



INTEGRATED ARTS ACADEMY

where children come *FIRST* and the *ARTS RULE !!!*

IMPORTANCE OF PARENTS

We view achievement beyond grades and test scores, placing equal emphasis on the importance of a child's social, emotional, and intellectual learning and development. We do this by explaining school rules through cool tools, using social skills curriculums, using responsive classroom and other measures.

One strategy to ensure the best development of our students is parent engagement. Parent involvement is usually established by the school and its staff to bring parents into an already established discussion or program. Engagement is different. Parent engagement allows ideas to be

elicited from parents by school staff in the context of developing trusting relationships. More parent energy drives the efforts because they emerge from parent/community needs and priorities.

There are two ways we are trying to establish this engagement. I attended my first PTO meeting as the school's new co-principal. My idea for presenting in the PTO meetings is to open my ears. I hope to provide a forum for parents to present concerns, ideas and questions. We won't answer all that evening, but it's important to develop that rapport. Also, through

the support of the PTO, we are establishing a Parent Advisory Group, to closely examine the issues raised. I would urge parents, if you do not already, to attend the PTO to begin developing this engagement. I would also urge, if you do attend regularly, to reach out to other parents to prompt and support their attendance. The PTO and this school benefits from active and representative parent engagement. Thanks for your efforts and continued commitment to your children and the IAA.

All the Best,
Mr. Bobby

IAA News

January 19, 21012



Quote of the Week

An arts education helps build academic skills and increase academic performance, while also providing alternative opportunities to reward the skills of children who learn differently.

[Gavin Newsom](#)

Second Grade Stuff

Second Grade has been learning to make inferences about characters in a series of books. Through theatre activities they have been acting out the traits that are most important to each character. They're learning to write paragraphs about different

characters that they are studying in reading groups. The theatre activities help students focus on expression and speaking in a voice loud enough to be heard.

During math we've been focused on geometry. We've been learning

about faces, edges, vertices of two and three dimensional shapes. We've been working on symmetry and finding the area of shapes.

Hearing Voices in the Library?

In the library Ms. Amy has been excited to have the opportunity to really try out some of the things she has been learning at UVM's "librarian school!" We have started the new year by thinking about the big idea of **VOICE**.

In kindergarten, first, and second grades, we have considered how we can use **pitch** (*high, low*), **volume** (*LOUD, quiet*) and **tone** (*sad, happy, angry, surprised*) to change the way our voices sound. We have then practiced using these different voices by reading together some funny stories by

favorite author Mo Willems like Don't Let the Pigeon Drive the Bus and My Friend is Sad.

In the older grades, we've taken a slightly more serious focus on this important topic by asking ourselves "What do you use your voice for?" and "Why is it important to have a voice?" In third and fourth grades Dinner at Aunt Connie's House by Faith Ringgold offered the voices of twelve strong and influential African American women (including familiar names like Rosa Parks and Harriet Tubman in addition to less well known ones like Madam CJ Walker and

Fannie Lou Hamer) as they speak to us from their portraits. We will soon learn more about two of these women who used their tremendous voices to sing. When we read When Marian Sang and Bessie Smith and the Night Riders, it will be accompanied by their actual singing courtesy of the on-line music source Rhapsody.

If you had the good fortune to be able to join us for our school-wide Martin Luther King Jr. celebration, you saw the results of the work the fifth grade has done to translate the powerful voice of that great man into sign language.

Of course, we didn't choose to sign silently because those were words we wanted to both feel *and* hear.

The only problem with integrating the arts in the library is that it is next to impossible to keep things quiet. Oh well!!!



Second Grade News

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UVM/CFES MENTORING PROGRAM AT THE UVM CAMPUS

The CFES (College For Every Student) mentoring program gets started this weekend when on January 22, some 4th and 5th graders will venture up to the University Campus with Mr. Lane.

There they will have a tour, eat lunch in the dining hall (a real favorite) and attend a women's basketball game. As it stands we have 25 students matched up with UVM student athletes similar to last year's great volunteerism shown by the CFES program. During the course of the school year, there will be more opportunities such as we will enjoy this Sunday.

Also, on January 26, students having CFES mentors and their parents will be invited to the IAA for an evening of pizza and refreshments and this event gives

the parents a chance to meet the UVM/CFES mentors who they otherwise may not get to know. Information on this will go home soon.



Drive Safely

According to the National Highway Traffic Safety Administration (NHTSA) the leading cause of death among children 4-14 is motor vehicle crashes. They offer these guidelines to help parents choose the correct vehicle restraint for each stage of their child's development.

The 4 Steps are:

1. Rear-facing infant seats from birth to at least 1 year old and at least 20 pounds.
2. Forward-facing toddler seats from age 1 and at least 20 pounds to about age 4 and at least 40 pounds.
3. Booster seats from about age 4 and 40 pounds to at least age 8, unless 4'9" tall.
4. Lap and shoulder safety belts at age 8 or older or taller than 4' 9".

At around age 4, when most children outgrow their forward-facing harness restraints, they do not yet have the physical development to correctly use the adult safety belt

system. Adult safety belts do not fit small children correctly; a child placed in one is at high risk for abdominal, spinal, head, facial, neck, and other injuries. A booster seat offers the best protection for children until they are large enough to use vehicle seat belts properly. In the past a child's weight was the determining factor for moving to the next stage. Research has shown that a child's age and height were far more reliable in making this decision.

To be safe, children must stay in booster seats until the adult seat belt fits correctly. To judge if the adult belt fits, take the 5 step test.

1. Does the child sit all the way back against the auto seat?
2. Do the child's knees bend comfortably at the edge of the auto seat?
3. Does the belt cross the shoulder

- between the neck and arm?
4. Is the lap belt as low as possible, touching the thighs?
5. Can the child stay seated like this for the whole trip?

If you answered "no" to any of these questions, your child still needs a booster seat.

Often, children are moved too early to vehicle safety belt systems designed for adult passengers. The reason that children should remain in the back seat until at least 13 years old, is that their immature bones can't support the air bag pressure, which explodes at 250-300 MPH in the front passenger seat. Our **Vermont law**, requiring booster seats until the age of 8, is a *minimum standard. Keeping the highest standards will ensure that your child is as safe as possible.*

IAA News

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"Come to the edge, he said.
They said, we are afraid.
Come to the edge, he said.
They came. He pushed them
and **they flew**.
-French poet and art critic
Guillaume Apollinaire

Integrated Arts Academy at H.O. Wheeler

"Academic Excellence Through The Arts"



Mission Statement

The mission of the Integrated Arts Academy at H.O. Wheeler is to explore academic knowledge through intentional art experiences. Our richly diverse community collaborates and celebrates the world through meaningful learning and creative self-expression as we prepare students for success in the 21st Century.

January Calendar

January 23th—12:00 Flynn Center for the Performing Arts

IMAGINOCEAN Pre-k, K, STEP classes

January 24th—Burlington School Project Informational Meeting

6-7 pm IAA cafeteria

January 25th—

January 26th- UVM Mentor/Student Dinner (details to follow)

January 27th—

January 28th—