



PRINCIPAL'S CORNER

June 5, 2020

Dear Botelle Families,

We are living in challenging times. The health, social and economic stressors of COVID-19 combined with the tragic death of George Floyd remind us that we are strongest when we work together. To support you in having conversations about racism and inequality with your children, we'd like to offer you some resources that might be helpful. We will continue to share resources about this topic on our website, but please don't hesitate to reach out if you or your child need additional support during this uncertain time.

<https://www.embracerace.org/resources/teaching-and-talking-to-kids>

<https://www.nytimes.com/2020/06/02/parenting/kids-books-racism-protest.html>

https://www.youtube.com/watch?v=QNEKbVq_ou4

The last week of school is going to be a celebration of the learning your children have achieved this year. Our staff and PTO have planned many fun events and activities beginning on Monday. Monday's theme is "Mystery Monday" and to celebrate, Josh DeCerbo created a Botelle School Summer Race for our students, families and staff to participate in. The link to the directions and the clues is below.

https://docs.google.com/forms/d/e/1FAIpQLSdgBcVXD68QAmebAuaksMIQY5NPsCGYFxpTf73JBFLd_LSHRA/viewform

Here's a little more information about this fun event. This is a "race that combines our town's schools and history with the cornerstones of the lives of our children. During this event, you will travel around town with three goals:

1. To decode a secret message (special prize at the end to those who solve it)
2. To take fun pictures around town (share them on social media with the hashtag #BotelleSummerRace)
3. To solve puzzles in order to move forward in our quest, and, most importantly, have fun while learning about town history and traditions."

Thanks and have fun! As you complete each adventure, you can also send pictures to me and I'll post them on Class Dojo. I won't post them until June 15th, so as to not spoil the surprise.

Read on to find out more about next week's events (which will affect our normal schedule of classes). Your child's teacher(s) will let them know when to show up for class and remember, there are NO CLASSES on FRIDAY.

IMPORTANT DATES

- 6/8 Mystery Monday - participate in the [Botelle School Summer Race](#)
- 6/9 Virtual Field Day (rain date 6/10) - schedule and details below
- 6/11 ARTS-travaganza! - a day of creative learning opportunities
- 6/12 Last Day of School and Reverse Parade - schedule and details below

Virtual Field Day

Mr. Thorne-Kaunelis is organizing a VIRTUAL field day! Each class will have an opportunity to compete in a variety of fun activities from the water balloon toss and egg spoon race to the bottle flip challenge and the dress up relay. The activities feature equipment that you have at home (water balloons will be sent home). The schedule and equipment list is attached to this message, along with the list of activities. Mr. T-K is making videos of each activity so students can participate at another date or time if they can't make the live event. Field Day is scheduled for Tuesday, June 9th with a rain date of Wednesday, June 10 but the weather looks like it will be sunny and warm.



ARTS-travaganza!

Ms. Bazelmans, Mrs. Dubecky, Ms. Kleisner and Ms. Krusch have planned an ARTS-travaganza! for students to get their creative juices flowing. Rather than having one special each day next week, they have combined forces to plan a variety of art, music and STEAM activities for students to choose from on Thursday, June 11. Included will be a virtual talent show where your child can upload a picture or video of their favorite project from library, art, music or band. Ms. Bazelmans is also preparing a virtual Art Show. If your child is in grades 3-6 next year and wants to learn a musical instrument, Ms. Krusch is going to give them an introduction. If your child hasn't been able to participate in specials yet this year, be sure to have them do it next Thursday!



Reverse Parade

On the last day of school we are having a "reverse" parade. Families will drive to school where staff will be holding signs, blowing bubbles and cheering for our students (not all at once!). There will be a pick up and drop off location as you enter the lower driveway near the playground. Drop off devices, library books, recorders, and other school materials. Your child's teacher has given them a list of items to return. You will pick up your child's progress report, summer learning materials, personal belongings, and a special gift from the PTO and school staff! Times will be scheduled by class and social distancing practices will be followed. See the flyer attached to this message for more information. If you have multiple children at Botelle but can only come once, please call Mrs. Lasko and tell her when you plan on arriving. We'll be sure to have your supplies and teachers (if possible) ready!



Original Works Fundraiser

Don't miss out on the opportunity to order your child's Original Works artwork! Please see the Original Works information for instructions on placing an order. It's easy to order and the products will be shipped right to your house! Feel free to contact Darlene Torrant at darlenetorrant@yahoo.com if you have any questions. Thank you for supporting our PTO!



Library Book Return

Mrs. Dubecky is collecting library books. Please drop off books next week between 8:30-2:30. Mrs. Dubecky emailed the list of books your child has checked out. The return book bin will be located outside the main entrance. There will be gloves, disinfecting wipes and germ squirt for you to use to return the books safely. You can also return books at the Reverse Parade.

We also want to be sure that children have access to engaging books this summer. Reading (or being read to) develops vocabulary, comprehension and increases a child's overall reading ability. To support summer reading, Mrs. Dubecky has created an interest survey for students to complete. Based on that, she will choose 5 books for your child to read and we will hand those books out on the last day of school during the Reverse Parade. The link to complete the survey is here. <https://forms.gle/EbGzkFd5wzA8s8669>



Summer Learning Activities

Each summer we encourage students to participate in the Governor's Summer Reading and Math Challenges. This year however, we want to provide families with greater options that match their interests and needs. Do you want your child to be able to use their iPad or Chromebook for summer learning? Do you want a summer packet with review worksheets for literacy and math? Please answer this 2 question [survey](#) so we know how to prepare for your child's summer learning.



Progress Reports

Students will get a progress report for the last marking period. The progress report will have different performance codes because of distance learning. The comments section will be longer for more detailed comments so you know your child's strengths and areas for growth in each content area. If you would like a virtual parent-teacher conference before progress reports go home, please contact your child's teacher. See a Parent's Guide to the BES Progress Report at the end of the newsletter and attached to this message for additional information.



Health Updates from Mrs. Ayers

Check out Mrs. Ayers' [website](#) for healthy tips for the summer. She just updated it today!



School Website

Please visit our website for distance learning resources and information. If you've misplaced important information that was sent home in print or electronically, you can find it on the website. www.botelleschool.org

Local Resources

There are resources available to children and families in need during social distancing. Please contact the First Selectman, Matt Riiska at 860-542-5829 or by email at firstselectman@norfolkct.org

Please don't hesitate to reach out with questions big and small. We are happy to help! You can email me, message me through Class Dojo or Seesaw or call me at 860-840-7818.

Lauren 😊

valentinol@botelleschool.org

VIRTUAL FIELD DAY



DATE: June 9 or June 10 (rain date)

SCHEDULE:

Event 1: Early Primary **9:00-9:30**

Event 2: Primary **9:45-10:45**

Event 3: Intermediate **11:00-12:00**

Event 4: Upper Intermediate **1:00-2:00**

9:00-9:30 EVENT 1: EARLY PRIMARY

Required Equipment:

- 2 bowls/bucket for water and a sponge or small towel
- 1 or more water balloons
- A spoon and an egg or Easter egg or ping pong ball
- 10 or more plastic bottles partially filled with water
- 3 or more sock balls
- 5 kitchen bowls
- 1 Bed Sheet
- 3 different sized targets ex. (Laundry basket, kitchen pot, kitchen bowl, frying pan, etc)
- A pile of Laundry

Activities:

1. Sponge Water Relay/Fill the bucket challenge
2. Water Balloon Toss
3. Egg Spoon relay
4. Plastic Bottle Bowling
5. Bowl ball
6. Underhand Toss game
7. Sheet Parachute object shake
8. Skee Ball toss
9. Laundry Jump Long Jump (A pile of laundry- dirty may be best as they might need a wash after)

9:45-10:45 EVENT 2: PRIMARY

Required Equipment:

- 2 bowls/bucket for water and a sponge or small towel
- 1 or more water balloons

- A spoon and an egg or Easter egg or ping pong ball
- 10 or more plastic bottles partially filled with water
- 3 or more sock balls
- 5 kitchen bowls
- 1 Bed Sheet
- 3 different sized targets ex. (Laundry basket, kitchen pot, kitchen bowl, frying pan, etc)
- A pile of Laundry
- A laundry basket
- A complete set of oversized clothing
- A stick, wiffle ball or baseball bat

Activities:

1. Sponge Water Relay/Fill the bucket challenge
2. Water Balloon Toss
3. Egg Spoon relay
4. Plastic Bottle Bowling
5. Bowl ball
6. Laundry basket, water bottle trap game
7. Underhand Toss game
8. Sheet Parachute object shake
9. Skee Ball toss
10. Dress up relay
11. Laundry Jump Long Jump
12. Dizzy bat Relay race

11:00-12:00 EVENT 3: INTERMEDIATE

Required Equipment:

- 2 bowls/bucket for water and a sponge or small towel
- 1 or more water balloons
- A spoon and an egg or Easter egg or ping pong ball
- 10 or more plastic bottles partially filled with water
- 3 or more sock balls
- 5 kitchen bowls
- 1 Bed Sheet
- 3 different sized targets ex. (Laundry basket, kitchen pot, kitchen bowl, frying pan, etc)
- A pile of Laundry
- A laundry basket
- A complete set of oversized clothing
- A stick, wiffle ball or baseball bat

Activities:

1. Sponge Water Relay/Fill the bucket challenge
2. Water Balloon Toss
3. Egg Spoon relay
4. Bottle Flip Challenge
5. Plastic Bottle Bowling
6. Bowl ball
7. Laundry basket, water bottle trap game
8. Towel Flip Challenge

9. Skee Ball toss
10. Dress up relay
11. Laundry Jump Long Jump
12. Dizzy bat Relay race

1:00-2:00 EVENT 4: UPPER INTERMEDIATE

Required Equipment:

- 2 bowls/bucket for water and a sponge or small towel
- 1 or more water balloons
- A spoon and an egg or Easter egg or ping pong ball
- 10 or more plastic bottles partially filled with water
- 3 or more sock balls
- 5 kitchen bowls
- 1 Bed Sheet
- 3 different sized targets ex. (Laundry basket, kitchen pot, kitchen bowl, frying pan, etc)
- A pile of Laundry
- A laundry basket
- A complete set of oversized clothing
- A stick, wiffle ball or baseball bat

Activities:

1. Sponge Water Relay/Fill the bucket challenge
2. Water Balloon Toss
3. Egg Spoon relay
4. Bottle Flip Challenge
5. Plastic Bottle Bowling
6. Bowl ball
7. Laundry basket, water bottle trap game
8. Towel Flip Challenge
9. Skee Ball toss
10. Dress up relay
11. Laundry Jump Long Jump
12. Dizzy bat Relay race



A Parents' Guide to the Botelle Elementary School Progress Report 2019-2020

This document is intended to explain how children's progress toward academic and personal and social expectations is communicated. It is our goal to clearly convey this information to families so we can partner with you in the education of the whole child. Our curriculum is aligned to the Common Core standards for literacy and mathematics and these standards are also addressed in social studies, science, the arts, and physical education. Personal and social development skills connect to achievement and are also described in this guide.

Communicating Progress During Distance Learning

Connecticut schools were closed due to COVID-19 on March 13, 2020. This school closure lasted for the remainder of the 2019-20 school year. Teaching and learning shifted to emergency distance learning. Instruction focused on priority standards for reading, writing and math and maintaining positive relationships with teachers and peers.

Due to this unprecedented event, teachers will report student progress differently. Content standards for Reading, Writing and Math that were the focus during distance learning are identified with the code DL. Standards that were not a focus of instruction during distance learning will be marked NA for not addressed. Students' Personal and Social Development during distance learning will also be reported using the 3, 2, 1 scale.

Teachers will provide more lengthy, detailed comments for the third marking period that describe each child's strengths and areas for growth in academic areas. Teachers will also comment on students' work habits, and personal and social development.

For Art, Music and Physical Education, teachers will give feedback on the student's participation-consistent, limited or no participation. The codes teachers will use for this are CP, LP and NP. Because teachers did not have live lessons with students, they will not report on students' personal and social development.

The front of the progress report has been modified accordingly and is below for your reference.

DISTANCE LEARNING KEY	
<u>Academic</u> DL=Distance Learning NA=Not Addressed	<u>Specials</u> CP=Consistent Participation LP=Limited Participation NP=No Participation
ACADEMIC PERFORMANCE KEY	
EE=Exceeds Expectation ME=Meets Expectation AE=Approaches Expectation BE=Below Expectation	*= Modified Curriculum NA=Not Assessed
PERSONAL & SOCIAL DEVELOPMENT KEY	
3 = Consistently 2 = Developing 1 = Needs Improvement NA = Not Assessed	

Personal and Social Development Key Descriptors

Personal and social development is communicated by the degree to which students demonstrate the identified behaviors and student dispositions independently and consistently. Personal and social development can impact achievement and are important when considering the education of the whole child.

3	Student <i>consistently</i> demonstrates this behavior or disposition.
2	Student is <i>developing</i> this behavior or disposition and benefits from some reminders to demonstrate it.
1	Student <i>needs improvement</i> with this behavior or disposition and requires frequent reminders to demonstrate it.

Personal and Social Development Expectations

The indicators below describe the behaviors and dispositions teachers will provide feedback on in all grades. Specialists in Art, Music, Physical Education and Instrumental Music in grades 4-6 will give an overall “grade” that incorporates all indicators.

PERSONAL and SOCIAL DEVELOPMENT	1	2	3
Demonstrates a positive attitude for learning			
Participates meaningfully during instruction			
Prepares and organizes self, work, and materials			
Accepts and applies feedback to improve work			
Completes quality homework on time			
Works independently			
Works cooperatively with peers			
Perseveres through challenges			
Respects school property and the property of others			
Is kind and respectful toward others			
Demonstrates self-discipline			
Acts responsibly			

Progress Report Performance Key Descriptors

(used for the first two marking periods)

EE	<u>Exceeds Expectation</u> for this marking period
	The student exceeds grade level standards and expectations. Performance is characterized by the consistent, independent, and extended understanding of the standard.
ME	<u>Meets Expectation</u> for this marking period
	The student meets grade level standards and expectations. Performance is characterized by a comprehensive understanding of the standard with minimal assistance.
AE	<u>Approaches Expectation</u> for this marking period
	The student is progressing toward grade level standards and expectations. Performance is characterized by an inconsistent understanding of the standard and support is needed at times.
BE	<u>Below Expectation</u> for this marking period
	The student is not meeting grade level standards and expectations yet. Performance is characterized by limited understanding of the standard. Significant support is needed regularly.
NA	<u>Not Assessed</u> for this marking period
	The standard is not a primary focus of learning during the marking period.
*	<u>Modified Curriculum</u>
	The curriculum has been modified for the student and progress is based on standards that are different from grade level expectations.

Evidence Used to Evaluate Progress Toward Standards

Teachers collect evidence of student learning in a variety of ways: the following are just a sampling of what teachers use to evaluate progress toward grade level standards and expectations~

- Collection of daily work gathered over time
- Daily observation, conversation and information gathered during individual and small group instruction
- Ongoing informal and formal assessments

Teacher Comments

Teacher comments may address student strengths and areas for growth, both academic and behavioral, as well as individual student goals.

Q and A about Botelle's Progress Report

What is the purpose of the Progress Report?

The purpose of the progress report is to provide accurate information and feedback to students and their families on the student's progress towards achievement of grade level standards.

Why did Botelle School revise the Progress Report?

The shift to a standards based curriculum and learning targets required a change in the way children's progress is communicated. In addition, we wanted our progress report to consistently report progress on the most important skills in each discipline as they build in complexity grade to grade. Our revised progress reports are aligned from grade to grade, both in layout and skill.

How is progress reported?

Children's progress is reported in each content area and identifies achievement toward grade level standards for each marking period. The content areas are broken down into specific academic skills and align to the Common Core Standards. This provides parents with detailed information about the skills that their child has acquired and where he or she may need additional instruction and support. Comments also address students' strengths and areas for growth.

How will parents/ guardians know if their child is performing on grade level?

When a child meets expectation ("ME" on the progress report) for a standard they have achieved grade level expectation. Performance expectations change throughout the year. Therefore, one marking period your child could be exceeding expectations (EE) and the next marking period that could be meeting expectations.

If my child receives all exceeding expectation does that mean my child is above grade level?

When a child receives exceeding expectation they are consistently demonstrating skills at or above the highest expectation for that grade-level. It is our responsibility to challenge all students and we must differentiate instruction and content to meet individual needs.

How and when will parents/guardians receive the progress reports?

Progress reports will be sent home with your child at the end of each marking period and before parent and teacher conferences.

What can parents/guardians do if they don't understand the progress report?

Parents can talk with their child's teacher if they have specific questions about how to help their child. Conferences are scheduled to be a time to discuss questions. The principal can be contacted if you have general questions about the progress report.