

# Falcon Flyer



**Fletcher Elementary School**

**340 School Road, Cambridge, Vermont 05444**

**November 2019**

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

## UPCOMING EVENTS

November 14  
Whole-School  
Celebration  
8:00—8:30 (Ms.  
Godin's Class Fa-  
cilitates)

November 14  
Family Thanksgiv-  
ing Dinner  
(Sign-Up Required)

November 25-26  
Teacher Inservice  
No School

November 27-29  
Thanksgiving Break  
No School

December 19  
Winter Concert  
6:00 p.m.

December 23—  
January 1  
Break  
No School

## Fletcher Elementary Named PBIS Exemplar School for Second Year

**By Chris Dodge, Principal**

For the second consecutive year, Fletcher Elementary has earned Exemplar status as a Positive Behavior Interventions and Supports (PBIS) School. The designation was awarded by the state level VTPBIS Team of the Vermont Agency of Education and the UVM Center on Disability and Community Inclusion Collaboration at the annual PBIS Forum in Killington on October 10. Fletcher's PBIS Coordinator and School Counselor, Lisa Coale, accepted the award on behalf of the school.

"We are excited to have the hard work of our students and staff recognized at the Exemplar level again this year," Coale said. "Creating a respectful, responsible, safe and caring school climate is a priority at Fletcher and the results not only create a more positive environment for all learners, but pave the way for increased academic teaching and learning time, as well."

**PBIS Exemplar School  
cont'd on page 3**

## Grades 1/2 Pay It Forward

**By Nancy Hurt, Grades 1/2 Teacher**

For our first community service project, we introduced the term "Pay it Forward," and brainstormed ways we could be caring to others. Both first and second grade classrooms planned a trip to the Franklin County Senior Center in St. Albans. In preparation for this trip, each student made a card to give a senior and families volunteered to make snacks we could share during our visit. Children prepared by thinking about conversations, planning their introductions, as well as some questions they could ask.

Plenty of caring was demonstrated that day as we warmed many hearts and the seniors said they felt truly appreciated. Each of us returned to FES with our hearts full as well!

**Follow Us On Social  
Media!!!**

**Twitter:  
@FletcherFalcon**

**Facebook:  
Fletcher Elementary  
School**



## **Birth of Rocks**

**By Tracey Godin, Grades 3/4 Teacher**

Students in Ms. Godin's third and fourth grade class have been studying the Birth of Rocks through Mystery Science, an online science resource. Students have read about the AshFall Fossil Bed in Nebraska and, through investigations and discussions, predicted the reason why so many animals died at the same time, millions of years ago. After making predictions, pairs of students worked together to plot coordinates on maps and discovered the Ring of Fire that encircles the rim of the Pacific Ocean. Further investigations show that Millions of years ago there were volcanoes in and around present day Nebraska. Students have come to the conclusion that the animals in this fossil bed were killed by volcanic eruptions.



## **Fletcher Elementary School to Participate in Reading is an Investment Program**

**By Rebecca Cardone**

**Math and Literacy Interventionist/Librarian**

Each year, the State Treasurer's Office sponsors a K-6 reading program called *Reading is an Investment*. The goal of the program is to teach students, through literature, about money and basic financial concepts. Schools that participate receive books and materials to be used in the school library program. Students receive a reading log which, once completed, may be sent in to be entered into a drawing to win a \$250 college savings account managed by VSAC.

This year's theme is *Make a Plan to Spend, Save, and Share*. Students in K-6 have heard the three money themed books read aloud during library class. These books are:

*The Four Money Bears* by Mac Gardner. In this book, students learn how budgeting fits into making a money plan. *It's Not Fair* by Caryn Rivadeneira. Throughout this book, students follow the decision making process of the character as she decides how to spend her money. *The Squirrel Manifesto* by Ric and Jean Edelman. In this book, students think critically about how financial decisions are made.

If students choose to participate in the drawing for the \$250 college savings account, they will need to complete the additional free reading requirements at home. Books do not have to be money themed, but can be to further teach these concepts. Students can either return their completed reading log to me by March 1, 2020 or mail it directly to the State Treasurer's Office by March 15, 2020. I will send all reading logs I receive in one mailing to the State Treasurer's Office.

Happy Reading!

## **The Management and Treatment of Head Lice**

**By Tara McMahon, RN, School Nurse**

### **Facts about Head Lice:**

- An adult louse is about the size of a sesame seed and usually pale gray or reddish-brown in color.
- A female louse lives up to 3-4 weeks, lays about 10 eggs (nits) per day and "glues" them to the hair shaft, close to the scalp. They are difficult to dislodge.
- Live (viable) nits, about the size of a poppy seed, are camouflaged with pigment to match the hair color of the infected person.
- Empty egg casings (eggs that are hatched) are easier to see, appearing white against darker hair.
- With a first case of head lice itching may not develop for 4 to 6 weeks (it takes time to develop sensitivity to louse saliva).
- Head lice usually survive less than 1 day away from the scalp at normal room temperature.
- Eggs cannot hatch at an ambient temperature lower than that near the scalp.
- Eggs cannot be spread from person to person.
- Lice are host specific; they survive only on humans and cannot be spread by household pets.
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**Head Lice cont'd on page 5**

## PBIS Exemplar School from page 1

Exemplar designation represents the highest of three tiers of PBIS recognition and affirms Fletcher School's unwavering commitment to supporting a positive school climate. Of the 156 Vermont schools using the PBIS approach, Fletcher was one of only 28 schools that received Exemplar status this year. Slightly more than half of Vermont schools and about one in three schools across the US use the PBIS approach. Fletcher school is in its sixth full year of PBIS implementation.

Positive Behavior Interventions and Supports (PBIS) is an approach to creating proactive, school-wide systems that support students' behavioral and academic success. It begins with the teaching, modeling, and practicing of school-wide behavior expectations with all students and staff and a formal system of recognition when students meet those expectations and supports when challenges arise. The Fletcher School has created clear and concise behavior expectations for each physical area of the school, on the school buses and for field trips. The school emphasizes respectful, responsible, safe and caring behaviors. These school-wide expectations are modeled and taught to students throughout the year. Individual classroom and school-wide successes are recognized and celebrated regularly. The school's PBIS Team uses data from classroom and office behavior referrals to identify students, locations around the school, times of day, problem behaviors and other demographics needing additional support. Behavior data is provided to families throughout the year as part of parent conferences.

Students are intermittently recognized when they meet school-wide expectations. The recognition comes in the form of small wooden "falcon" tokens, representing the school mascot. Tokens accumulated in classrooms and other locations around the school result in class and school-wide celebrations.

"Being data-driven is an important part of the PBIS approach," Coale said. "We track both major and minor behavior referrals and gather information such as the perceived motivation, location, time of day, type of behavior, and more.



Using specific information allows us to more precisely target our interventions and supports."

The school also involves families in the PBIS approach. During Open House, families were given tokens to give to participations whom they spotted meeting the school-wide expectations. The school also sends home tokens before school vacations and encourages families to award them at home, keeping up the momentum of positive behavior across settings and when students are away from school. Coale has even engaged students in analyzing their own PBIS behavior data. Last year, fourth and fifth graders identified celebrations and challenges in their class-wide behavior, speculated on the root causes, and suggested solutions.

In 2014, the Fletcher School was designated a Vermont PBIS School of Recognition based on its strategic use of data to support student behavior, celebrating school-wide and individual successes and working to support behavioral challenges, as well as noted decrease in behavior issues overall. In the following three years, the school received the PBIS School of Merit designation based on a continuation of that work, as well as receiving exceptional scores on its state-conducted school-wide evaluation of its PBIS implementation. This year's Exemplar designation, the second in two years, recognizes both a continued decrease in rule-breaking behaviors and an increase in academic performance and comes following a rigorous selection process that included documenting both improved behaviors and increased academic achievement.

**PBIS Exemplar School cont'd on page 4**

## **PBIS Exemplar School from page 3**

“Fletcher is a ‘go to’ school for model PBIS practices and implementation fidelity. They are truly an Exemplar school, and they should be very proud of the recognition for the work they have done on behalf of their students to ensure safe and responsive learning environments,” FWSU Director of Curriculum Linda Keating said.

In addition to receiving the Exemplar designation, members of Fletcher’s PBIS Leadership Team presented to schools from around the state on parent engagement and student voice at the annual statewide PBIS Forum.

“As a classroom teacher, I’ve noticed substantially more positive behaviors since I started using the PBIS approach,” third and fourth grade teacher Tracey Godin said. “Students understand what our schoolwide expectations look and sound like across locations and because of that they just behave more positively and responsibly. The time we have put into modeling and teaching behaviors has given rise to a community that cares about each other.

## **Head Lice from page 2**

### **Prevention of Head Lice:**

- Avoid head-to-head (hair-to-hair) contact during play and other activities at home, school, and elsewhere (sports activities, playground, slumber parties, camp).
- Do not share clothing such as hats, scarves, coats, sports uniforms, hair ribbons, or barrettes.
- Do not share combs, brushes, or towels. Disinfect combs and brushes used by an infested person by soaking them in hot water (at least 130°F) for 5–10 minutes.
- Do not lie on beds, couches, pillows, carpets, or stuffed animals that have recently been in contact with an infested person.
- Do not use fumigant sprays or fogs; they are not necessary to control head lice and can be toxic if inhaled or absorbed through the skin.

### **Managing/Treating Head Lice:**

If ‘nits’ are discovered in hair or the scalp is intensely itchy, inspect hair for live (crawling) lice. The best method is to comb through wet hair with a fine-tooth louse comb. (Also inspect other household members.)

If there are no live (crawling) lice on hair periodically re-inspect the hair for live lice for about 1 ½ weeks.

### **Combing:**

- If live lice are found and hair is readily combed with a fine-tooth louse comb (flea comb can be used):
- Comb hair thoroughly with louse comb. You may use hair conditioner to lubricate the hair and comb, only if you are not using a pediculicide.
- Most lice should be removed during this first combing.
- Repeat every day as each subsequent combing will remove a portion of the remaining lice and some that have hatched in the interim. Note: the combing does not effectively remove the eggs and they may hatch.
- Continue daily combing for about 1 ½ -2 weeks, until no live lice are discovered.
- Treatment with pediculicides may be used to supplement or replace combing, but do not use a vinegar rinse, hair conditioner, or shampoo/conditioner combination if using a pediculicide.
- Change or launder pillowcases, pajamas, towels, hats. Alternatively, you may choose to put these items, as well as blankets, bedspreads and stuffed animals in a dryer on high heat for 20 – 30 mins.
- Wash combs and brushes daily in hot water.
- Re-inspect hair for live lice for another 1 ½-2 weeks.

## **Head Lice cont’d on page 5**



**Shampooing with a Pediculicide:**

- If live lice are found and hair is not readily combed with a louse comb:
- Apply an over-the-counter pediculicide that contains permethrin or pyrethrins. (Do not use in conjunction with hair conditioner which inactivates pediculicide. Do not rewash hair for 1-2 days after treatment.)
- Treat according to label directions.
- Change or launder pillowcases, pajamas, towels, hats. Alternatively, you may choose to put these items, as well as blankets, bedspreads and stuffed animals in a dryer on high heat for 20 – 30 mins.
- Wash combs and brushes daily in hot water.
- You still need to comb daily to completely eradicate head lice, since pediculicides do not kill nits, and eggs are not removed.
- If live lice persist, a second application may be necessary about 7 to 10 days after the first treatment.
- Continue combing for 1 ½ - 2 weeks.
- Periodically re-inspect hair for live lice.

**NOTE:** Despite whatever treatment you choose to use, you **MUST** comb hair daily and thoroughly for 1 to 2 weeks with a fine tooth comb to remove any newly hatched lice.

**Persistent head lice:**

- If live lice persist after 2 treatments, consider:
- Did I comb thoroughly every day, using a fine - tooth comb?
- Did I follow the pediculicide directions exactly?
- Did I **NOT** use crème rinses, combination shampoo/conditioners, or vinegar rinses if I used a pediculicide?
- Consider manually removing nits.

- Consult physician.
- Consider prescription pediculicides and follow label directions.

**DO NOT OVERTREAT.****Cleaning:**

You may vacuum furniture, car seat cover, or other places where heads rest, but it is unnecessary and your time is better spent in combing and manual removal.

The above information and guidelines of management are taken from the recommendations of the American Academy of Pediatrics, Harvard School of Public Health, Vermont Department of Health, and National Association of School Nurses.

**Hiram Bellows Day is Fun and Games  
in Kindergarten**

**By Cathy O'Brien, Kindergarten Teacher**

Kindergarteners enjoyed playing math games with BFA students who volunteered for Hiram Bellows Day on October 18. For several years, BFA students have visited Fletcher in celebration of Hiram Bellows, a local benefactor who contributed a great deal to schools, including BFA-Fairfax. Some of the returning students graduated from Fletcher School. In addition to volunteering in kindergarten, groups of students help clean the school and chaperone two field trips with older students.



## **Integrating the Arts**

**By MC Baker, Art Teacher**

Arts integration is an approach to teaching and learning where students are taught and assessed a variety of skills through the arts. Through arts integrated lessons, students engage in critical thinking, develop problem solving skills, and innovate new solutions to problems. Integration is proven to build grit and perseverance capacities in learners.

Just recently, I collaborated with Ms. O'Brien to bring *Poetry Alive* into the kindergarten class. While students were working on a writing unit to reinforce writing numbers, they were also practicing the poem, "*Five Little Pumpkins*." In the Studio, we used oil pastels to create our five pumpkins emphasizing the use of contour lines. Next we collaged the pumpkins onto paper to create the scene of five little pumpkins. See the link below to see how we created an imovie about the project. Enjoy!

<http://www.youtube.com/watch?v=w7COP9WyjKk>

**-Let's Articulate!**

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

We speech therapists use the word "articulation" a lot. Articulation is the ability to use the tongue, lips, jaw and soft palate to produce speech sounds. Articulation develops in a predictable way with some sounds being easier to pronounce than others. I break it down into the following groups:

"The Early 8" are the easiest and earliest sounds to develop, usually by age 3. They are:  
m, b, y, n, w, d, p, h

"The Middle 8" develop usually by age 6 1/2 and are: t, ng, k, g, f, v, ch, j

"The Late 8" are the hardest sounds to develop and can come as late as age 8. They are:  
sh, s, z, th, r, l, zh, voiced th

You can use this as a guide if you are wondering

And don't forget to model clear speech pronouncing every syllable.

Have fun articulating!

## **A "Peak" Performance**

**By Lorrene Palermo, Grades 5/6 teacher**

On October 11th, fifth and sixth graders went to the Spruce Peak Performance Center in Stowe to see the play, *Walk Two Moons*. Students had heard the book, by Sharon Creech, prior to attending the performance.

The day before the performance a representative from the Flynn prepared students with a companion workshop. Companion workshops are meant to turn student matinees into more meaningful learning experiences for students. The focus of our pre-show workshop was on how the cast members might move and respond while on stage.

Our class was very lucky to have a post companion workshop. About a week after the performance students had a chance to recap what was seen at the performance. The focus was on empathy for the characters in the story.

"It was talking about how the characters talked about their feelings. I was excited because I wanted to see what happened. I felt sad for the character because her mom wasn't coming back," said Leah Chauvin as she reflected on her experience.

The performance was a first for our students at the Spruce Peak Performance Center. It was a very memorable performance that got students engaged in all aspects of theatre.



## **P.E. News**

**By Doug Young, PE Teacher**

Thanks to all who have donated shoes for the P.E. closet. They will definitely come in handy as the winter months approach and students often forget to bring them in their backpacks. We are still looking for more.

I was able to attend a conference last month and will introduce some new and exciting games and instant activities in the coming months. In November I will be starting our volleyball unit with the older grades. Younger grades will be working on throwing and catching games as well as movement challenges.

The fun never ends in PE!

## **How Learners Learn Best**

**By Sarah Tucker, K-6 Special Educator**

All learners throughout our school are exploring and discovering how they as individuals learn best. Part of their learning includes practicing self-advocacy skills. Fifth grade learners advocated for themselves by asking to use my office. It was a quiet, separate space, where they had access to flexible seating choices and fidgets while working on their literacy menu items such as: independent reading, Wordly Wise, or science literacy connection items during differentiated work time. I am proud of our Fletcher learners who continue to advocate for themselves throughout their school day.

## **Paying It Forward with Seniors**

**By Kathleen Pellegrino, Grades 1/2 Teacher**

This year, FES classrooms are using the three early release day mornings to work with students to "pay it forward." This means thinking about ways our staff and students can give back to the community.

Ms. Pellegrino and Mrs. Hurt's class had a wonderful time paying it forward with the seniors at the Franklin County Senior Center recently. The seniors really enjoyed the treats and cards we brought so thanks to everyone who contributed. We are looking forward to our next pay it forward day!



## **Observing Fall in Preschool Four Winds**

**By Rebecca Jackson, Preschool Teacher**

The preschoolers enjoyed our first Four Winds experience this month and we have been observing the changes of fall, learning fall songs, and making up some of our own. We have been collecting and counting acorns, rocks, apples and pumpkins. We have been talking about patterns, and the children have enjoyed taking turns inventing and copying body motion patterns as part of our morning meetings. This month we read many mouse stories, including Mouse Gets Mad, Mouse Paints and Mouse Counts, and then we acted out the stories with our toy mice. The children are quite interested in mice, and if anyone has pet mice that we could borrow and observe for a couple of days, please let us know. We also have three new classroom pets, hermit crabs donated by one of our families, and a beautiful collection of shells that Ms. Adams collected on the beaches of North Carolina, and brought in for us.

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## Second Step

By Lisa Coale, School Counselor

I am using the Second Step program weekly in your child's classroom as part of our commitment to support social emotional learning. The Second Step program teaches children important skills for getting along with others and doing well in school. It also helps our school be a safe, respectful place where everyone can learn.

To further help our school be a safe and respectful place, I have been using the Second Step Bullying Prevention Unit during my classroom lessons with all grade levels. In the lessons, your child has been learning specific skills to help stop bullying. Students are learning how to:

- Recognize when bullying is happening
- Report bullying to a caring adult
- Refuse to let bullying happen to themselves or others
- Be a bystander who stands up and is part of the solution to bullying

If you have any questions about the Bullying Prevention Unit or the Second Step program, please contact me ([lcoale@fwsu.org](mailto:lcoale@fwsu.org)). For more information on our school's anti-bullying policy and specific procedures, check out the FES Family Handbook or contact the school office. Thank you for helping us make our school a safe, respectful place where everyone can learn.



“Moretti” from RiseVT, works with a kindergarten student to identify healthy foods.

## Being Outside with Pre-K

By Blythe Baskette

By playing outside each day they are at school, our pre-k students engage both their bodies and minds. They play on the playground equipment by climbing up the tire wall, sliding their bodies down the double metal bars, and hanging and swinging on the monkey bars. Our students have shown great growth in strength, coordination and problem-solving. They are developing their strength, gross motor skills, and persevering. While outside, they also take the time to notice their surroundings by playing among the trees and rocks. The children have left out cracked acorn on the low tree branches and the next day the nuts were gone. We speculated that they were eaten by the chipmunks. The children have noticed a hole where some chipmunks live under a tree in the playground area. If you were just a casual observer you'd never know this secret. So many things are happening while we are outside. Children are not only improving their physical development but engaging their senses and mind to learn about the world around them.

## Achieving Gold!



Students at Fletcher Elementary earned "gold school" status with the wellness group RiseVT! The gold rating signifies Fletcher's school-wide effort to support the physical health of students and staff. The school completed a "report card" that recorded the many wellness efforts of all involved, including incorporating movement throughout the day.

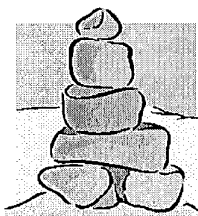


# NATURE'S NEWS

From: Four Winds Nature Institute - [www.FourWindsInstitute.org](http://www.FourWindsInstitute.org)

A Newsletter for Families, Teachers, and Students participating in Four Winds Natural Science Workshops

## Topic of the Month: ROCKS AND MINERALS



Every pebble and rock represents a piece of the earth's history and may be millions of years old. Rocks are grouped according to the way they were formed: igneous, sedimentary, or metamorphic. Natural forces of heat, pressure and erosion that break them into pieces and cement them together again continually change rocks.

One rock type is differentiated from another by the way in which the rock was formed and the kinds of minerals in it. Simple tests are used to identify minerals, such as color, hardness and luster. Sedimentary rocks often contain fossils of ancient plants and animals that give us clues about Earth's past climate and the history of life on our planet. Underlying all the Earth's land and water, rocks provide a foundation that supports the living world, gives clues about past life forms, and provides us with many materials that we use in our everyday lives.

### ROCK DETECTIVE

Rocks are at the bottom of it all, the entire surface of the earth is underlain by bedrock. Sometimes we see this bedrock exposed along ledges, especially in mountainous places, or we see it along roadways that have been blasted through a rocky hill. More often, the bedrock is covered with layers of soil that contains finely ground rock that generally comes from the bedrock of the area. Do some investigating to find out about the kinds of bedrock present in places near home. Ask at the library about maps that tell about local geology. Can you find places where bedrock is exposed? Are there rocks and boulders around that are different than the bedrock? Start a collection of pebbles and small rocks from around home. Could

people or natural forces have brought some of these rocks to the area?

### NEWS FROM SCHOOL

This month Four Winds really ROCKS!! Thanks so much for the continued support of our amazing volunteers. Aimee, Janet, Sal, Tucker, Michelle and Ken are wonderful teaching partners and volunteers who are bringing this nature learning to our Fletcher students this year. If you would like to join them in volunteering, please contact Denette ([dlodge@fwsu.org](mailto:dlodge@fwsu.org)) for more information.

