



CHESTER-ANDOVER ELEMENTARY SCHOOL

72 Main Street
Chester, VT 05143
Phone (802) 875-2108 • FAX (802) 875-3998
E-mail: katherine.fogg@trsu.org

Katherine Fogg
Principal

Kevin Fay
Assistant Principal

Where Students
Soar

Principal Report 3/10/20

Celebrations and Happenings



On February 14th the Chester Rotary presented each first grade student with a personalized book. This has been a long-standing tradition and is always such a joyous occasion for our children.

GUIDANCE

Students used a Great Kindness Checklists to try to reach an individual goal of ten random acts of kindness for the week. The children worked very hard at being kind to their peers and to adults. Some chose to work on kindness projects in the library during their recess. In grades 3-6 we had a competition to see which class could do the most acts of kindness and Mrs. Cherubini's classroom was the kindest class. They will be going sledding to celebrate! As a whole school the students achieved over 2700 Kind Acts in one week. Thank you to all the students, staff, and parents who encouraged kindness.

THE CINDERELLA BALL

Students in 3rd Grade just completed a portion of their Cinderella Unit with the culminating activity - a Royal Ball! In their classrooms, they read multicultural Cinderella books as well as silly versions of the famous fairytale. They incorporated some geography as well as story elements with their learning. Classroom teachers then teamed up with the Unified Arts Team with a readers theater, glass slipper relay race, cinder clean up and of course, dancing! Students have worked this week on an opinion writing piece around their favorite Cinderella book. Upon returning from Winter Vacation, students were tasked with writing their own Cinderella retelling.



FIELD TRIPS

Our 4th graders took a field trip to The Vermont History Museum in Montpelier which is a great place for students to discover over 400 years of Vermont history.

Kindergarten Winter Sports Program on a field trip to Taylor Farm



OUTDOOR EDUCATION WITH JAMIE MALOOF

Ms. Gilmore's class has been learning about rivers in terms of where they start and where they flow to. We discovered, through science investigations, that rain falls onto mountain tops which creates small streams that join larger rivers and eventually lead to oceans.

Ms. Jamie Maloof and her son Arlo visited our classroom to show us a watershed topographic map of all the rivers in the Brattleboro area. We then went outdoors, split up into groups, and followed upstream and downstream the river behind our school. Along the way we observed animal tracks, plants, tree growth, and discussed why some parts of the river flowed faster than others (rocks, gravity, elevation, etc.). We reflected on our observations of the river around a warm fire that Jamie's son Arlo built for us. Thank you Jamie and Arlo for your knowledge and support in further investigating our river exploration!



PROFESSIONAL DEVELOPMENT

Last Thursday afternoon when the students were away for Winter Sports, Kevin Fay and I facilitated a data dive. We compared the behavior data from our SWISS program over the past few years and asked three probing questions.

· What do you notice? · Is there a challenge? · Is there a takeaway?

Discussion took place in small groups and then we reported out about ways we could document all behavior with more fidelity.



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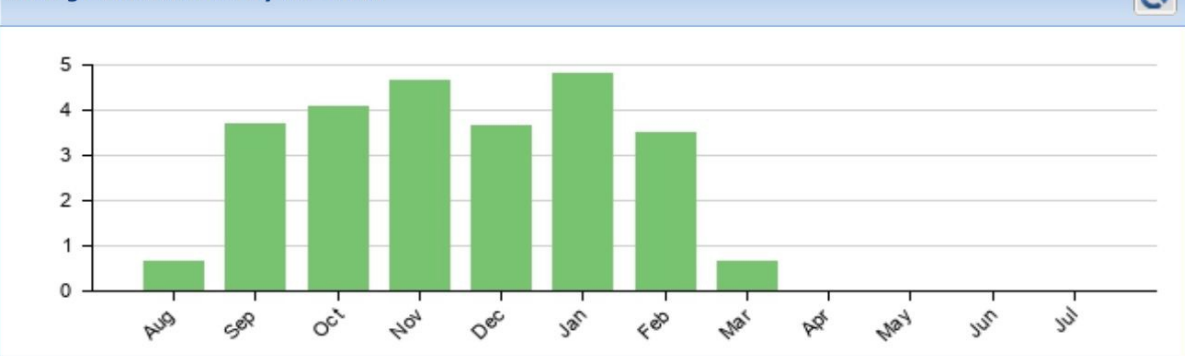
Student Count as of 3/10/20

K	17 & 17	34
1	20 & 21	41
2	23 & 23	46
3	13 & 14	27
4	18 & 17	35
5/6	14, 15, 15, & 13	57
	Total Students full time	240
	Total students part time	3

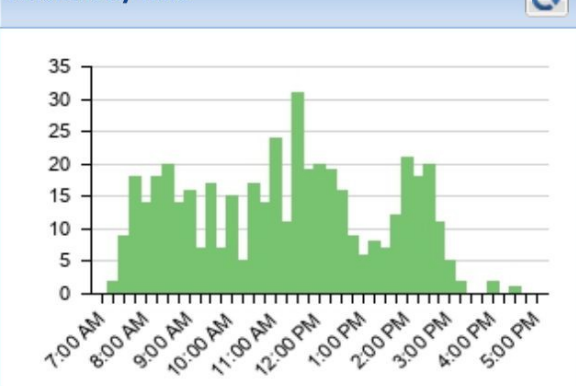
UPCOMING DATES

3/12-3/13 Parent Teacher Conferences, Noon Dismissal
 3/14 Glow Ball
 (K-3rd: 3:00-5:00 p.m. & 4-6th: 6:00-8:00 p.m.)
 3/14 PTG Glow Ball
 3/20 In Service – No School
 3/26 Trip to GMUHS to see Annie
 4/8 CAES Production of Peter Pan
 4/22 VSO Performance

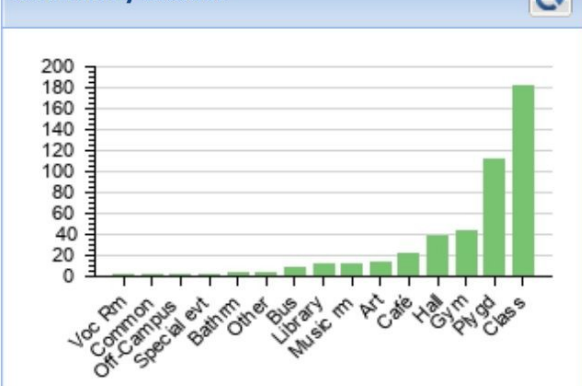
Average Referrals Per Day Per Month

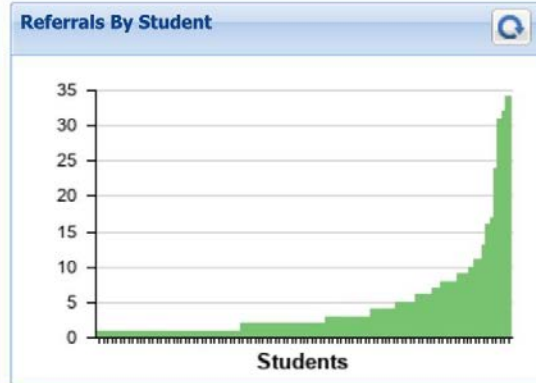
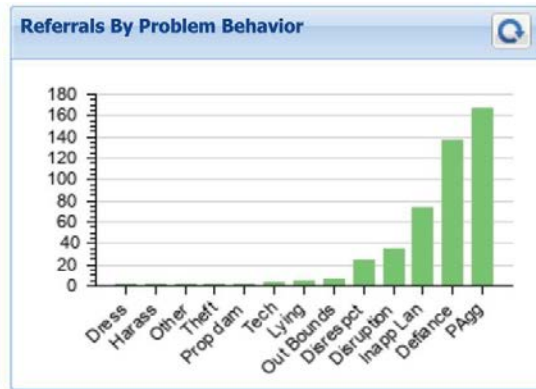


Referrals By Time



Referrals By Location







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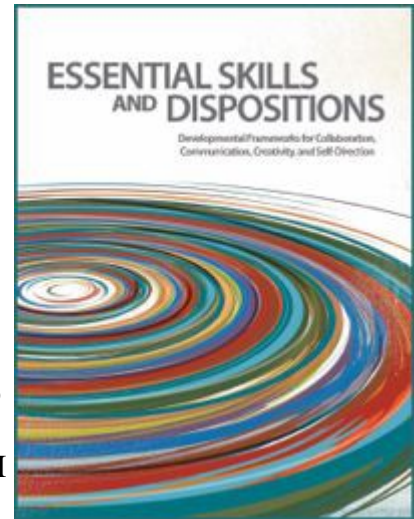
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Teaching Perseverance and Grit

~written for the TRSU Blog

During the past decade or so educators have been using a collaborative framework written in 2012 called Essential Skills and Dispositions to guide our work in helping students be successful. This set of developmental frameworks was created to facilitate discussion within communities of practice and to enhance a shared understanding of the dynamic nature of four essential skills – collaboration, communication, creativity, and self-direction in learning.



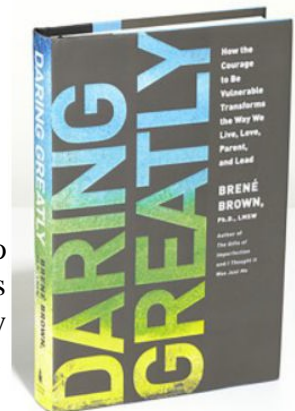
My mind is consistently drawn to the idea of finding new ways to help students understand self-direction. It is very closely tied to our current use of goal setting and personalization with students. I believe we need to focus heavily on the need for students to embrace the uncomfortable feeling of working through a difficult problem. We must encourage them to keep working without giving up or asking for help until they have exhausted all possibilities. When I was growing up we called it “stick-to-itiveness.”

Grit comes from a combination of effort, passion and commitment or perseverance toward a goal. Most of what I have read about grit is that it isn't a fixed trait. It can be fostered by providing an optimistic environment that emphasizes a Growth Mindset. I believe grit and perseverance are two of the most important social skills we can teach our children to help them be successful, self-directed learners.

“Perseverance is failing 19 times and succeeding the 20th.”

Julie Andrews

I have read a multitude of books during the last thirty-five years of my career on the topic of what students and adults need to be successful. My favorite is Daring Greatly by Brené Brown. In her book and throughout her Ted Talks, Brené explains the connections of vulnerability, courage and perseverance. The gist of her research is that we all need to be vulnerable (willing to take risks and fail no matter what others think), have the courage to think differently and try new things, and persevere no matter what difficulty comes our way. My take-away from her research is that we need to be purposefully teaching these skills to our students every day and providing enriching opportunities for students to struggle toward success.



“We can do anything we want to do if we stick to it long enough.”

Helen Keller

SAFE • ON TASK • ACCOUNTABLE • RESPECTFUL

A few months ago I was invited by Amy Hamblett to join the Springfield community band. I was resistant because I hadn't played my flute in fifteen years. She talked me into going by offering to drive and promising me it would be joyful. Well I can tell you there has been a lot of vulnerability, perseverance, and grit involved! There is no hiding your mistakes when you sit inches away from your section mates in a band. Being part of the flute section also means sitting right in front of the conductor who also hears all of our mistakes very clearly. I have been practicing diligently to re-learn some very difficult fingerings and to get my endurance back. My finger muscles have been really sore and I have continually reached the point of frustration every



time I have practiced. I made the choice to persevere and to play my very best by the time our concert comes around in April and so I am slowly becoming comfortable in the uncomfortable place of “struggle”. Amy was right, along the way it has become very joyful to make music with an amazingly talented group of musicians! I am also finding joy in the progress I am making through hard work and grit. As an educator it has been fascinating to be sitting in the learning seat and to be thinking about how our students feel during the learning process.

Last year, our fourth-grade teachers, Sara Metzler and Kathy Cherubini, performed an inquiry cycle to study the effects of directly teaching students to “stay in the struggle” of difficult math problems. As educators we know that this is the place where real learning takes place. Sara and Kathy gathered data around the time students spent on difficult math problems and then spent time teaching them that the feeling of struggle was a good thing. It is what makes you self-reliant and builds self-esteem. It’s hard and it’s messy, but in the end it’s where learning and growth take place. Once the students clearly understood the concept, and that everybody struggles, they began to spend more time working on the problems at hand rather than giving up or asking for help. The teachers were able to gather data to show that increased time “in the struggle” improved student performance.



A couple of weeks ago we had our school GeoBee (an annual Geographic Bee). After the event I went up to one of the younger participants who didn't make it to the last round. I congratulated him on his courage and content knowledge and he was quick to tell me that he was excited to know he has two more years to study and two more chances to reach his goal of winning the Geo Bee. I couldn't have been any prouder of him in that moment, knowing that he possesses perseverance and grit at such a young age!



Katherine Fogg
Chester-Andover Elementary School Principal