



L.E.S. NEWS



860-642-7593

<http://www.lebanonct.org/joomla/index.php/our-schools/lebanon.edu>

January 2017

SCHOOL NEWS

From the Principal's Desk

NWEA- LES students have or will soon be taking their second round of NWEA testing. These tests are important because they keep track of progress and growth in basic skills. They let teachers know where a student's strengths are and if help is needed in any specific areas. Teachers use this information to help guide instruction in the class. Here are the results from the fall 16-17 testing session. As you can see the students at LES have performed above the national norm in most areas. The scores are reported as RIT scores. This tells our staff what level students are "Ready for Instruction Today". Teachers can also use our NWEA platform to view a learning continuum which shows specific strands and accompanying performance expectations.



Grade	LES Performance	National Norm
K- Reading	147.4	141
K- Math	145.9	140
1- Reading	162	160.7
1- Math	165.1	162.4
2- Reading	181.6	174.7
2- Math	183.9	176.9
3- Reading	196	188.3
3- Math	193.8	190.4
4- Reading	201.3	198.2
4- Math	200.9	201.9



Mind Full, or Mindful?

Mindfulness- A hot topic in the field of education currently is Mindfulness. Our staff has been interested in learning more about this. To that end a book chat for staff members was held on December 12th on the book, Mindfulness for Teachers. It was a great success and the teachers asked for a second book chat session. As homework, the teacher will be tracking stressful triggers and the application of having greater awareness (i.e., mindfulness) of these triggers. On December 14th, Mrs. Scorso and Ms. Vivian presented an Introduction to Mindfulness to LES staff. The presentation included the definition of Mindfulness, who can use Mindfulness techniques (staff, students, families-everyone), a brief review of neurological effects of stress and the benefits of Mindfulness. A sampling of research on results of Mindfulness programs and their effectiveness in schools, and resources for teachers and students on Mindfulness techniques was also shared.



Books and Breakfast

Chartwell's partnered with LES to offer a unique dining experience for our LES students and families.



Students brought special guests to enjoy a healthy meal before starting a day full of learning.



PJ's for a Cause- On Thursday, December 22 many students and staff, donated money to the Lebanon **Lions Club** and in exchange got to wear their pajamas for the day. **I'm happy to report that we raised \$316.35 for the Lions Club.**



Winter Assembly

Over the past few years LES and Lyman students have got together for a variety of activities/events in effort to strengthen the connection between our schools. Our students at LES look up to these students and see them as positive role models. At a recent assembly we invited the Lyman Chorus to sing to our students. The following is a brief write up that Emily Blanchard shared with me about the experience.

The Lyman Memorial High School Chorus has caroled all around Lebanon, but this year, their favorite performance by far was the one at the Lebanon Elementary School. They sang a variety of carols, including classics like Joy to the World, as well as the more popular It's Beginning to Look Like Christmas. Their favorite part was when the elementary schoolers sang along to their carols, and on the short bus ride back to the high school, it was all they could talk about. As a music educator, it was a privilege to see music bringing students together with such a wide age gap, and to reinforce for high school as well elementary school students the importance of continuing with music and keeping it a part of their lives.



Winter Weather

We have been really lucky with the weather so far this year, and I am not complaining! Fresh air and exercise is an important part of the school day, so with that being said please know that we will continue to take our students out for recess and movement time. There are times however, when it is not safe for students to be outside. We follow weather guidelines set for by www.weather.com using the Child Care Weather Watch Chart. In the winter if the temperature is below 20 degrees we will either shorten recess or hold it indoors. Wind chill, ice and snow also play a role in our decision making process. Please make sure that your child(ren) is dressed appropriately with a jacket, hat and gloves to help protect them.

**From the School Social Worker**

Happy New Year!

I wanted to take the time to share with all of you the Attendance Policy for the State of Connecticut. I've had many questions from parents and guardians, as to the definitions and protocol for a child's absence to be considered excused. As always, please feel free to reach out to me at any time, to clarify the policy, answer any questions or just talk about your child and concerns you might have with their attendance.

Attendance Policy (Revised 11/8/16)

For Complete 5113 policy:

<http://www.lebanonct.org/joomla/index.php/board-of-education/2013-03-22-18-02-57>

"Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

"Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the child has been excluded from school in accordance with section

10-210 of the Connecticut General Statutes (regarding communicable diseases), and the following criteria are met:

Any absence before the student's tenth (10th) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.

"Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The student's tenth (10th) absence and all absences thereafter, are considered unexcused unless there is appropriate documentation. These absences will be considered excused only for the following reasons:

- i. student illness (verified by an appropriately licensed medical professional); **(i.e. a medical provider's note)**
- ii. religious holidays;
- iii. mandated Court appearances (documentation required);
- iv. funeral or death in the family, or other emergency beyond the control of the student's family;
- v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;
- vi. lack of transportation that is normally provided by a district other than the one the student attends.

A student, age five (5) to eighteen (18), whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian

with respect to the parent's leave or deployment.

The determination of whether an absence is excused will be made by the building principal or his/her designee.

The Lebanon Public Schools reserves the right to randomly audit written documentation received, through telephone and other methods of communication, to determine its authenticity.

"Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

What will happen if a child is a truant?

The district may be required to file a Family with Service Needs (FWSN) affidavit to the Courts, or file a report with the Department of Children and Families (DCF).

In Lebanon, we send letters home if your child's attendance becomes concerning. The implications of the State's new laws are that you may receive these letters and notices more frequently. Our hope is to work with you so that your child(ren) can have access to learning on an ongoing, consistent basis. Additionally, myself, or other staff members, may reach out to you to see if we can help support you with getting your child to school consistently. Let's work together so that your child smiles more, laughs often, interacts with friends, excels educationally and both of you continue to feel connected to his/her school during the rest of this school year.

If you have any questions concerning the attendance guidelines, please feel free to contact me anytime.

Sincerely,

Sabena Escott, MSW
Lebanon School District Social Worker

The January Art Corner



"Snow flurries began to fall and they swirled around people's legs like house cats. It was magical, this snow globe world."

— Sarah Addison Allen, *"The Sugar Queen"*

A blustery greeting to parents!

Winter has arrived in the art room with lots of snowflakes, snowmen, and penguins! Preschoolers have just finished Starry Night collage and ready to begin their ceramic snowmen ~ kindergarteners have created a penguin family and will start weaving soon ~ 1st graders have created snowman collages with snowy glitter ~ 2nd graders are putting the final touches on their wire figures and starting work on their birdhouses ~ 3rd graders are working on their ceramic reptiles, then glazing ~ 4th graders are blasting off into outer space with a galaxy and planet collage. Classes are on various stages on all of these projects. A new display will be up next week featuring preschoolers' Starry Night, kindergarten alligators, first grade snowmen and fourth grade ceramic leaves. I hope you can stop in and view the beautiful artwork.

Please do not hesitate to contact me with any questions or concerns by email:

Barbara.lee@lebanonct.org or calling my extension at 5705.

Enjoy the beautiful winter!

Mrs. Lee



Ongoing Winter-Themed Art Projects

I have included questions to ask our young artists as conversations starters:

- Afternoon Pre-K-clay snowman: How do you make a clay ball? How many balls make up a snowman? What parts are included when making a snowman? How do you paint your snowman?
- Kindergarten penguin wonderland-: What colors are in a winter sky? What color is snow? How can you cut out a penguin? What colors do you use when making a penguin?
- 1st Grade snowman collage: How can you paint a sky with a brush? How can you make a circle from a square? Can you cut out a hat and scarf from a square, how? Can you decorate your snowman with buttons, beads and sequins, explain.
- 2nd Grade birdhouses: What lines and shapes are used to make a birdhouse? How can you add details to the house? What colors can a birdhouse be? How do you make a bird out of cut paper?
- 3rd Grade ceramic reptiles: What is an armature? Why do you need it when making clay reptiles? How do you cover the armature? How do you attach arms and legs? Describe "scratch to attach."
- 4th Grade planets and galaxies: What is the difference between form and shape? What is the difference between 2-D and 3-D? How do you use value to give the illusion of a third dimension to shapes? How can you make a galaxy with black paper, white paint and a paintbrush?

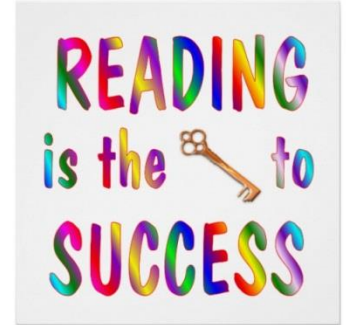
From the Reading Corner

Reading Corner

By Greta Skiles

What is Reading?

For parents and grandparents, children's learning to read is similar to hearing those first words or seeing the first steps of a



toddler. It carries a pride (and a sigh of relief) that kids are learning and growing. But like every milestone, reading is complicated and developmental. There is a whole combination of physical and mental skills that take place. And there is a wide range of ages at which children begin to read and become automatic at it. Some kids learn the alphabet song at a young age, but end up struggling with dyslexia. Others don't know their letter names or sounds, but become fluent readers by the end of first grade. So what is reading?

Most of us think of reading as being able to say the **words** on the page. Children learn how to turn those lines and curves on the page into sounds and words and sentences. But that is only one aspect of reading! Reading is also about understanding the **ideas** that the author is putting forth. If a reader merely says the words on the page without comprehending the ideas, it's just "word calling." Readers should pause to make mental images of what is happening in a story or to think about the meaning of what is being read. Saying the words without understanding the meaning of a text may sound impressive, but it isn't true reading. The last aspect of reading is **remembering** and adding the ideas to one's body of knowledge. After reading or hearing a story, children should be able to retell or summarize it. After working with informational text, children should be able to recall the important ideas and details. Discussing favorite parts, new learning, connections to other experiences or knowledge are ways kids can deepen their thinking.

(Continued...)

Therefore, reading is...

- words,
- details, and
- remembering

Families can support their children by ensuring that, whether they can read the words themselves or someone is reading aloud to them, kids have many opportunities to discuss the ideas from their reading and remember them. That's what **real** reading is!

Poem of the Month

WINTER WORRIES

Oh, lucky, lucky, lucky me!
I'm as lucky as a child can be
When winter winds my ears
would harm,
My fuzzy earmuffs keep
them warm.
When ice and snow take little nips,
Warm mittens cover finger tips.
My cozy coat keeps out the breeze,
My corduroys protect my knees.
But, up to now, no clothes are sold
To keep my *nose* from getting cold!
~Jane W. Krows



From the Health Office

The health office recently received a donation of a brand new wheelchair. This Lebanon community has a generous heart and this is just another example of their committed support of our school children.



Save the Date!

The third grade musical performance will take place on May 16th at 6:30pm



HUSKIES!

Have
responsibility
Use honesty
Show respect to
all
Keep safe
In
Every
Setting



Husky Heroes

The following students have been nominated for demonstrating our school-wide behavior expectations on a consistent basis.

Students recognized in December/January:

Pre-K ~ AM:

Jeremy Amberg
Anika Govindu
Caleb Bradley
Brad Grange
Tommy Buckley
Alivia Perry

Pre-K ~ PM:

Logan Castillo-London
Kennedy Archer
Solomon Ledoux

Kindergarten:

Willow DelMastro
Ariana Coya
Collin Liscum
Charlotte Grant
Moises Rico
Caleb Morton
Mehki Winston

Grade 1:

Mykenzie Sarnik
Charlee Boothroyd
Calleigh Seagrave
Cecilia Wilkosz
Cooper Brooks
Jameson Grant
Bridey LaFleur

Grade 2:

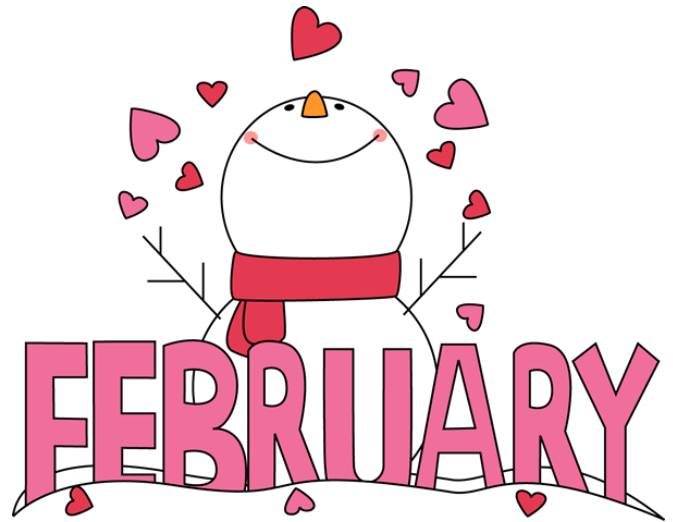
Brady Hayward
Yessenyah Mann
Rachel Cone
Gianna Kovach
Elena Tatro

Grade 3:

Joshua Cady
Hazel DeLucia
Nikolas Chaviaras
George Kowalyshyn
Payton Bookland
Benjamin Christiansen
Olivia Goderre
Annika Hendrickson
DJ Medina
Alex Svedarsky
Abigail Laws
Marli Colby
Gunnar Hofmann

Grade 4:

Rowan LaFleur
Emily Pomerleau
Lukas Hazzard
Baer Linderson
Yandel Rivera
Serena Waddell
Dirren Conyers
Sam Cunningham
Brandon Amiot
Morgan Petrucci
Alexander Zimnoch
Jackson dodge
Avery Volle
Carson Crettol
Kayla Savitsky
Anthony Marson
Noah Lee



Reminders:

No School on
February 16th & 17th - Prof. Development
February 20th & 21st - Winter Break