoors making it easier to spread germs. Now

Tips for Preventing Flu:

- Get a flu vaccine.
- Stop the spread of germs. Wash your hands often with soap and water. Avoid contact with sick individuals. Stay home if you are sick. Cover your nose when you cough and sneeze.
- Take antiviral medications if your doctor prescribes them. If you get the flu, antiviral drugs can be used to treat your illness.
- Stay hydrated. Drink plenty of fluids.

Learn more about the flu and flu vaccine at healthvermont.gov/flu and cdc.gov/flu.

Designing Experiences

Cont'd from page 3



December P.E. News

By Doug Young, PE Teacher

This month, students will be introduced to some basketball related games and activities. We will also start skills related to four square. I will have two or three squares taped out on the gym floor. We have had a successful first trimester and hope for more to come in the following months. When we come back from break we will continue with basketball skills for most of the grades.

I hope everyone has a safe and relaxing holiday break.

The Importance of Precise Language in Pre-K

**By Blythe Baskette,
Preschool Special Educator**

In Pre-K, we continue to work very hard to think about and choose our words carefully when we speak to our Pre-K students. Using precise language, we continue to teach the children routines, expectations, and to help them problem-solve conflicts with peers through verbal instruction, prompts, and scripted responses. An example of how we think about how we speak to children can be seen in the language on our daily schedule. At the end of the day, on our classroom schedule, we have posted, " All friends leave school," instead of, "It's time to go home." For children that do not go home, but go to a different destination such as a child care center, telling them it's time to go home is confusing. It's not true, they do not go home at dismissal at 1:30, but to a different destination like a child care center or a caretaker's house. Using this precise language helps the children to continue to feel secure and understand what they should be doing at school. As a Pre-K team, we continue to think about the precise language we use when we speak to our Fletcher Pre-K students.



Music Notes

By Jennifer McConnell, Music Teacher

Our Winter Concert is on Thursday, December 19th, at 6:00 p.m. Fletcher students have been working hard to prepare, and we can't wait to share our learning with you! Students should arrive at 5:45 p.m. and go to their classroom.

We missed THREE Tuesdays in a row, with two snow days and Thanksgiving week, but I was super impressed with our Band students. They didn't seem to miss a "beat"!

See you next week for the concert!



Student-Led Conferences in 5th and 6th Grade **By Lorrene Palermo, Grades 5/6 Teacher**

Fifth and sixth graders participated in Student-Led Conferences at the end of the first trimester. Students created a presentation using Google Slides. The presentations included student celebrations and goals in their learning across all content areas.



Custodial Substitutes Needed

The Fletcher Elementary School continues to seek custodial substitutes for all shifts. These are on-call positions with flexible schedules. Interested candidates may apply at the school office. References and a fingerprint-supported background check required.

**Proficiency Based Individualized Education
Plan: November Institutes
By Sarah Tucker, K-6 Special Educator**

During our November break, Special Educators and other school and district employees gathered together on Monday and Tuesday to focus on developing Individualized Education Plans (IEPs) that use clear, proficiency-based language; include goals and objectives using a developmental learning progression; and include educational and functional performance statements. We had the opportunity to work together and learn how to best begin and continue the process of incorporating proficiency based standards within our student's IEPs across the district. We had the chance to work with Jennifer Patenaude on this topic. After a presentation from Jennifer on the first day, we were able to use the second day to work together in small groups to apply our learning and connect it to the Curriculum Frameworks (high leverage concepts and skills) from our All Learners Framework using the lens of Special Education.



**Preschool December News
By Rebecca Jackson, Preschool Teacher**

The preschoolers are loving the snow! We have been sledding, sliding on our bottoms or bellies, and bear-crawling to be safe on the ice as we go back up the hill. We have also collected snow and brought it inside to observe, and made predictions about how long it will take to melt. The children have made snowballs and snow angels and enjoyed watching the big kids out the window as they roll giant snowballs and make snow people and forts with them.

**Remember Your Winter Clothing
By Kathleen Pellegrino, Grades 1/2 Teacher**

Thank you to all families who scheduled and attended conferences. It was great getting to chat with you about how wonderful your children are doing in first and second grade! As a general, yearly reminder; please make sure your child is coming to school with weather-appropriate gear. We go outside for recess every day and it's only going to get colder out there. Please send your child to school with winter boots, snow pants, a winter jacket, a hat, and gloves or mittens. If you need assistance with providing any of these items for your children, let me know! You may also want to send an extra change of clothes in backpacks in case some snow soaks through. Students are welcome to leave an extra set of clothes at their coat hook so they don't have to carry it back and forth every day.



**Fletcher Elementary Hosts Vermont Symphony
Orchestra's Fanfare Brass Trio
By Chris Dodge, Principal**

On Monday, November 4, Fanfare, the Brass Trio of the Vermont Symphony Orchestra, performed before a school-wide audience and several community members at Fletcher Elementary School.

For over three decades, Fanfare has toured the state, performing in town halls and other local settings. Through their annual school performances, they introduce hundreds of elementary school students to brass instruments each year. Current trio members include Glendon Ingalls on trumpet, Ron Wold on horn and Bear Irwin on trombone.

**VSO Fanfare
Cont'd on page 8**

VSO Fanfare

Cont'd from page 7

"It was a great concert," first grader Mateo GraffBell said. "They played songs and then taught us stuff and then played more songs and then taught us again." Fanfare's performance included a variety of musical styles plus demonstrations of how the instruments produce their sounds and how each one has changed over time.

"My favorite part was when they used a long garden hose and a funnel to show us exactly how brass instruments work," GraffBell said. "Those instruments would be very long if you unwound them like the hose."

In addition, audience members had an opportunity to ask questions of the performers. The program used a unique blend of old and new music, serious and popular, to produce a lively and informative concert. The performance was part of the Vermont Symphony Orchestra's SymphonyKids education program, which reached over 18,750 school children last year with 262 presentations in 131 Vermont schools. It was made possible and cost-free by a grant from the George W. Mergens Foundation.

"Part of our obligation as teachers includes helping students realize opportunities for lifelong learning beyond the school walls," third and fourth grade teacher Tracey Godin said. "The great thing about having the trio here was that our students can begin to learn an instrument and play in the school band now, as elementary school students, and potentially continue that experience beyond Fletcher in middle and high school and into their adult lives."

"I never even knew that you could have your job be playing an instrument as a professional," fourth grader Faye Hood said. "Or that playing an instrument involves so much math. They have to practice and study a lot to get this good but it pays off because they get to travel around and share everything they know with other people."



Transforming Dramatic Play

By Cathy O'Brien, Kindergarten Teacher

During our inservice days, Ms. Coale and Ms. O'Brien explored the VELS (Vermont Early Learning Standards) to enhance the dramatic play center. We transformed our kitchen area into an airport. We will be learning about December celebrations around the world, incorporating all areas of academics. The airport will connect the countries to their celebrations. Students will count money to buy tickets, read about traditions in different countries, make snacks for the plane rides, practice communication skills, practice safety skills and make passports to learn about geography.

Thank You

By Tracey Godin, Grades 3/4 Teacher

A big thank you to all families that attended Parent/Teacher Conferences before the Thanksgiving Break. It was wonderful sitting down with you all to celebrate how your child(ren) are doing and how we can, as a team work together to give each student the best possible

PBIS Letter Attached

Attached to today's newsletter is a letter from Vermont Secretary of Education Dan French congratulating our school on being a PBIS Exemplar School. Please take a look and enjoy his message!

Head Lice 101

What You Should Know About Head Lice

Lice Lessons



Overview

Head lice are a common community problem. An estimated 6 to 12 million infestations occur each year in the United States, most commonly among children ages 3 to 11 years old.¹ Though a head lice infestation is often spotted in school, it is usually acquired through direct head-to-head contact elsewhere, such as at sleepovers or camp.²

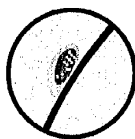
Head lice are not dangerous, and they do not transmit disease.¹ Additionally, despite what you might have heard, head lice often infest people with good hygiene and grooming habits.^{3,4} Your family, friends, or community may experience head lice. It's important to know some basics, including how to recognize symptoms and what to do if faced with an infestation.

Fast Facts

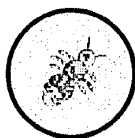
- An estimated 6 to 12 million infestations occur each year among US children 3 to 11 years of age¹
- Head lice do not discriminate, often infesting people with good hygiene.^{3,4} They spread mainly through head-to-head contact¹
- If you or your child exhibits signs of an infestation, it is important to talk to your doctor to learn about treatment options

What are head lice?

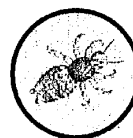
Head lice are tiny, wingless insects that live close to the human scalp. They feed on human blood.¹ When checking for head lice, you may see several forms: the nit, the nymph, and the adult louse.



Nits are tiny, teardrop-shaped lice eggs that are often yellowish or white. Nits are also what you call the shells that are left behind once the eggs hatch. Nits are attached to the hair shaft and often found around the nape of the neck or the ears. Nits can look similar to dandruff, but cannot be easily removed or brushed off.¹



Nymphs, or baby lice, are small and grow to adult size in 1 to 2 weeks.¹



Adult lice are the size of a sesame seed and appear tan to grayish-white.¹

How are head lice spread?

- Head lice move by crawling and cannot jump or fly¹
- Head lice are mostly spread by direct head-to-head contact—for example, during play at home or school, sleepovers, sports activities, or camp¹
- It is possible, but not common, to spread head lice by contact with items that have been in contact with a person with head lice, such as clothing (for example, hats, scarves, or coats) or other personal items (such as combs, brushes, or towels)¹
- Head lice transmission can occur at home, in the community, or—very infrequently—in school^{1,2}

What are the signs and symptoms of infestation?

Signs and symptoms of infestation include¹:

- **Tickling** feeling on the scalp or in the hair
- **Itching** (caused by the bites of the louse)
- **Irritability and difficulty sleeping** (lice are more active in the dark)
- **Sores on the head** (caused by scratching, which can sometimes become infected)

Finding a live nymph or adult louse on the scalp or in the hair is an indication of an active infestation. They are most commonly found behind the ears and near the neckline at the back of the head.¹

Head Lice 101

What You Should Know About Head Lice

Lice Lessons



What if my child gets head lice?

If you suspect your child might have head lice, it's important to talk to a school nurse, pediatrician, or family physician to get appropriate care. There are a number of available treatments, including new prescription treatment options that are safe and do not require nit combing. Other things to consider in selecting and starting treatment include:

- Follow treatment instructions. Using extra amounts or multiple applications of the same medication is not recommended, unless directed by a healthcare professional⁵
- A 2016 study showed that 48 states now have lice that are genetically predisposed to resistance to commonly used treatments⁶
- There is no scientific evidence that home remedies are effective treatments⁷
- Head lice do not infest the house. However, family bed linens and recently used clothes, hats, and towels should be washed in very hot water and dried on the high setting⁵
- Personal articles, such as combs, brushes, and hair clips, should be soaked in very hot water for 5 to 10 minutes if they were exposed to someone with an active head lice infestation⁵
- All household members and other close contacts should be checked, and those with evidence of an active infestation should also be treated at the same time⁵

Myths and facts about head lice

Myth: Only dirty people get head lice.

Fact: Personal hygiene and household or school cleanliness are not factors for infestation. In fact, head lice often infest people with good hygiene and grooming habits.^{3,4}

Myth: Head lice carry diseases.

Fact: Head lice do not spread diseases.¹

Myth: Head lice can be spread by sharing hair brushes, hats, clothes, and other personal items.

Fact: It is uncommon to spread head lice by contact with clothing or other personal items, such as combs, brushes, or hair accessories, that have been in contact with a person with head lice.¹

Myth: Head lice can jump or fly, and can live anywhere.

Fact: Head lice cannot jump or fly, and only move by crawling. It is unlikely to find head lice living on objects like helmets or hats because they have feet that are specifically designed to grasp on to the hair shaft of humans. Additionally, a louse can only live for about a day off the head.¹

Myth: You can use home remedies like mayonnaise to get rid of head lice.

Fact: There is no scientific evidence that home remedies are effective treatments.⁷ Consult your healthcare provider to discuss appropriate treatment options, including prescription products.

References

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Lice Lessons educational initiative is made possible through a collaboration with Arbor Pharmaceuticals, LLC.
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PHARMACEUTICALS, LLC


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Agency of Education

November 2019

Chris Dodge, Principal
Fletcher Elementary School
340 School Road
Cambridge, VT 05444

Dear Principal Dodge,

I am pleased to inform you that Fletcher Elementary School achieved the "VTPBIS Exemplar School" status for the 2018-19 school year. This recognition is the result of a significant commitment on the part of you and your staff to implement Positive Behavioral Interventions and Supports with fidelity. As Secretary, I recognize the importance of a school culture and climate that contributes to continuous school effectiveness. Your implementation of this multi-tiered system of supports for behavior is an important action toward success for all learners. I thank and congratulate you and your school community for your focused implementation efforts.

In order to achieve the "VTPBIS Exemplar School" status, your school has:

- Implemented Universal PBIS with fidelity, measured as at least 70% on the Tiered Fidelity Inventory and sustained this measurement for 2 consecutive years;
- Used behavior data within a problem-solving framework to improve student outcomes;
- Completed the annual Self-Assessment Survey to inform implementation planning; and
- Demonstrated evidence that sustained implementation has had positive effects on learners' academic and behavioral performance.

Your school was recognized during the Annual Vermont PBIS Leadership Forum on October 10th and highlighted in the 2018-19 VTPBIS Annual Report which can be found on the VTPBIS website at www.pbisvermont.org. I encourage you to celebrate your achievement with the leadership team, PBIS School Coordinator Lisa Coale, PBIS SU/SD Coordinator Linda Keating, your students, staff and community. Again, congratulations for a job well done!

Sincerely,

A handwritten signature in dark ink, appearing to read "Dan French".

Daniel M. French, Ed.D.
Secretary of Education

cc: Donald Van Nostrand, Superintendent, Franklin West Supervisory Union
Lisa Coale, PBIS School Coordinator
Linda Keating, PBIS SU/SD Coordinator

