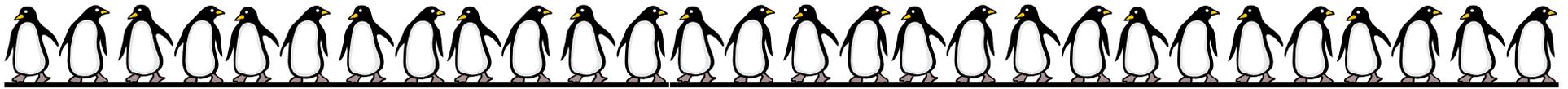


# Burns Park Press - April 2009



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## Burns Park Mission Statement:

All of our children will become confident, secure, caring individuals of a diverse community who are lifelong learners and achieve personal success.

## Check out the PTO websites:

<http://www.burnsparkpto.org>

and Penguin Talk :

<http://www.burnsparkpto.org/confer/>

## Calendar of Events

- 
- Wed, Apr 1: **Math and Science Night**
- Fri, Apr 3: **Burns Park Movie Night**
- Mon, Apr 6: **4th Grade Camp Parent-student orientation, 6:30 pm**
- Tue, Apr 7: **1st & 2nd Grade Concerts**
- Thu, Apr 9: **Spring vacation begins at end of day**
- Thu, Apr 9: **Burns Park Green Energy Association Mtg at school 7pm**
- Mon, Apr 20: **School resumes**
- Apr 22-24: **4th Grade Camp**
- Thur, Apr 30: **PTO Meeting, 7 pm**  
Free childcare in gym
- Thu Apr 30: **Check Lost & Found**
- Sun, May 3: **Burns Park Run**
- Thu, May 7: **5th Grade Original Composition Concert**
- Wed, May 13: **Incoming 6th Grade Orientation at Tappan**
- Wed, May 20: **Ice Cream Social, 5:30-7:30**

**Math and Science Family Night** is scheduled for Wednesday, April 1, from 6 to 8 PM in the auditorium. Burns Park families are invited to an evening of fantastic, science based fun. Educators and families love this casual, self directed evening of fun. Children of all ages are welcome with a parent. This event is a success each year because of Burns Park volunteers like you. Math and Science night requires 20+ volunteers. If you are able to help out during Math and Science Family Night contact Steven Swaney at [steveswaney@gmail.com](mailto:steveswaney@gmail.com).

**Please join us for Burns Park Movie Night** featuring "Ratatouille." We look forward to seeing you at the first-ever Burns Park movie night on Friday, April 3, in the Burns Park auditorium. We'll be showing Disney's "Ratatouille," the funny and family-friendly animated movie about a rat who dreams of becoming a great chef. Doors open at 7 pm and the movie will start at approximately 7:15. We're suggesting a \$1 per person donation at the door to benefit 5th grade graduation, and our fabulous 5th graders will also be selling concessions. Feel free to bring a blanket or pillow and join us for an evening of fun! (Parents, please make sure your kids will be supervised by an adult during the movie. Unfortunately, we can't provide supervision for drop-offs.) Hope to see you there!

## From our Principal

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Dear Families,

As the warm weather arrives, the staff and I want to take this opportunity to thank you for all of the time and energy you have spent volunteering at Burns Park this year. On behalf of the students and staff, we thank you! To show our appreciation, we invite you to a **Volunteer Appreciation Breakfast**. The breakfast will be from **8:20 to 8:45 on Thursday, April 30**, just prior the start of the school day and on the date of the April PTO meeting. We're trying a before school gathering in hopes of encouraging more of you to attend. Burns Park School is a better place to learn because of the extra pair of hands you each so generously provide. Please join us for a light breakfast and some warm conversation.

### Construction Update

The addition is complete and Ms. Monts, Chappuis and Ambrosino's classes have moved in. The first graders were delighted! Peeking in on them reminded me of the first day of school.

Two of the rooms vacated by the 1st grade teachers have been painted and Ms. Kim moved her 2nd graders from the 3rd floor to her freshly painted (finished Friday night, moved Saturday) new room. Ms. Walters plans to move prior to spring break. A special thank you goes to the families that helped the custodians and teachers move on the past two Saturday mornings.

The reconstruction of the 3rd floor classrooms and the installation of the lockers are set for this summer. The 6 small rooms on the 3rd floor are

being remodeled into 4 child friendly rooms. As part of the district wide update of all kindergarten classrooms, rooms 209, 213 and 103 will get new cabinets this summer as well. Ms. Cramer will be moving into room 103, Ms. Page (music) into room 120. Mr. Staples (3rd) will move into room 110 and the computer lab will move to 303.

Next fall we'll see 1st, 2nd, 3rd and one Kindergarten class on the first floor, Kindergarten on the 2nd floor, and 4th and 5th on the 3rd floor. We are all anxiously waiting for these improvements to be complete next fall.

### Teacher Appreciation Week

May 3 -7 is National Teacher Appreciation Week—a time set-aside for us to honor and celebrate the professional educators at Burns Park who give so generously to all of our children. Please take a moment to thank your child's teachers for all they do for the Burns Park community. A note or picture is always appreciated. Bus drivers, food service, noon hour supervisors, secretaries, teachers, child care providers, crossing guards, support staff, teacher assistants, custodians all enjoy positive feedback. Thanks for remembering them that week.

### Class Placements

Although most parents feel comfortable leaving the class placement of their children up to the judgment of the Burns Park Staff, if you want to share some specific information about your child, please remember that your input is due by Friday, May 1st. A separate letter for each child is required. Please

understand, however, that these requests will be honored as part of a process that builds a balanced class of students. Specific teachers cannot be guaranteed.

At this time it looks like teachers will be teaching the same grades they taught this year. We have been approved to add an additional teacher for the 2009-10 school year. It looks like this teacher will be at the 4th grade level.

### How do the Burns Park teachers differentiate instruction?

At this time of year, I often get asked this question. How do we meet the wide range of individual needs of our children in the classroom? Balanced Literacy is the format that the Ann Arbor Public school uses to differentiate instruction in reading and writing. The term refers to a set of instructional literacy practices, which encompass methods for teaching to the whole group, small groups, and individuals according to need and interest. Indeed, any effective instruction is characterized by differentiation!

Language processes are reciprocal; that is to say that knowledge and skills in reading promote similar knowledge and skills in writing. Words are the currency that a writer and reader exchange. Understanding of the phonetic principal, semantic and morphological understandings such as word-part meaning, grammar, spelling and punctuation need to be included in an effective and balanced literacy program.

## ... more from our Principal

Finally, the understanding of balance also applies to the gradual release of support from the teacher to the learner as skills become more proficient and the learner becomes more independent.

Teachers understand the need for instruction, which is targeted to the whole class. *Whole-group* instruction occurs most frequently in mini-lessons, which usually require 5-15 minutes and are: carefully defined and understood by all or most students, often include modeling a specific text example or explicit principle, and/or apply the principal of an authentic reading or writing activity. Within the whole group instructional format differentiation occurs through effective questioning techniques that include “higher order thinking skills” and are targeted at specific students for specific reasons.

*Small-group* instruction occurs with 6 or fewer students and is delivered according to assessed instructional need. The teacher is able to understand the proficiency level of each learner and forms groups according to similar needs. The configuration for the group is intended to be short-term and flexible in order to increase or extend as students gain proficiencies.

Differentiated small-group instruction is accomplished using guided reading and guided writing: delivered in segments of 20 to 30 minutes while the rest of the class is engaged in meaningful and authentic reading and writing activities.

Instruction also incorporates *one-on-one* teaching within the instructional setting. Brief, conferring conversations within the reading and writing

workshop are delivered by the teacher according to the student’s assessed and specific needs and occur in a “just in time” manner.

Teachers confer with students across the achievement continuum in order to assure continual progress for all students. The overriding principal of differentiation is best understood through the lens of “scaffolding”, the *gradual release of responsibility* of the reading and writing process from the teacher to the learner.

The concept of “scaffolding” is central to the Balanced Literacy Model. It comes from the work of Gallagher and Person. It builds upon the work of Lev Vygotsky, a Russian psychologist. Vygotsky asserts that learning is constructed through social interaction with a more capable teacher or peer.

Vygotsky also gives us the concept of the *zone of proximal development*. This is defined as the maximum level of development the child can reach with assistance in carrying out a specific task. Learning activities, which take place within the child’s *zone of proximal development*, assure that maximum learning takes place. The dynamic interplay between student and teacher is key. If the zone isn’t “just right”, students may report that they are bored or frustrated.

The gradual release of responsibility can be seen in the kinds of activities the teacher leads in reading acquisition. *Read-alouds* are at the top with respect to teacher control. Here the teacher models aspects of literacy the reader is not yet proficient in. With *Shared Reading* the teacher begins to relinquish control of some aspects of the reading process, always striving to provide support within the child’s zone of

proximal development. The child begins to share the text with the teacher. During *Guided Reading*, the teacher provides explicit teaching and demonstrates some component of the reading process as she works with the child in a small group setting. The child soon begins to attempt the task on his own. The teacher is near to provide support through explicit teaching interaction when the child falters. Finally, during *Independent Reading*, the child applies what he has learned during these activities with a text that is “just right” for him, that is, within his zone.

The “art” of teaching is highly evident in this model of Balance Literacy as the teacher must be a careful observer of her students so that she is aware of when to offer support and when to step back and let the child continue on his own. She understands what explicit teaching the child needs at any given point in time.

The same model is evident in writing. Through *Modeled Writing*, the teacher demonstrates some aspect of the writing process as the children watch. Through *Shared Writing*, the responsibility for composing and creating the text is shared between the students and teacher. In *Guided Writing*, the teacher works with a small group of students with similar needs and provides explicit teaching while remaining close by for immediate feedback.

Finally, during *Independent Writing* the child has the opportunity to practice and apply the techniques and skills he has been taught in whole group and small group settings.

## ... more from our Principal

Continuous assessment informs instruction. In order for the apprenticeship model to be effective, the teacher must know precisely what reading/writing behaviors the child controls, and the next instructional steps for growth. Assessment information is garnered daily from running records, reading response journals, conferring conversations, guided reading discussions, and examination of writing samples. Teachers gathering evidence to inform the two most important questions: "What does this child know about being a reader/writer? And "What does this child need to learn/do next as a reader/writer?" The teacher can always answer these questions from the notes and records she keeps on each child.

The cycle of teaching, evaluation, and using this information to plan for the next lesson/instruction provides teachers with the necessary information to differentiate instruction and make sure they are teaching each child within their zone of proximal development.

Educationally yours,  
Kathy Morhous

### **Ann Arbor Public Schools Non-Discrimination Policy:**

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, height, weight, marital status, or disability. The Ann Arbor Public School District will provide reasonable aids and accommodations to individuals who desire information regarding the education of District students.

## From our PTO Presidents

Thanks so much to everyone who came to our March PTO meeting...we had our biggest turn out ever thanks to all who attended to listen to Nathan Ayers from the Burns Park Green Energy Association. Nathan gave a very informative presentation about local sustainability, alternative energy and certifying Burns Park Elementary as a "Green School". Allen, Bach and Mitchell Elementary Schools all have received the Green School Certification by the State of Michigan; additionally, a number of others schools are seeking certification in 2008-2009. The District encourages all schools to look into becoming certified as a green school. This initiative, involving building staff, parents and students, can be a PTO project, a class or grade level project or a service club project. Please visit, <http://www.lawmasc.net/greenschools.htm>, for more information on obtaining certification; Ann Anglim ([anglim@aaps.k12.mi.us](mailto:anglim@aaps.k12.mi.us)) coordinates with the District administration to provide support to individual schools during certification.

We also talked about the Burns Park Summer Learning Program (SLP). This summer grades K-4 will be participating in the SLP; ALL students in these grades will receive a grade level *Summer Learning Workbook* and a *Family Guide to Summer Learning*. Participation in the program is voluntary; students who complete 50% or more of their workbooks will be honored in the fall. Our school received a \$750 grant from the Ann Arbor Public Schools Educational Foundation to support the Summer Learning program; this grant will be

combined with a \$500 Golden Apple grant from the PTO. Unfortunately, the combined grants are not enough to cover the full cost of the Summer Learning program; later in the year, parents will be asked to donate \$10 to help support the program. The PTO voted to cover any overage not funded by the grants and the parent donations. There will be a parent meeting in May to answer questions and a kick-off student assembly in early June.

Looking ahead, we have many exciting events planned in the coming months, and many opportunities to volunteer and get involved...the Burns Park Run, Ice Cream Social, Walk & Talk and grade level concerts to name just a few. We are also planning a special Art tour to take place before the April PTO meeting...details to come soon.

In the meantime, enjoy the warmer weather and Happy Spring!

*Elizabeth DeRose, PTO President*

[ederose@comcast.net](mailto:ederose@comcast.net) or 677-0882

*Lynda Norton, PTO President-elect*

[lnorton@okno.com](mailto:lnorton@okno.com) or 761-1478

## Burns Park Run

Sunday, May 3, 2009, 8:30am

Burns Park Elementary's biggest fundraiser for the PTO!  
More parent volunteers needed!

The 30th running of the Burns Park Run is coming up! Please visit <http://www.burnsparkrun.org/> for details about online and paper registration, times for the different events, and a link to our volunteer page. The Run requires nearly 100 volunteers from the school. Most tasks will allow you to run on race day and require a time commitment of only 2-3 hours. **Please consider giving your time to help raise the funds that support educational activities for all of our children.**

Questions? Contact Jackie Dalton at 747-6952 or [a2boss@gmail.com](mailto:a2boss@gmail.com).

## Spring Walk and Talk

Walk & Talk is an activity where the students gather to walk or run with each other around a specified loop at Burns Park. The kids earn "toe tags" for a certain number of loops around the park and really are motivated by the fresh air, conversation with friends, and the encouragement of the parent volunteers. We had a great turn out this Fall & are looking forward to many kids joining us to prepare for the Burns Park Run on Sunday May 3, and also to help those kids participating in the Mini Martian Marathon to conclude their 26.2 miles.

We are planning to start up on Monday, March 30, weather permitting, and are in need of some parent volunteers. If you can help out on Mondays, Wednesdays, or Fridays during lunch time (from 11:15 to 1:15, or any portion of that time frame), please contact Courtney ([csimon1974@yahoo.com](mailto:csimon1974@yahoo.com)) or Leslie ([jlsapp@comcast.net](mailto:jlsapp@comcast.net)). This wonderful activity cannot take place without your help. If you cannot commit to a weekly shift, please consider stopping by when you can to walk & talk with the kids. Great conversation is guaranteed!

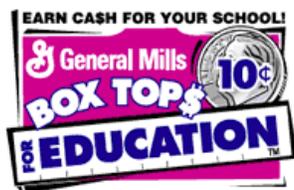
## Ice Cream Social

YEA! It is almost that time again for the 2009 Ice Cream Social, to be held Wednesday May 20, from 5:30 to 7:30 pm. Rain date is the following evening, Thursday May 21.

We are in need of an energetic volunteer to chair the Pizza Table and the Dessert Table, so anyone willing to give it a try please contact any of the co-chairs, Jane Wood, Kathy Cramer or Rachel Seel – all listed in the directory. There are great step-by-step instructions, so no experience necessary – it is truly a lot of fun!

## Box Tops for Education

We will continue collecting Box Tops for Education this year. This program augments our Library Media Center budget. If you already use these items, you can help. Clip and save Box Tops logos from participating products. Then, turn in your Box Tops logos to the designated orange box in the Library media Center. I will mail them to General Mills. They, in turn, will issue a check to our school. Last year, we earned over \$300! Let's keep it up. Each Box Top is worth ten cents and we can earn up to \$20,000 this year! Thank you!



## Under-resourced Students in AAPS Need YOUR Help!

The popular saying “it takes a village to raise a child” is being made a reality by the Village Fund Initiative (VFI) of the Ann Arbor Public Schools Educational Foundation (AAPSEF). As a result of increasingly difficult economic times, the levels of poverty and homelessness in Ann Arbor have risen and in turn the number of students receiving free and reduced lunches in the Ann Arbor Public Schools has soared to over twenty percent. Because of their financial need, these students often do not have the warm clothing and school supplies that they need; nor are they able to participate in the daily school activities most students and their families take for granted, such as: school pictures, yearbooks, field trips, book orders, spirit wear, birthday treats, big school projects and school functions.

Social exclusion and the associated feelings that arise when a student is unable to participate in day-to-day school activities are detrimental to the academic success of that student and to the success of our schools in general. Children who feel included and accepted in their school community will have increased educational success which in turn will lead to individual independence, reduced social costs and regional economic success. Additionally, when students are involved in their schools in a meaningful way, their families are more likely to be involved as well. **The VFI is committed to the vision that no AAPS student should experience social exclusion because of financial need.**

Many elementary PTO’s already address the needs of the low-income students at their schools. The Burns Park PTO supports our under-resourced families by promoting a school community that recognizes and accepts differences, teaching conflict resolution, providing warm clothes and school supplies as needed, negotiating with the picture company for free pictures and yearbooks, paying for field trips, providing vouchers for book sales, providing free tickets to the ice cream social and providing free transportation to and from the school for parent-teacher conferences and school events. The VFI strongly encourages all AAPS elementary PTO’s to look at their current budgets and reserve funds to determine how they can best meet these needs in their own schools

The VFI recognizes that some AAPS PTO’s may not be able to meet these needs internally and for this reason has established the “Village Fund” with the AAPSEF. This fund is a simple mechanism that promotes social inclusion district wide by accepting monetary gifts and “passing them through” to PTO’s that qualify for assistance. The VFI’s first grant cycle, ending January 2009, offered grants to elementary schools with more than 20% of the students receiving free and reduced lunch. At the end of the grant cycle, four elementary schools received grants between \$500 and \$1,000 to support social inclusion. The VFI will have a second grant cycle in the spring of 2009. The VFI committee actively solicits donations to this fund from PTO memberships, special fund collections, individual citizens, community/private foundations,

vendors and local businesses.

**We need your help to continue this valuable initiative for under-resourced students in the Ann Arbor Public Schools!** Please make a donation today – any amount will help! You can donate on-line at [www.aapsef.org](http://www.aapsef.org) or mail a check made out to AAPSEF to: AAPSEF, 2555 S. State, Ann Arbor, MI, 48104; please indicate that your donation is for the Village Fund.

If you have any questions please contact any one of the VFI committee members. Thank you in advance for your support.

### **Village Fund Initiative:**

Joan Doughty, [joandoughty@juno.com](mailto:joandoughty@juno.com) (grant committee member),

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LeeAnn Dickinson-Kelly, Marla Goldstein, Pat Jenkins, Liz Margolis and Karla Rice

## Limit Junk Foods, Increase Activity To Combat Childhood Obesity

Why are kids getting fat? Two reasons: eating the wrong foods and lack of physical activity.

"Kids are prone to displace healthy foods with junk foods," said Vitolins, a nutritionist and registered dietician. "They hear and see lots of advertisements for foods that have few nutrients and are loaded with sugar and salt."

Vitolins, assistant professor of public health sciences (epidemiology) said, "If your child infrequently consumes small amounts of junk food (once or twice a week), there's no need to worry. However, if this is a regular event, start changing that pattern slowly, and the sooner the better."

She suggested a number of specific steps.

1. Don't buy junk foods, even for yourself: What's on the kitchen shelf is what your kids are going to eat. "You need to set the standard of healthy eating at home," she said. "A great side effect is that you eat healthier too!"

2. Have fruits and vegetables cut and ready to eat. "Children are not going to go to the effort of washing and cutting them up for themselves," Vitolins said. "Take the extra time in the morning to prepare fresh fruits and vegetables for your children to snack on. Let your children know where they are in the refrigerator and see what happens."

3) Allow your child to select a new "healthy" food to try. "Many times children won't try healthy foods because they aren't part of the process of selecting them," she said.

But kids are getting fatter even when eating only healthy food, because they are not moving enough to burn the calories they consume. "Extra calories from any foods (healthy or unhealthy) mean extra pounds," Vitolins said.

What is a parent to do?

1. Reward good behavior with trips to the park rather than snacks
2. Engage your entire family in regular physical activity. Start by taking walks after dinner.
3. Set limits on the amount of television your family watches. If you turn off the television, your children probably will go outside and play.
4. Limit computer games and time on the Internet

"Every summer our television had 'reception problems' when I was young," said Vitolins. "My ingenious father told us when we were older that he disconnected our TV antenna to get us outside! My sisters and I have very fond memories of those summers!"

-Debita Graham

## Michigan Tobacco Quit Line Offers Free Nicotine Patches, Gum or Lozenges While Supplies Last

LANSING - The Michigan Tobacco Quit Line is now offering free nicotine replacement products for people who want to quit smoking or chewing tobacco. People who want to take advantage of the program can call the Quit Line at 1-800-QUIT-NOW (784-8669), which is available 24 hours a day, 7 days a week.

"Callers using nicotine replacement therapy (NRT) along with proactive counseling, such as the telephone-based service like 1-800-QUIT NOW, can increase ones chances of becoming smoke free by five times the rate of someone quitting cold turkey," said Dr. Greg Holzman, chief medical executive for Michigan Department of Community Health. "Providing access to free NRT during this promotion will greatly enhance MDCH's mission to take steps to prevent disease, promote wellness and improve quality of life."

The program will provide up to an eight-week supply of nicotine patches, gum or lozenges to tobacco users who are age 18 years old and older and meet basic health requirements. The free program is available to all callers regardless of income or insurance status. The nicotine patches, gum and lozenges are available now through April 30 or while supplies last. The products are provided on a first come, first served basis.

To be eligible, callers must enroll in cessation services with the Michigan Tobacco Quit Line at 1-800-QUIT NOW. When Michigan residents enroll with the Quit Line, they will receive a personal coach who will assist them in setting a quit date and making an individualized quit plan. The personal coach also will provide on-going support with up to five telephone coaching sessions around the caller's quit date.

The Michigan Tobacco Quit Line has received more than 58,000 calls since it was launched in October, 2003. The Quit Line offers both English and Spanish-speaking counselors, as well as interpretive services for a wide variety of languages. For more information, call 1-800-QUIT NOW or go to [www.michigan.gov/tobacco](http://www.michigan.gov/tobacco).

## Thanks a Million!

Many, many thanks to...

- ◆ **Rachel Erdstein, Kelly Fennell** and the **Friends of the Library committee** for organizing this year's March Is Reading Month activities...Camp Read-A lot was enjoyed by all of the students!
- ◆ **Meg Wallace, Liz Phillips** and **Ellen Janke** for running our Note card Fundraiser.
- ◆ **Jenny Jalet** and **Carole Durgy** for organizing our Special Interest Fair...and thanks to all who participated!
- ◆ **Helen Starman, Cynthia Page** and **Violet Souweidane** for helping with all of our Multicultural Focus activities
- ◆ All of the **parent volunteers** who helped with the grade level concerts
- ◆ **Patricia Silverman**, for baking her delicious cookies for our March PTO meeting!

Elizabeth DeRose and Lynda Norton

Free guinea pigs to good home! Two fat, happy, lovable guinea pigs complete with big cage and all the accessories need a nice home with caring children. We are leaving end of April and have to leave them behind. Two females, good friends to round out a family. Please contact Stephanie at 734-883-6253.

## Burns Park Press Submissions

This newsletter is published monthly by the Burns Park PTO. Contributions from teachers, staff, parents, and students are welcomed. Articles can be sent via email (preferred) or placed in the BP Press box in the office. Articles for the May 2009 issue are due no later than **Friday, April 24**. Late submissions may not be included. Any questions, comments or suggestions about the Press are welcome!

Anne Gilbert, 657-7121 or [AGilbert@Surovell.com](mailto:AGilbert@Surovell.com)

## Burns Park Press Advertising

**Display Ads:** We welcome ads for companies and services of interest to our Burns Park community. 1/8 page ads are \$35/ issue or 3 months for \$100. 1/4 pages ads are \$70/issue or 3 months for \$200.

**Classifieds:** Classifieds are to be used by the families of the Burns Park area to sell/buy personal items and/or services. Classifieds rates are \$.20/word.

**Electronic Submission, please!** Submit your ad to Anne Gilbert, BP Press Editor, [agilbert@surovell.com](mailto:agilbert@surovell.com).

**Payment:** Please place your check (made out to Burns Park PTO) in an envelope labeled "BP Press Ads, attn: Treasurer" in the PTO box in the school office. (They may also be mailed to the school at 1414 Wells, Ann Arbor, MI 48104.) Both the electronic ad copy and payment must be received by the published deadline for the issue in which the ad is placed.

**Questions?** Contact Anne at 657-7121 or [AGilbert@Surovell.com](mailto:AGilbert@Surovell.com).

## PTO Executive Board

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# Lice Prevention

## Lice Prevention at School and Home

This information is intended to help everyone...

- ✓ Learn about lice,
- ✓ Discover how to detect them, and
- ✓ Work together to reduce their presence

One surprising fact about head lice is that many people who have lice don't itch and have no symptoms.

Lice can be brought into schools in so many ways. Any person who walks through the door could be a carrier. Sometimes parents or siblings have lice on their own heads and are unaware of it. So checking EVERY family member is important!

Head lice have nothing to do with the cleanliness of a house or our parenting skills. Lice are not particular about your income or hygiene. Anyone can have lice. Lice love everyone!

Check every week, treat with lice shampoo if lice or nits are found and remove all live lice and nits using a comb or fingers to slide them off the hair shaft.



### Top Lice Prevention Tips:

- ✓ Check your children weekly for lice all year long!  
(Many people don't itch, so they don't realize they have lice!)
- ✓ Check ALL family members if one is infected.
- ✓ Report the case to your school so other families can check their children.
- ✓ Have your student check in the school office when your child returns to school after treatment.
- ✓ Follow all directions for the lice treatment you have selected.
- ✓ Comb (pick) your child's head DAILY for 2-3 weeks until all lice and nits are gone. (Thoroughness is essential!)

## What Can Schools Do?

While the hard work of eliminating lice is done in homes by parents treating and combing, schools take some proactive steps to minimize the spread of lice wherever possible.

The Actions at School are common responses to lice cases in the buildings. Actions at Home are the suggested response to Lice if your student has them.

## What Happens When A Student Has Lice at School?

When lice are found on a student at school, the parent will be notified by phone. The student may be picked up early or remain in the normal learning environment until the end of the day. If a parent is unfamiliar with what lice look like, they are welcome to come to school to be shown the lice and/or eggs. The parent is to treat the lice at home with lice removal treatment and remove the nits (eggs) from the hair, paying special attention to the nits that are closest to the student's scalp.

### The student may return to school when they:

- Have NO live lice and
- Have NO nits (eggs) within  $\frac{1}{4}$  inch of the scalp and
- Have had their head checked in the school office and have been given the "okay" to return to class.

## Actions We Can Take Together

### Actions at Schools

**Notification** - Parents will be notified when a student is found to have lice at school. And families of classmates will be notified about the lice. No names will ever be released.

**Check** - All students returning to school after treatment will be checked prior to returning to the classroom.

**Educate** - Schools will educate families on how to reduce the chances of getting lice, how to identify and check for lice and how to get rid of them.

**Teach Students** Schools will teach students how to prevent the spreading of lice.

**Soft Toys** - Bag and seal for 2 weeks (pillows, play clothes, and other clothing items included).

**Vacuum** - Vacuum carpets and sofas

**Bag Coats** - Provide plastic bags to store coats, backpacks, hats, scarves, gloves during the school day.

**Provide** - Treatment kits for anyone who needs assistance with purchase.

### Actions at Home

**Check** - Check all family members heads (many do not have symptoms).

**Treat** - If live lice or nits are found treat with lice removal shampoo (or other recommended treatment), including manual removal of nits closer than  $\frac{1}{4}$ " from the scalp. Treat, then ALWAYS follow with nit-picking.

**Notify** - Report any cases of found lice to the school the same day.

**Report** -When your student no longer has any live lice or nits within  $\frac{1}{4}$ " of the scalp, have them return to school, reporting first to the office to be checked prior to reentry into their classroom.

**Recheck** -Once lice are gone in your family, check the whole family once a week for the rest of the school year.

**Vacuum** -Vacuum all carpets and furniture.

**Bag** -Bag all soft objects that people have cuddled up against.

**Launder** - Wash and dry all bedding and pillow cases.

**Consult** - If you have difficulty getting rid of the lice see your physician.

**Playdates** - Or sleepovers, ask to agree that each family checks their child before they get together.

**Contribute** - Funds to help with the purchase of lice shampoo and combs for those families who need assistance.

## Head Lice Life Cycle

Stage	Action	Notes
Adult Lice	→ Live lice reach the head and lay eggs (nits)	→ Nits are always laid by live lice - you cannot catch nits. → Lice have six legs to grasp the hair and crawl - they cannot jump, hop, or fly. → Human lice do not thrive on pets. → Lice can live for approximately 30 days on a human host, and females can lay up to 100 nits. → Lice cannot survive off human hosts for more than 24-48 hours. → Eggs/nits can survive a week or more away from a human.
Egg (Nit)	→ Nits take 7-10 days to hatch	
Nymphs	→ Nymphs take 7-10 days to mature & for the female to begin laying her own eggs	
Adult Lice	→ Mature nymphs have the ability to reproduce and continue the cycle	

*Important:* Common lice remedies call for treatments to be administered in seven-day cycles. This is designed to kill the initial adult lice (so they can no longer lay eggs), and catch any new nymphs hatched in the interim before they are mature enough to begin laying eggs again.

### How are head lice spread?

→ Head lice can be spread whenever there is direct contact of the head or hair with an infested individual. Lice can also be spread through sharing of personal articles like hats, towels, brushes, helmets, hair ties, etc. There is also a possibility of spreading head lice via a pillow, headrest or similar items.

→ Head lice do not jump or fly and generally cannot survive longer than 48 hours off the host.

→ Don't forget to check everyone in your family if one family member is infested!

### How do I inspect my child's head for lice?

→ Begin by separating hair into small sections.

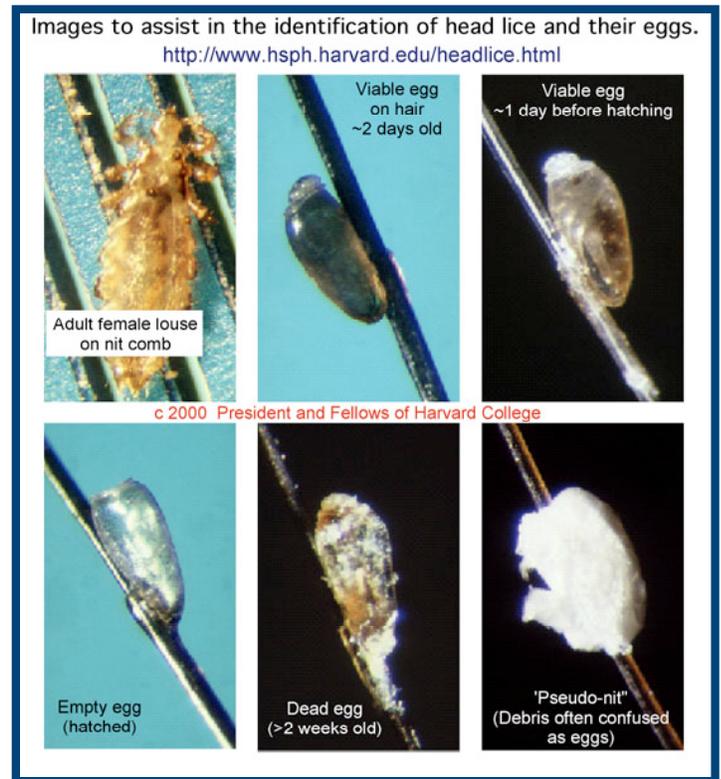
→ Using natural light or a high intensity lamp (and magnifying glass if needed) examine the hair behind the ears, back of the neck, and scalp for crawling lice or nits.

## Identifying Head Lice

### Lice are hard to see!

- Nits are small yellowish-white, oval shaped eggs that are glued at an angle to the hair shaft.
- Nymphs/Lice are clear in color when hatched, and develop a reddish-brown color after feeding on human blood. They need blood to survive.
- Lice are the size of a sesame seed or smaller.
- Nits cannot be easily flicked away like dandruff - they require special combs or even fingernails on fine hair. Some parents have found pulling hairs with eggs or even cutting them with a small scissors is easiest.

## Treating My Child's Head



### Treatment (using chosen product) + Combing = Total Removal

#### Which removal method is best?

The literature and information on the web, in schools, and from other parents can be overwhelming for parents wanting to find the best, most efficient, and healthiest treatment option for lice. Here are some of the dilemmas:

- Parents are looking to avoid harsh "chemical" treatments, but still want the lice dead.
- Treatments may kill the adult live lice, but cannot kill the nits.

Because of their tiny size, pervasive nature, and lengthy life-cycle, many families have recurrent lice infestations - giving them the impression that the lice are either a "new" case or may be resistant to treatment.

#### Are lice shampoos potentially hazardous?

The FDA requires testing for safety before they give their approval to a product, but some individuals have unique vulnerabilities that must be considered before any treatment.

Individuals who have a pre-existing illness including asthma, epilepsy, brain tumors, cancer or AIDS, those on medication, or who have been previously treated for head lice, as well as pregnant and nursing mothers may be more vulnerable to side effects and should seek medical advice.

In general, physicians recommend the Rid or Nix treatment options over homeopathic alternatives, as they have been proven to kill adult and nymph lice.

## Step 1 - Select A Lice Treatment

Treatment	Action	Pros/Cons
<b>Rid (Pyrethrin)</b>	Follow the directions in the box as provided, but generally: ✓Apply product to DRY hair in generous quantity. ✓Leave for 10 minutes. ✓Wash out with water only (not soap) ✓Repeat in 7-10 days to kill nymphs or adult lice that may have hatched in the interim.	<b>Pros:</b> Rid contains Pyrethrin, a natural therapy for treating lice. It is a plant extract derived from chrysanthemums. <b>Cons:</b> Individuals with several allergies or asthma often may need to use Nix because it is more pure than Rid.
<b>Nix (Permethrin)</b>	Same actions as above for Rid	Nix (Permethrin) is a synthetic version of pyrethrin. May be better for individuals with allergies or asthma.
<b>Cetaphil Olive Oil Tea Tree Oil</b>	Follow directions provided with the specific treatment, but generally: ✓Apply product to DRY hair in generous quantities. ✓Leave in for a period of time (sometimes overnight).  These products are designed to smother the live lice to kill them.	<b>Pros:</b> Some families believe recurrent cases of lice are due to "resistant" lice, and homeopathic methods are better than the shampoo at deterring lice. NOTE; If any live lice die after an initial shampoo treatment, they are not resistant. <b>Cons:</b> Studies indicate these methods do not kill lice, they simply make them hibernate. This makes them easier to pick, but does not eliminate them.

### How do you treat a home or school for lice?

Homes and schools don't get head lice - people do. Head lice are human parasites and require human blood to survive. Vacuuming is the safest and best way to remove lice or fallen hairs with attached nits from upholstered furniture, rugs, stuffed animals or car seats - wherever someone with head lice may have rested their head. ***Pesticidal sprays are unwarranted and may pose personal and environmental hazards.*** Vacuum, bag up soft toys and save your time and energy for what benefits you the most - thorough nit removal.

## Step 2 - Combing Head Daily for 2-3 Weeks Until Lice & Nits Are Gone

<p><b>Combing</b></p>	<p>√No lice product has been highly successful in killing nits. All require daily nit combing/manual nit picking for the duration of the treatment - typically 2-3 weeks until all adult and nits are gone.</p> <p>√Some families have found that having two (or more) adults checking for lice is helpful - many adults have trouble seeing lice and nits, and additional sets of eyes are helpful in getting ALL of the lice and nits.</p> <p>√Magnifying glasses and a bright light are helpful in this process.</p>	<p><b>Pros:</b> Combined with any treatment listed above, combing will get rid of lice if done thoroughly. The only lice treatment with a strong chance of locating and removing nits.</p> <p>Some parents find the metal lice combs to be easier to work with than plastic combs.</p> <p><b>Cons:</b> Labor-intensive and time-consuming (but not optional). Some hair may be "too fine" for lice combs and may require manually picking the nits off the hair shafts.</p>
<p><b>Lindane</b> <b>Kerosene</b> <b>Malthion</b></p>	<p>All three of these are strong toxic chemical treatments, and should <b>NOT</b> be used in treating lice.</p>	<p><b>DO NOT USE THESE IN YOUR HOME OR ON YOUR CHILD.</b></p> <p>Lindane is banned in the US. Malthion should be used by prescription only. Kerosene - toxic and flammable - should never be used!</p>

## I've Cleaned My Child's Head, Now What

Because of the creepy nature of lice, it's difficult to know what to clean, what not to clean, and how often to repeat the cleaning.

### Catching lice from pillows, cars and furniture...

If a louse comes off the head or a nit attached to a hair shaft is left behind, it may be possible for the louse to infest another person who places their head in that area. Vacuuming is recommended on any areas or items that may be in contact with those who are infested.

**Live lice can only live approximately 48 hours off a human host.**

**Nits can survive 7-10 days before hatching away from a human host.**

Resource	Details
The School Office Staff & Nurse	<p>The school nurse is available at school to help parents learn how to look for lice and answer lice-related questions. The school office staff is also available for your questions when the nurse is not available.</p> <p>The office staff will also:</p> <ul style="list-style-type: none"> <li>→ Notify your child's classroom if there is a classmate with lice. The name of the student is not released.</li> <li>→ Provide free lice shampoo kits if your family has a financial need.</li> <li>→ Check your child for lice and nits when they return to school after treatment has been completed at home (this is required).</li> <li>→ Coordinate any other school-wide activities around lice communications or protocol.</li> </ul>
Your Primary Care Physician	<p>If you have treated your child for three weeks, and lice are <i>STILL</i> present, seek medical treatment and advice from your pediatrician. Or if you have treated for lice, think they are gone, but suddenly see them again in a single month, seek medical treatment and advice (you may never have fully gotten rid of them the first time).</p>
Other Suggested Resources	<p>The Internet has lice resources available to parents, however it ranges from the helpful to the overwhelming. Several resources which have been reviewed by medical personnel and may be helpful to parents include:</p> <ul style="list-style-type: none"> <li>→ CDC Website: <a href="http://www.cdc.gov/lice/head">www.cdc.gov/lice/head</a></li> <li>→ Michigan Head Lice Manual: <a href="http://www.michigan.gov/documents/Final_Head_Lice_Manual_103750_7.pdf">www.michigan.gov/documents/Final_Head_Lice_Manual_103750_7.pdf</a></li> </ul>

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