

Waitsfield Elementary School

3951 Main Street
Waitsfield, Vermont 05673
496-3643

Parent-Teacher Handbook



Web Page: www.waitsfield.k12.vt.us

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STAFF LIST 2006-2007

Georgeanne Baker	Primary Unit, Grades 2 & 3
Ann Beattie	Intermediate Unit, Grade 4 & 5
Elizabeth Belknap	Intermediate Unit, Grades 4 & 5
Nina Brennan	French
Emily Church	Early Education / Library Assistant
Susan Dillon	Nurse
Raymond Drake	Physical Education
Ellen Drysdale	Librarian
Betsy Eckfeldt	Early Education
Catherine Fair	School Counselor
Daniel Greenleaf	Intermediate Unit, Grades 5 & 6
Connie Hartshorn	Administrative Assistant
Patti Haynes	Support Services Assistant
Alaina Holliday	Individual Assistant
Jeremy Hill	Music / Drama
Taylor Hubbard	Primary Unit, Grades 1 & 2
Sarah Hughes	Support Services Assistant
Cheryl Joslin	Lunch Program Coordinator
Lynne Kingsbury	Primary Unit, Grade 3
Alicia Kurth	Support Services
Nora McDonough	Art
Kay Marcelle	Technology Teacher
Barbara Morrison	Individual Teaching Assistant
Heidi Nishi	Speech-Language Assistant
Krietta Phillips	Kindergarten
Joe Robinson	Head Custodian
Leigh Stockton	Speech-Language Pathologist
Lee Van Dine	Intermediate Unit, Grades 5 & 6
Arthur Washington	On-Site Lunch Supervisor
Katie Westhelle	Support Services Assistant / AfterSchool/Ski Coordinator
Terry Wilcox	Primary Unit Teacher
Roy Yoder	Custodian
Tom Young	Primary Unit, Grade 1
Richard Schattman	Principal

BOARD OF SCHOOL DIRECTORS:

Christopher Brynga, Chair Person
Wrenn Compère
Melissa Shea
Valerie Snapp
Rob Williams

PTA OFFICERS:

Candice White
Sharon Dubé
Sandy Tarburton
Jenifer Tuck

Waitsfield Elementary School Telephone Directory

Staff Member	Mailbox
Georgianne Baker	104
Ann Beattie	105
Elizabeth Belknap	113
Nina Brennan	401
Susan Dillon	119
Raymond Drake	118
Ellen Drysdale	120
Betsy Eckfeldt	114
Catherine Fair	402
Daniel Greenleaf	106
Connie Hartshorn	100
Jeremy Hill	101
Taylor Hubbard	111
Lynne Kingsbury	110
Alicia Kurth	108
Nora McDonough	403
Kay Marcelle	117
Krietta Phillips	115
Joe Robinson	109
Richard Schattman	102
Leigh Stockton	107
Lee Van Dine	112
Terry Wilcox	116
Tom Young	103

To reach a teacher, call 496-3643 and enter mailbox number at the prompt

To find out if school is open or closed due to weather, call 496-3643 and enter *200 at the prompt

The Waitsfield Elementary School Mission Statement

It is the mission of the Waitsfield Elementary School to support students in the achievement of high academic standards; we believe that all students can master challenging academic material, and we expect them to do so. It is our mission to foster a safe, comfortable, and challenging learning environment. It is our mission to help teach children respect for themselves and others, and teach them to accept responsibility for their actions. It is our mission to enhance global awareness and acceptance of cultural diversity. Finally, it is our mission to make a positive difference in the lives of each of our students.

The Waitsfield Ways

The Waitsfield Ways describe those pro-social behaviors that our school community lives by. They were developed during the 2004-2005 school year and reflect the values and priorities of parents, students, staff, and many Waitsfield community members. *The Waitsfield Ways* are reviewed with all students and are revisited constantly as we discuss behavior and how we want to treat each other here at school, in the community, and at home. Please join us by discussing *The Waitsfield Ways* with your sons, daughters, and students. Our goal is to create a more civil and peaceful environment for all.

- 🍏 Set a good example for yourself and others by helping those in need
- 🍏 Respect each other's body, property, feelings, and differences
- 🍏 Do our best
- 🍏 Keep our school safe, neat, and healthy

Waitsfield Elementary School History

The Waitsfield Elementary School was built in 1961 on a grassy plain above the Mad River along Route 100. In the early 1970's the school changed from a very traditional one to a highly innovative school under the guidance of Superintendent Kenneth Hood, who hired a British educator to oversee changes that led to an open classroom system. In the ensuing years, many more changes have taken place, with the administration and staff seeking a balance between the best aspects of both traditional and innovative programs.

The building was renovated in 1986 to make the best use possible of existing spaces. Due to Public School Approval standards, new programs were added to the curriculum, including library and guidance services. Waitsfield School was the sixth school in the state to meet all criteria of Public School Approval.

By 1988, the school was again overcrowded. A committee was formed to address issues of overcrowding and, after a year and a half of research and planning, a bond issue was passed in July of 1990 to add 8500 square feet of new space and to renovate the existing building. When the school opened in 1991, we had four more classrooms, an art-music room, a new library, a resource room, a stage, custodial space, new bathrooms, and additional storage. The school now houses a population of approximately 165 students from preschool through sixth grade.

In 1993-1994, the school won the most prestigious educational award offered nationally, when we became the only Vermont school that year to be chosen as a Blue Ribbon School. Three staff members went to Washington, D.C. to receive the award and to hear President Clinton and Vice President Gore speak about the importance of education. In the spring of 1995, the school was recognized by Redbook magazine as "Best of State." In the fall of 1997, the school was featured in the magazine "Mountain Living" as one of the ten best mountain-area schools in the nation. In the spring of 2000, Waitsfield School was commended by the Vermont Business Roundtable as one of three medallion schools at the elementary level.

In 2004, Carol Hosford retired after 34 years of dedicated service. During her tenure as a teacher and then Principal, the Waitsfield Elementary School transformed and became a high performing school of distinction. Carol's dedication to the Waitsfield School and its children will never be forgotten.

The entire staff is committed to excellence, dedicated to our children, and committed to working in partnership with all parents. Waitsfield Elementary School is proud of its program and welcomes you to join us as we continue to grow and develop.

Waitsfield Elementary School Design for Education

We believe that in order to provide our children with the best education possible, the following tenets must guide our practice:

The school stimulates the whole child, including their cognitive, physical, emotional, and social development. Each child is an individual. The child should be allowed to utilize his or her unique talents and develop interests to develop their abilities at their own pace. The school should encourage children to develop personal values that recognize the rights of others. Children should be encouraged to explore responsibly; independence should be encouraged, but a child should not be expected to function without guidance and support. Children should be accepted by teachers and fellow students, whatever his or her race, religion, social background or handicap. Diversity is a quality to be valued.

A child's schoolwork should be meaningful. Manipulative materials and first-hand experiences are important at every level. The arts should be integrated into the curriculum. The school experience should help a student learn to think clearly, to solve problems, to raise questions, to use knowledge effectively and to acquire good study habits. The child should receive a strong basic education in the elementary grades that will promote reading fluently with speed and comprehension. A child should be able to express him or herself both orally and in written work. A strong background in mathematical and scientific skills is important. Each child should gain knowledge of the arts so that they may enhance the richness of life. Each child will develop the ability to evaluate situations considering evidence on both sides of an issue. The child has a right to make mistakes; original thinking should be encouraged. Children should learn to be independent learners.

Each student will be challenged by classroom work and demonstrate pride in work accomplished. The child's work will provide the opportunity to progress and grow. Any child with a learning disability has the right to early support and a program designed to make their education meaningful and appropriate. Support should be provided in as integrated a manner as possible. Classroom work should both enrich childhood and prepare the child for adulthood.

The child will be taught good health and safety practices and will be encouraged to say "no" to those things that would have a dangerous or negative impact on his or her life. The child should have a sense of being empowered, of having some effect on the world and what happens to him or her. Learning about those practices that will lead to lifelong physical fitness should also be a part of the child's education.

The school should be integrated as nearly as possible with the community, and the child should have a strong sense of how the community functions. The child will be exposed to our history and gain a working understanding of the democratic process. Skills that support children's civic development will be an important aspect of every child's education. He or she should also gain an appreciation of our natural surroundings. Resource people from the town and outlying area should be utilized to supplement and enrich school curriculum.

Communication at all levels is highly important in providing a good learning experience for each child. Communication between school and community will be encouraged. It is particularly important for the teachers and parents to communicate with one another in a positive, meaningful, and effective manner. Parents and teachers should also make clear to the child what their values are and what they expect of him or her. The school will help a child develop a strong sense of compassion and feeling for others. The child and parents will be informed of school procedures and if they have concerns, may express these appropriately.

Teachers and parents will work together in matters of the students' health, manners, dress, respect for others and academic growth. Parents with complaints should discuss any problems with the teacher involved; only if the problem can not be resolved at this level should the parent consider going to the principal, school board, or superintendent of schools. Following this "chain of command" will enhance the likelihood that problems will be solved effectively. Teachers will strive to know each child personally and to learn the family's hopes and fears about each child.

Teachers in collaboration with the administration and parents will have a central role planning for school improvement and share in the overall planning for future education in our town.

Parents can expect teachers to be well trained and effective. They can expect competent guidance, protection and instruction for their children in a wholesome learning environment that will include a variety of approved teaching methods and materials. The child's education will be coherent from one level to the next. Parents may expect that their children will be exposed to an acceptable standard of school behavior and that they will be treated in a fair and just way. The school will keep parents informed about what is going on in the school and ways they can be supportive and effect partners in their child's education.



Information For Parents And Students

Absences

Parents and guardians of students who are absent are responsible for calling the school before 8:00 a.m. Any communications from a physician or health agency should be forwarded to the school nurse. Due to increasing concerns about student safety, we ask that you call the school between 7:15 and 8:00 a.m. if your child is to be absent or tardy that day. Your notification of the school assures us that your child is safe and not missing. If your child is not in school and you have not called us by 8:00 a.m., we will attempt to contact you to confirm the absence.

Alcohol And Drug Abuse Prevention Education Program - Act 51

Implementation of Alcohol and Drug Abuse Prevention Education (Act 51) was mandated by the Vermont Legislature in 1983. This Act 51 requires that “a sequential alcohol and drug abuse prevention education curriculum for elementary and secondary schools . . . be fully implemented by all school districts by the end of the 1986-1987 school year.” The Waitsfield School carries out efforts in this area under the direction of our nurse and guidance counselor. All classroom staff has had training in this area. *The Waitsfield Elementary School is an alcohol and drug free environment* in accordance with school policy D7.

Bicycles

Students are allowed to ride their bicycles to and from school after written permission is given to the office. Children are encouraged to wear helmets when bicycling. Bicycles must be walked onto and off school grounds. Bicycles may not be used during the school day. The Waitsfield Elementary School assumes no responsibility for bicycles brought to school. Skateboards are not permitted at school.

Bus Behavior Policy

Waitsfield School is part of the Washington West Supervisory Union transportation system. WWSU and the Waitsfield Elementary School contract with the Student First Corporation for bus service. The bus barn number is 244-6422. Busses carry both elementary, middle, and high school students. Over the years, this has brought about savings. It also assures that we have access to highly trained drivers. The following list outlines the transportation procedures under which we operate, and these procedures have been established to help assure the safety of all students riding on the bus:

- 1) On the first offense, the bus driver will deal with the problem, unless it has been blatant. Examples of blatant behavior that could result in immediate suspension from the bus would include fighting or rude behavior such as swearing or refusing to follow the driver's directions. The driver will write up a bus incident report and give it to the principal.
- 2) On the second offense, the driver will again write up a bus incident report and the parents will be notified that their child is in danger of being suspended from the bus. The student will be removed from the bus for one day. Other consequences, as deemed appropriate will be decided by the principal.
- 3) On the third offense, a student may be suspended from riding the bus for up to 5 days. Other consequences, as deemed appropriate will be decided by the principal.
- 4) If there should be a fourth offense, the student may be suspended from the bus by the principal for up to 30 days.
- 5) A fifth offense could involve suspension from the bus for the rest of the year. Final decisions regarding long-term suspension are the responsibility of the principal. Parents may appeal the decision of the principal to the superintendent.
- 6) If the principal hears of any problem on the bus of which the driver is unaware, the principal will notify the driver that there has been a problem. In all cases where a problem has arisen, the principal will speak with the student involved.

Curriculum

The curriculum at the Waitsfield School is described in the school's curriculum guides, which parents are welcome to review with the principal. The curriculum guides seek to assure an orderly progression of learning, and to make certain that all students have a common background of important learning opportunities.

Vermont's Grade Expectations were, which was finalized in the spring of 2004. They guide the development of new curriculum and assist us to provide a meaningful focus for instruction pre-k through 6th grade.

For further information on Waitsfield curriculum, Vermont standards, or Grade Expectations, please refer to the appendix of this handbook, contact the principal, or speak to your child's teacher.

Discipline

It shall be the duty of the principal and teachers to enforce rules that have been established to maintain a constructive and safe environment for all members of our school community. (See

Appendix for guidelines). The Waitsfield Elementary School Discipline Procedures are currently being revised. Discipline should always be viewed as therapeutic, a teaching tool, and a way to lead students toward Opportunities for your input will occur during the school year. We welcome your thoughts on this important subject.

Dismissal

Sometimes students may find it necessary to be excused from school. To be dismissed, students must have a written note from the parent, or in an emergency a parent may call. Any dismissal for activities or appointments that can be conducted outside school hours is strongly discouraged.

Eligibility for Kindergarten

To be eligible to enter kindergarten, a child shall have reached his/her fifth birthday on or before September 1 of the school year. Please direct all questions regarding this Board Policy to the principal.

Emergency Closings

The School Board authorizes the Superintendent to close school, delay the opening of school or cancel specific bus routes in the event of hazardous weather or other emergencies which present threats to the safety of students, school staff members, or school property. Such closings, delays, and cancellations shall be announced by radio stations serving the district (including WDEV) and also at <http://corp.sover.net/schoolclosings/index.phtml>. The school will attempt to notify all parents of primary unit students if school is to be dismissed early. If you suspect that weather may cause the cancellation or early closing of school, please listen to the radio for confirmation. To find out if school is open or closed due to weather, call 496-3643 and enter *200 at the prompt. Rain that occurs when temperatures are close to freezing is particularly likely to cause problems.

Emergency First Aid Medical Procedures

First aid provided at school is generally limited to care of injuries and sudden illnesses occurring during the school day or during any school sponsored activity. In case of accident or injury occurring in the school, on the way to or from school or on the school grounds, first aid will be given by the person on the scene. On site nursing services are available on a part-time basis. When the nurse is not available, other school personnel will respond on an as needed basis.

Responsibility for injuries, accidents or illnesses occurring in the home or out of school rests with the family.

Field Trips

Parental permission for field trips will be obtained at the beginning of the year for school-sponsored trips. These permission forms will be kept on file at the school. Notes will be sent home informing parents of trips out of town. Please arrange with your child a system for assuring that you receive notes that are sent home from school.

Harassment

Harassment and bullying behaviors will not be tolerated at the school. The Waitsfield Elementary School has recently revised its Board adopted policy on harassment. This policy

clearly defines harassment and describes how we will respond to instances of harassment. All members of the Waitsfield Elementary School community have a right to work and learn in a harassment free environment. Policy F6 defines the procedures followed when issues of this nature arise. See the appendix of this handbook to review the policy in full.

Home-School Partnership

The Waitsfield School is committed to working collaboratively with all families. While each teacher is expected to communicate often with each family, methods for this contact may vary. Methods may include: journals, newsletters, conferences, phone, e-mail, and others.

Volunteering is another effective way to partner with the school. Remember, this is your school and you are always welcome here.

Health

Health information and forms are sent home at the beginning of each year. Please provide accurate names and telephone numbers for persons to contact in an emergency and for after school child care providers. When numbers change during the year, please be sure to inform the school secretary.

Lunches

Hot lunches will cost \$2.40 per day. Students bringing bag lunches may purchase milk for \$.35. Please pay by check and place the check in an envelope with the child's name on it. It will be easier for both you and the lunch liaison person to keep track of lunch payments if you follow these guidelines. If there are financial hardships, applications for federal aid are available from the office. Please pay in advance for lunches. Credit is not available as we contract for lunch services. Payment for the week is requested on Monday, or you may pay by the month if you prefer.

Media Literacy

Today, students are living in a media saturated world. They are bombarded with messages from a range of media types. These messages are designed to shape our political views, social values, and consumer habits. It is increasing more important that our children become "media savvy." Prior to graduating grade six, every upper unit student will participate in a media literacy curriculum designed to heighten their understanding in this area. Additional exposure in this area is available for our children once they transition to Harwood Union.

Newsletter

The Waitsfield newsletter "It's Elementary" will be published approximately twice a month. The purpose of the newsletter is to communicate the activities and events of the school. Many of the exciting and interesting activities at Waitsfield are announced in the newsletter and, therefore, it is an important publication to review regularly. It is available in both a print and electronic (on our Web Page: www.waitsfield.k12.vt.us) format. Announcements in the newsletter will be restricted to school events and other announcements that are of interest to children and their families as approved by the principal.

Office

The office is located to the left of the main entrance to the building. Visitors must notify the principal or school secretary of their presence in the building. While schools tend to be very busy places, the principal's office has an open door. If there is any help or support we can provide you or your family, please let us know.

Physical Education

All excuses from physical education must be in writing. All children are expected to participate in the gym program since physical education is an important part of their growth and development. Extended excuses must be accompanied by a doctor's note. Under special circumstances, a temporary alternative plan may be developed.

Placement, Promotion And Retention

Placement, promotion or retention decisions shall be made in the best interests of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of each alternative.

In evaluating retention or promotion of a pupil, there will be an appropriate staffing that will consider not only the child's academic achievement and needs, but also the child's age, social and emotional maturity and the needs and the wishes of the child's parents. Final authority for placement, however, will rest with the principal.

Placement, from year to year is the result of a thoughtful and complex process. We are committed to having balanced classrooms. We know from experience and research that diverse and balanced classroom benefit all students. Parents will have the opportunity to have input by filling out a placement survey. Unfortunately, requests for specific teachers cannot be accommodated.

Parents wishing a room change for the child for the following academic year may write a letter. Please note that the deadline for such a request is April 1st, unless otherwise specified. Placement changes will be considered on a case-by-case basis. The principal may request a meeting with parents to explore their rationale and reason for the request.

Playground

The public is invited to use the playground at times when school is not in session. It is expected that those using the playground will treat the equipment and grounds with respect and care. Student behavior on the playground is guided by our playground guidelines that appear in the appendix of this handbook. Please review these guidelines with your child at the beginning of the school year. Teachers will also review these expectations prior to children having their first recess.

Parent Teacher Association (PTA)

The Waitsfield PTA is a vital and important part of our school. It sponsors informational meetings for parents and staff and raises funds for many special activities and equipment. Their support enables children to participate in many enrichment activities including field trips and artist residencies. You are strongly encouraged to support the PTA.

Policies

The Waitsfield Board of School Directors has adopted policies to assure the efficient and safe operation of the school. Parents may view the policy manual, which is kept in the Principal's office. Certain critical policies appear in the appendix of this handbook.

Public Complaints

On occasion, parents and school personnel may experience differences of opinion or concern. The proper channel for complaints involving instruction, discipline, or learning materials is as follows:

- 🍏 Speak with the individual involved. If you are not satisfied with the result,
- 🍏 Speak to the teacher
- 🍏 Principal
- 🍏 Superintendent
- 🍏 School Board

Although no member of the community shall be denied the right to petition the Board for redress of a grievance, complaints will be referred back through the proper channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations. Any complaint about school personnel will be investigated by the administration before consideration and action by the Board.

Report Cards

Report cards are issued three times per year. The November and March cards are provided to parents with a parent/student conference. Report cards are standards-based and indicate student progress relative to Vermont's Framework of Learning Opportunities and Grade Expectations.

School Hours

School begins at 7:40 a.m. and ends at 2:25 p.m. Students should arrive at school between 7:30 and 7:40. Students are encouraged not to arrive before 7:30, as there is no supervision available. Please make every effort to have your child at school on time. **Being tardy impacts your child's quality of education and disturbs the learning of others.**

Smoking

State law prohibits smoking throughout school facilities or on school grounds at any time.

Solicitation/Advertising at School

The Waitsfield School discourages and restricts solicitation of students and staff on school property or in school publications (print and electronic). Permission for the distribution of political or commercial materials must be received from the school principal prior to posting.

Student Safety

The safety of every student is a matter of serious concern at all times. To assure the safety of children while attending school or under school supervision:

- 1) School buildings and equipment, including buses, will be regularly inspected for health, fire and safety hazards.

- 2) Children will be supervised in class, on the playground, during recess and lunch time, and during after-school activities sponsored by the school.
- 3) Rules will be made to prevent accidents in the building and on the playground.
- 4) Reasonable precautions will be taken to assure children's safety on the way to school and on the way home from school. The school, however, cannot assume responsibility for students other than on the school buses or on school property during school hours. Students who wish to use the playground after school may do so, but they must first leave the school grounds. When they return, they are no longer the school's responsibility.

Substitute Teachers

Qualified substitute teachers are provided to carry on class work when a regular teacher is absent. There may, however, be some disruption of the regular class routine. Students must remember that the substitute teacher is their teacher for that day. Courteous behavior and a cooperative spirit are expected of all students.

Tardiness

Parents and students should must an effort to assure that students arrive at school on time. Continued tardiness may have an effect on a student's achievement. Tardiness disrupts the classroom and learning of other students. When students arrive late, they must check in at the front desk before proceeding to the classroom. When students are chronically late, they learn that being on time is not important. Work habit routines become engrained at an early age. It is important that children learn that on time behavior is important as a child and as an adult.

Telephone

Each classroom has a telephone. All teachers and administrators have extensions and voice mail. We have purposely designed the system so you will speak to a "live person" when you call during school hours. If you receive voice mail it is because all lines are busy. In this case we will get back to you as soon as possible. Extensions for voice mail appear in the index of this handbook. When the message begins you may enter an extension and you be forwarded to that person or their voice mail.

Teachers are not available to take calls during instructional periods. If you have an emergency, please let us know so we may address your need.

The staff will use their judgment about how often to allow students to use the telephone to ask parents to bring forgotten items to school. Students who frequently forget things may not be allowed to call. The school telephone is not to be used to make social arrangements for after school time. Students must make these arrangements at home and bring in a written note stating where they will be going after school. It is important that your child be clear on where he or she is going after school. If there is an emergency change in plans, please call the school as soon as possible.

Transportation

Any child not going home to his or her designated after-school designation must have a note indicating where he/she is supposed to go. This is very important since we cannot permit a child

to go to an unscheduled destination without a note. A note is also necessary if you are picking up a child if he/she usually rides the bus. This will help us to assure that your child is ready and waiting for you. Your child's safety is our primary concern. Kindergarten students will not be dropped off unless an adult is present.

Truancy

Truancy will be reported to the town truancy officer who will discuss the matter with the parents. Truancy is viewed as a child-welfare issue by the school and will be responded to in a manner that considers the students needs. Persistent truancy may be referred to the office of the State's Attorney and/or to Social Services.

Vacations

The school calendar provides families with over 180 days of non-school time. **Please be sure to schedule all family vacations during school breaks.** Absences for family vacations are considered unexcused unless prior approval from the principal is given.

Visitors To The School

Visitors are always welcome. When appropriate, please notify the school in advance. All visitors shall report to the principal or secretary upon arrival. Parents picking up a child early from school should also check in at the office upon arrival.

Waitsfield Elementary School Home Page

The Waitsfield Elementary School home page can be found on the web at www.waitsfield.k12.vt.us. We hope you will visit the site frequently. It will be updated regularly and includes information for students, parents, teachers, and community members. The home page includes a number of links to other Valley and educational sites as well as the school's lunch menu, newsletter, calendar, and much more. We hope you find it useful and easy to navigate.

Weapons

No weapons are permitted in the school or on school grounds. Vermont adopted legislation in the 1994-1995 session requiring local schools to adopt and implement its weapons policy. This policy defines significant consequences. The principal is responsible for the strict adherence to and implementation of this policy.

Appendix A

POLICY FOR THE PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND CHILDREN

1) Parents and legal guardians have the right to inspect and review any and all official records, files and data directly related to their children including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including but not limited to identifying data, academic work completed, level of achievement, special education records, attendance data, scores on standardized intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

Where such records or data include information on more than one student, the parents or legal guardians of any student shall be entitled to receive or be informed of that part of such record or data as pertains to their child.

Parents or legal guardians may request access to their child's school records by making an appointment with the school principal and/or guidance director. The request for an appointment shall be in writing and shall be granted within a reasonable period of time, but in no case no more than thirty days after the request has been made. Identification may be requested if necessary.

Persons other than parents, legal guardians or authorized personnel requesting to review the records will present a signed release form which includes the date, purpose of review, and their signature. This form will become part of the permanent record.

2) Parents or legal guardians shall have an opportunity for a hearing to challenge the content of their child's school records to insure that the records are not inaccurate, misleading or that otherwise inappropriate data be contained therein.

A request for a hearing before the principal must be made to the principal of the school in writing. This request for a hearing shall be granted within a reasonable amount of time, but in no case more than thirty days after the request has been made and before an IEP meeting. In cases involving information needed for upcoming meetings, such as an IEP Planning Meeting or a Due Process Hearing, the obligation to provide this agency with a timely request rests with the requesting party. If the parents or legal guardians are not satisfied with the results of the hearing, they may request in writing a review by the Superintendent of Schools. This review must be completed within a reasonable period of time, but in no case more than thirty days after the request for a review has been made. If the parents or legal guardians are not satisfied with the review by the Superintendent of Schools, they may appeal in writing to the Board of School Directors. This appeal shall be heard by the Board of School Directors within a reasonable period of time, but in no case more than thirty days after the request has been made, and will be

held in Executive Session. The Board of School Directors' ruling shall be made within one month of the appeal hearing date.

3) Personally identifiable records or files of students shall not be released without the written consent of their parents or legal guardians to any individual, agency, or organization other than to the following:

A) Other school officials, including teachers within the educational institution who have legitimate educational interests.

B) Officials of other schools or school systems in which the student intends to enroll upon condition that the student's parents or legal guardians be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.

C) Authorized representatives of appropriate Federal agencies or state educational authorities provided that any data collected by such official with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents or legal guardians after the data so obtained have been collected.

4) Any personally identifiable information contained in personal school records shall not be furnished, in any form, to any person other than those listed in section 3 unless:

A) There is written consent from the student's parents or legal guardians specifying records to be released, the reasons for such release and to whom, and with a copy of the records to be released to the student's parents or legal guardians and the student, if desired by the parents or legal guardians, or

B) Such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena upon condition that parents or legal guardians and the student are notified of all such orders or subpoena in advance of the compliance therewith by the educational institution or agency.

5) All persons, agencies, or organizations other than those in section 3 above, desiring access to the records of a student shall be required to sign a written form which shall be kept permanently with the file of the student, but only for inspection by the parents or legal guardians or student indicating specifically the legitimate educational or other interest that each person, agency or organization has in seeking this information.

6) For the purposes of this policy, personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents or legal guardians of the student.

7) For the purposes of this policy, whenever a student has attained eighteen years of age, the permission or consent required of and the rights accorded to the parents or legal guardians of the student shall thereafter only be required of and accorded to the student.

8) Parents or legal guardians of students, or the students if they are eighteen years of age or older, will be informed of the rights accorded them by this policy.

9) A minor, with parental approval, may request in writing to the school principal and/or guidance counselor, a review of his/her student records. The request shall be granted within a reasonable period of time, but in no case more than thirty days after the request has been made.

Parent Referrals

Any parent having concerns about his/her child's progress at school may refer the child for an evaluation of whether or not the child may need special services. Referral forms are available through the special education office.

Appendix B

ACT 117 Waitsfield Elementary School

The State Legislature passed an act called Act 117. The goal of this act is to see that whenever possible the needs of all children will be met in the regular classroom setting. The following is the Board's policy on Act 117.

Act 117 Policy

The Waitsfield School is committed to a comprehensive system of educational services that will result, to the maximum extent possible, in all students succeeding in the regular classroom. To this end, in consultation with parents, an Educational Support Team (EST) will be established, procedures will be developed, and activities implemented to assist teachers in their efforts to identify available resources necessary to meet needs of their students.

EST procedures will address composition and function of the team, issues of confidentiality, dissemination of information to parents regarding existence and purpose of the team, timely referrals to special education when warranted and transition from one school building to another.

Procedural Guidelines

The following procedures support the school's policy on Act 117. The school will follow these guidelines in establishing and maintaining an EST to assure that to the maximum extent possible, the needs of all children will be met in a regular classroom setting. Nothing in these procedures precludes a parent's right to refer a child directly to special education. The principal may also refer a child directly to special education in cases of obvious and/or severe needs that cannot be met in a regular classroom setting.

Composition of the Educational Support Team:

The EST will consist of the classroom teachers, the principal, the resource room teacher, the nurse, and the guidance counselor. Other staff members will take part in EST meetings as appropriate.

Purpose of the Team:

The purpose of the team is to assist teachers in meeting children's needs in the regular classroom setting. It provides a chance for team members to assist a teacher in developing strategies to help a child.

Frequency of Meetings:

The Team will meet on an as-needed basis.

The Referral Process:

A child may be referred to the EST by any staff member, including classroom teachers, integrated arts teachers, and other staff members such as bus drivers. Anyone wishing to make a referral should speak to the principal or resource room teacher to arrange a time.

Outcomes:

It is expected that each EST meeting will generate recommendations to be tried in working with the child who was referred. The meeting notes will indicate who is responsible for carrying out these recommendations. At the next EST meeting, progress will be discussed. It is possible that further strategies may be suggested at this time, or that more time may be needed to keep trying the original recommendations. The team may also decide to refer the child to the special education process.

Parent Notification:

If recommendations made in an EST meeting involve a significant change in approach in dealing with a child's education, the parent will be notified of these changes. In addition, the parent may be solicited for help in carrying out the recommendations.

Parent Information:

These procedures will be included in the Waitsfield School's Parent Handbook, or will be sent home to parents at the beginning of the year.

Record Keeping:

Notes from each meeting will be reviewed by EST members and kept in an EST notebook in the principal's office. These are part of the student's personal file. As such, they are subject to the Buckley Amendment rules to assure confidentiality. A copy of any notes for the year will, at the team's discretion, be placed in the student's file when the student changes schools.

Appendix C

Waitsfield Elementary School Discipline Plan

Mission Statement

The Waitsfield Elementary School community of students, staff, and parents is committed to providing a physically and emotionally safe learning environment, fostering academic, social and emotional growth, and nurturing a sense of belonging in all its members.

Guiding Principles

Discipline is a learning opportunity and a process that all students can learn to use independently. The goal of school discipline is to enable students to be valued, contributing members of their community.

At Waitsfield School:

- 🍏 Discipline will preserve the dignity of all individuals.
- 🍏 Appropriate behavior will be modeled by all staff.
- 🍏 Everyone will take responsibility for his or her actions.
- 🍏 Parents will play a role in supporting the school discipline process.
- 🍏 Rules will be clearly stated and consequences applied fairly and consistently.
- 🍏 Staff will consistently employ appropriate methods of classroom management.
- 🍏 Establishing, maintaining and restoring relationships is an essential part of the discipline process.

Goals:

Based on our mission statement and guiding principles, the goals are to help students develop:

- 🍏 Critical thinking skills
- 🍏 Independence
- 🍏 Appropriate expression of thoughts and feelings
- 🍏 Appropriate and responsible decision making
- 🍏 The ability to identify emotional, social and behavioral consequences, good choices and greater self-control.
- 🍏 Tolerance and respect for differences in others

The establishment of a safe, civil, orderly and positive learning environment requires effort by staff, students, and families.

1. Qualities of safe, civil, orderly and positive learning environments for staff
 - a. School personnel value and respect each person as an individual
 - b. School personnel provide opportunities for students to:
 - develop and use class norms in alignment with the schools vision/mission and the *Waitsfield Ways*
 - engage in reflective practice about their behavior
 - have leadership roles
 - c. School personnel reinforce appropriate student behavior as intrinsically as possible
 - d. School personnel teach conflict resolution strategies and other effective communication techniques
 - e. School personnel guide student behavior using positive strategies such as body language, proximity, planned ignoring, and eye contact
 - f. School personnel use individualized accommodations that allow students to develop social competence
 - g. School personnel integrate social skills instruction with academic instruction
 - h. Teachers communicate regularly with families about the *Waitsfield Ways*, class norms and class expectations
 - i. School personnel systematically collect and use information about student behavior to support positive change
2. Qualities of safe, civil, orderly and positive learning environments for students
 - a. Students participate in the development and use of classroom norms
 - b. Students assume responsibility for their own behavior
 - c. Students assume responsibility for their own belongings
 - d. Students assume responsibility for their own work
 - e. Students are on task, i.e. enthusiastic and engaged and actively learning
 - f. Students follow the *Waitsfield Ways* and engage in behaviors consistent with these core concepts
 - g. Students set and work toward goals for social competence
 - h. Students use conflict resolution as a strategy
 - i. Students rate themselves with regard to class norms
 - j. Students support each other to engage in behaviors reflective of the *Waitsfield Ways*
3. Qualities of safe, civil, orderly and positive learning environments for families
 - a. Parents review class rules and norms with their child periodically
 - b. Parent/child and school all engage in constructive communication to problem solve
 - c. Parents talk to their child each day about their child's school day
 - d. Parents encourage and support students to demonstrate responsible behaviors

Definition of Levels

- Level 1: Minor issues that can be resolved using proactive strategies in a reasonable amount of time by adults
- Level 2: Learning environment is interrupted
 - Persistent lack of engagement in learning in a manner that disturbs the school environment
 - Conflict that creates a significant interruption in the learning process or school environment
 - Threat of physical aggression
 - Persistent non-compliance with the classroom and school norms such that routines or environments are interrupted
- Level 3: The safety and security of people and/or the environment have been violated
 - Physical aggression
 - Weapons possession
 - Substance use and or possession
 - Throwing objects that can hurt others or damage school property
 - Harassment/bullying
 - Verbally abusive language

Appendix D

Informing And Working With Parents

Parents of new students and incoming kindergarten students receive a Parent Teacher Handbook outlining behavioral expectations. The book and all policies are available in the principal's office for inspection.

The guidance counselor sends home letters each year that are attached to the weekly newsletter and deal with how to deal with problematic behaviors.

When a behavioral issue arises, the school calls the parent to inform him or her of the incident. If either the parent or the staff member wishes to meet, a parent meeting is held.

Report cards going home three times a year address Vermont Framework Vital Results as they relate to behavior and responsibility.

Many teachers send home journals on a regular basis. These invite a dialogue with the parents.

Appendix E

Training Students In Conflict Resolution

The Waitsfield Elementary School uses the Life Skills curriculum format to deliver Counseling education to all of the students. Each year, the students in all grades are exposed to methods of conflict resolution, peer mediation, and anger management. This training comes from using examples in literature as well as games and activities that illustrate the principles employed in conflict resolution and anger management.

In addition, the guidance counselor publishes on a monthly basis an article to be included in the school newsletter. These articles inform parents on a variety of subjects pertinent to parenting. Developmental issues, behavior management skills, or perhaps an article on recent thinking on how children learn are a few of the areas that have been targeted.

The Waitsfield Elementary School utilizes several formats for improving student behavior. We have an EST team (Educational Support Team) that meets as needed, or more often, if required. This group of staff is available for the classroom teacher to utilize if they find that their efforts with a student are not fruitful. See section on Act 117 for more detail.

Crisis Management

The school follows the “School Crisis Response Procedures” distributed to all schools by the School Boards Association. It has been adapted in places to meet our particular needs. The school’s Emergency Response Plan will be used to guide in emergency situations under the direction of the principal or designee.

Consistent Responses To Student Misconduct

At fall inservice time, there will be a review of the school’s discipline plan for all staff. Staff responsibilities will be outlined at that time. This document will be handed out and reviewed. Plans for children with special needs or special behavioral plans will be discussed, as appropriate. Periodic reviews of the plan will be conducted, as needed.

Students who break rules will be expected to reflect on what might have been appropriate alternative actions and to set goals for improving if they are faced with a similar situation.

Staff members take care of most incidents occurring while student are in their charge. However, if an incident needs to be processed further, all staff members will use slips entitled “Notice of Behavioral Incident” to refer students for further processing. Often, these slips are used for infractions of recess rules.

Appendix F

Behavioral Expectations for School Sponsored Activities

The Waitsfield Ways guide our expectations for both school and school sponsored activities. A copy of the Waitsfield Ways can be found at the beginning of this handbook.

Examples of school-sponsored activities are class trips, dramatic performances the ski program, or other off campus or after school activities.

Sixth graders are expected to set a positive example for the rest of the school. Participation in the sixth grade trip is contingent upon the student's maintaining a reasonable level of appropriate behavior consistent with the Waitsfield Ways. Students may receive "strikes" for ongoing small incidents of inappropriate behavior or for a major infraction. This system will be shared with parents at the sixth grade parent planning meeting. The parent(s) will be contacted when a student receives a strike and will be invited to discuss the incident(s) with the student and teacher. A student who receives three strikes has shown a lack of responsibility that would make a trip away from school potentially hazardous to his/her safety and that of the group, and will not be allowed to go on the trip.

Participation in other field trips is contingent upon a child's maintaining a sufficient level of appropriate behavior so that his or her participation will not jeopardize the safety or educational value of the trip. Parents will be notified if their child cannot participate

Participation in the spring play or the skiing/skating program is contingent upon a student's maintaining appropriate behaviors and grades. There may be occasions where it is more appropriate for students to stay at school and make up work rather than ski. Poor behavior while taking part in the skiing or skating program will result in removal from the program for a length of time deemed appropriate by the principal. Classroom teachers, the principal, the special educator (if the student is on an IEP, Title I or 504 plan), and whichever staff member is supervising the activity will make the decision. Parents will be notified at least two days prior to the activity.

Appendix G

Waitsfield Elementary School Playground Guidelines

Our behavior on the playground reflects our belief in the *Waitsfield Ways*. The *Waitsfield Ways* state:

1. Set a good example for yourself and others by helping those in need
2. Respect each other's body, property, feelings, and differences.
3. Do your best
4. Keep our school safe, neat, and healthy

In addition, the following guidelines are intended to provide all with a safe and fun experience during recess:

1. Equipment is to be shared and used as designed.
2. Swinging: Students will sit up and face forward when swinging. There is no jumping from the swings. Boots or shoes must be worn at all times when on swings.
3. Sliding: Students must slide feet first. Only one student may slide at a time. Each student should give time for the previous slider to clear the landing area before sliding. Sliding trains are not permitted. No running up the slides. No climbing outside the tube slide. No climbing on top of monkey bars.
4. Games: Tag games are permitted in the fields only. Structure tag is not permitted. No tackle games are permitted at any time. Games that are likely to result in injury, such as Red Rover, tackle football, chicken fights, and King of the Hill, are not permitted.
5. Students should not stand in areas that are hidden from playground supervisors. In addition, students should not stand near the building. When a student needs to "sit out", they need to be on the bench (without other children).
6. Sledding: The bank area is reserved for sledding. No more than two children may be in a sled. Students must sit up and face forward when sliding. Sledders must wait for the path to be clear before starting out. Once at the end of the sled run, students should clear the path for the next set of sledders. There are no "flying starts" when sledding. Jumps must be reasonable and safe (according to the judgment of the supervising teacher). Jumps built by one group may be used by all.
7. Snow throwing: Throwing snow is not permitted at any time. This rule applies to school and after school hours. A violation of this rule will result in three days with no recess.
8. Other guidelines:
 - a. Rules apply to school and after-school program
 - b. At end of upper unit recess equipment must be returned to door (where you come into the building at the end of recess). Lower unit students must return all equipment to inside storage inside the door.

Violations of the above guidelines will be processed as follows:

1. The playground supervisor should speak with the student(s) involved, review the issue and specifically indicate which guideline is being violated. After assuring that the student understands the issue, they may return to play.

2. If there is a second incident with the same child, the student will be asked to sit out the remainder of recess on the bench outside (if outside recess). Prior to the end of recess, the supervisor should review the issue with the student, indicate expectation for future recess behavior, and notify the classroom teacher of the incident. A recess issue report will be filled out by the playground supervisor and given to Connie to be recorded. A report of playground incidences will be given to each teacher quarterly.
3. If there is a third issue with a student, that student will miss one recess. The classroom teacher will be notified, and the classroom teacher will notify the parent of the recess suspension.
4. If a pattern of playground behavior issues emerges for an individual student, the teacher, student, and principal will meet to develop a plan for success. This plan may include an alternative set of activities.

Appendix H

Behavioral Norms Around The School And Beyond

As noted earlier, the Waitsfield Ways guide our expectations for student and staff in this area.

Public Events

A. Student Responsibilities for School Trips and Events

1. Students will follow school rules prohibiting gum, candy, and hats (while indoors).
2. Students will stay with their assigned group.
3. Responses to performances will be positive and appropriate.
4. Students will use the restrooms before performances so that they will not need to leave during the performance.
5. Students will exhibit proper listening behavior. In a concert setting, they will not talk during performance numbers, but may talk quietly at appropriate times.

B. Staff Responsibilities for School Trips and Events

1. Staff will closely monitor students in their charge to see that behaviors above are carried out.
2. Staff will review behavioral expectations with students and accompanying adults before the event.
3. When away from school, staff will point out any special rules of the facility they are visiting to students and parent chaperones and will see that these rules are enforced.
4. Staff will assure that the students in their charge enter and leave classrooms and/or buildings in a manner that is safe and appropriate.
5. Staff will model those behaviors that they expect of their students.

In-School Performances - evening performances

Performances provide us with an opportunity to model for children how to behave in this type of setting. This is a skill children need to learn and modeling is the best teacher.

1. Students will stay with their parents during school events, unless directed to do
2. If preschool or primary unit age students sit up front on mats, parents should sit with them.
3. Parents will monitor behaviors of their preschool children so that the children will be safe.
4. Building rules will be shared with parents at the beginning of the year.
5. Facility safety rules will be followed.
6. After school performances, parents should promptly pick up students in the classroom or the gym.
7. Audience responses will be appropriate.
8. Students will use the restrooms, as necessary, before performances so that they will not need to leave during the performance.
9. Students will engage in proper listening behavior by keeping their hands to themselves, being attentive, and sitting up facing the front.
10. Rules for parents will be verbally reviewed before and after performances.
11. Staff and parents will reinforce rules and model appropriate behaviors.

Computer Lab

The Waitsfield School values technology as a tool to support instruction and learning in core academic areas. We offer students access to computers with our lab, mobile lab, and class-based computers. Instruction and support are provided by a certified technology educator and classroom teachers.

1. Children will use computers only in a room with an adult present. Staff should prearrange computer use in the lab or library to assure good supervision.
2. Computers will be used carefully and respectfully, keeping in mind that we are privileged to be able to use them. No food or drinks are allowed near computers. Clean hands are a must.
3. Only school-licensed software is allowed on school computers.
4. Software license agreements will be followed.
5. It is assumed that users' privacy will be respected at all times. Computer operators will refrain from opening the files of others or tampering with them in any way.

Language

1. It is expected that while they are at school or on the bus, all members of the school community will use language that is respectful, appropriate, and not offensive to those around them.

Treatment of Visitors

Members of the school community will:

1. Greet visitors in a friendly manner (smile, say "hello").
2. Step aside if a visitor is trying to get by them.
3. If they must interrupt visitors who are talking, say "excuse me."
4. If two people are talking, go around or say "excuse me."
5. Make visitors feel welcome in their classroom.

Hallways

Students will:

2. Walk.
3. Keep hands to themselves and not touch walls, artwork, or ceilings.
4. Use a quiet voice. Be considerate of classes in session.
5. Watch out for other people. Leave room for them to pass by walking no more than two abreast each way.
6. Walk in the hallways rather than cutting through the gym, ramp, or library.
7. Wipe wet or muddy feet before entering the building.

Bathrooms

Students will:

1. Keep bathrooms looking in new condition; pick up stray paper & wipe up water at the sink if you splash.

2. Use a reasonable length of time in the bathroom. Teachers will monitor this.
3. Flush the toilet after use, and wash hands with soap & water. Dispose of used towels in the wastebasket.
4. No more than one boy or one girl should leave the classroom at a time.
5. Tell the custodian, secretary, or principal if the bathroom is in unsatisfactory condition or requires paper towels or toilet paper.

Lunch Room

Students will:

1. Use good table manners, talk quietly to their friends & stay seated until dismissed.
2. Clean up after themselves.
3. Show respect for others.
4. Say thank-you when served.
5. Upper level students will help serve on a rotational schedule.

Appendix I

POLICY ON PREVENTION OF HARASSMENT OF STUDENTS

I. Purpose.

- A. The Waitfield School District is committed to providing a safe and supportive school environment in which all students are treated with respect. This policy involves incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or misconduct in other settings where direct harm to the welfare of the school can be demonstrated.
- B. This policy is intended to:
 - Prevent harassment as defined in statute (currently, these include 16 V.S.A. § 11(a)(26) and amended by Act 91 of 2004),
 - Ensure that the District's responses to allegations of harassment comply with current statutes (16 V.S.A. §565 as amended by Act 91 of 2004, Title VI and IX of the Civil Rights Act), and
 - Ensure that prompt and appropriate remedial action, reasonably calculated to stop harassment, is taken by school district employees when needed.
- C. The District intends to apply and enforce this policy in a manner that is consistent with and protects students' rights to free expression under the First Amendment of the U.S. Constitution. The District respects and promotes the rights of students and others to speak freely and to express their ideas, including ideas that may offend the sensibilities of others. However, behavior that interferes with the learning of students (and is not otherwise protected expression) cannot be condoned by the District. The District will take action in response to such behavior.

II. Definitions

A. Harassment

- (1) "Harassment" means an incident or incidents of verbal, written, visual or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.
- (2) Harassment includes conduct which violates subsection (1) of this definition and constitutes one or more of the following:
 - (a) Sexual harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 - (b) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial

slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.

- (c) Harassment of members of other protected categories, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, sex, sexual orientation, or disability and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
- B. "Complaint" means an oral or written report by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of harassment.
- C. "Complainant" means a student who has filed an oral or written complaint to an employee or is the alleged victim in a report made by another alleging conduct and/or incident(s) that may rise to the level of harassment.
- D. "Employee" includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.
- E. "Designated Employee" means an employee who has been designated by the District to receive complaints of harassment pursuant to 16 V.S.A. § 565(c)(1).

III. Reporting of Student Harassment Complaints

- A. Annually, the The Waitsfield Elementary School shall designate the principal and school nurse to receive complaints and shall publicize their availability.
- B. A student who believes that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, should report the conduct to the principal or school nurse, or to any other school employee.
- C. When a student reports such conduct to a school employee, other than the principal or school nurse, that school employee shall refer the report to the principal or school nurse.
- D. An employee who witnesses conduct that s/he believes might constitute student harassment under this policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to the principal or school nurse.
- E. Any other person who witnesses conduct that s/he believes might constitute student harassment under this policy should report the conduct to the principal or school nurse.
- F. Consistent with this policy and 16 V.S.A. §565, the Superintendent or Building Administrator shall develop procedures regarding the reporting of student harassment complaints and the District's handling of such reports.

IV. Procedures Following a Report

- A. Consistent with this policy and state statute (currently 16 V.S.A. §565), the Superintendent or principal shall develop procedures for complaint response following a report, initiation of an investigation, investigation, independent review, and alternative dispute resolution provisions.
- B. Independent Review: A complainant who desires independent review under the provisions of state statute (currently 16 V.S.A. § 565(f)) because s/he is either dissatisfied with the final determination of the

school officials as to whether harassment occurred, or believes that, although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem, shall make such request in writing to the Superintendent. Upon such request, the Superintendent shall initiate an independent review, and shall comply with the District's procedures and any applicable rules on this subject promulgated by the Commissioner of the Vermont Department of Education ("Commissioner"). The District may request an independent review at any stage of the process.

V. Discipline and/or Corrective Action.

If after investigation, harassment has been found, the Principal shall take prompt and appropriate disciplinary or remedial action reasonably calculated to stop the harassment. Responses to issues of harassment and subsequent corrective action, including but not limited to final action on a complaint, retaliation, false complaints, and appeal provisions, shall be consistent with attached administrative procedures

There will be no adverse action taken against a person for reporting a complaint of harassment when the complainant has a good faith belief that harassment occurred or is occurring or for participating in or cooperating with an investigation. Any person who knowingly makes a false accusation regarding harassment will be subject to disciplinary action.

VI. Confidentiality; Notification of Results; and Record Keeping.

- A. The privacy of (1) the complainant, (2) the accused individual, and (3) the witnesses shall be maintained consistent with the Waitsfield Elementary School's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. Subject to state and/or federal laws protecting the confidentiality of personally identifiable student information, the complainant and the accused individual shall be informed in writing of the results of the investigation. If either the complainant or the alleged individual is under the age of 18, his or her parent(s) or guardian(s) shall be
 - Provided with a copy of this policy and related procedures,
 - Notified when a complaint is filed, and
 - Notified in writing of the investigation results.

An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.

0. The Superintendent or Building Administrator shall assure that a record of any complaint, is maintained by the Waitsfield School in a confidential file accessible only to the administration. The report of the investigation shall include the investigation and disposition of any complaint, as well as any disciplinary or remedial action taken following the completion of the investigation. Such report shall be kept for at least six years after the report is completed. A copy of said report will be forwarded to the Superintendent of the WWSU.

VII. Mandatory Reporting to State Agencies.

- A. If a harassment complaint is made against a licensed educator alleging conduct that might be grounds for suspension or revocation of a license or endorsement under the State Board of Education Rules, the Waitsfield School principal shall report the complaint to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner.

- B. When a person responsible for reporting suspected child abuse under state statute (currently 33 V.S.A. § 4911, et seq.), determines that a complaint made pursuant to this policy must be reported to the Commissioner of the Department for Children and Families, he or she shall make the report as required by law and related District policy. If the victim is a vulnerable adult, as that term is defined in 33 V.S.A. §6902(14), the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6903 and 6904.
- C. Nothing in this policy shall preclude anyone from reporting to law enforcement officials any incidents and/or conduct that may be considered a criminal act.

VIII. Dissemination of Information, Training, Comprehensive Plan for Responding to Student Misbehavior and Data Gathering.

- A. Dissemination of Information. Annually, prior to the commencement of curricular and co-curricular activities, the District shall provide notice of this policy and its procedures to students, custodial parents or guardians of students, and employees. This notice shall appear in the school's policy manual and parent handbook. ,
- B. Training. The principal shall develop age-appropriate methods of discussing the meaning and substance of this policy with students and staff to help prevent harassment. Training may be implemented within the context of professional development and the school curriculum to develop broad awareness and understanding among all members of the school community. Staff training shall enable staff to recognize, prevent and respond to harassment.
- C. Comprehensive Plan for Responding to Student Misbehavior. The District's comprehensive plan pursuant to state statute (currently 16 V.S.A. §1161a(a)(6)) shall include provisions that promote the positive development of youth and actions to prevent misconduct from escalating to the level of harassment.
- D. Data Gathering. The District shall provide the Vermont Department of Education with data requested by the Commissioner.

IX. Complaints to the Vermont Human Rights Commission and the U.S. Office of Civil Rights.

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted in the procedures accompanying this policy.

Date Warned: March 10, 2005, April 14, 2004

Adopted: May 12, 2005

Legal References: Act 91 of 2004 (2004 Vt. Laws Act 91)

- 16 V.S.A. §§11(a) (26), 565 (harassment), 1161a.
- 21 V.S.A. § 495(5) (retaliation)
- 33 V.S.A. §§ 4911 et seq. (child abuse)
- 9 V.S.A. §§ 4500 et seq. (public accommodations; retaliation)
- 20 U.S.C. §§1681 et seq. (Title IX, Civil Rights Act)
- 34 C.F.R. Part 106
- 42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964)
- 20 U.S.C. §1232g; 34 C.F.R. Part 99 (FERPA)
- Davis v. Monroe County Board of Education 526 U.S. 629 (1999)
- Franklin v. Gwinnett 503 U.S. 60 (1992)
- Saxe v. State College Area School District, 240 F. 3d 200 (3rd Cir. 2001)

Cross References.

1. See School District Policy D10 for Harassment of Employees.
2. See School District Policy F10 for Reporting Suspected Child Abuse or Neglect.
3. See School District Policy F1 for Student Conduct and Discipline.
4. See School District Policy F6 for Confidentiality of Student Records.
5. See School District's Comprehensive Plan for Responding to Student Misbehavior, including Anti-Bullying Provisions.

Appendix J

POLICY ON THE COLLECTION AND MAINTENANCE OF EDUCATION FILES

It is the policy of the school district:

1. To inform, at least annually, parents and eligible students of their rights under this policy and regulations which implement the Family Educational Rights and Privacy Act (FERPA), as described in the procedural rules.
2. To respond promptly to parents and eligible students to reasonable requests to review, inspect, and request correction of education records, pursuant to the procedural rules.
3. Not to disclose personally identifiable information from a student's education record without written parental or eligible student consent, except as allowed by law.
4. To disclose designated directory information (as defined in procedures) concerning students and former students without the prior consent of the parent or eligible student and without any record of such disclosure, pursuant to the procedural rules.
5. To maintain a record of all disclosures of part(s) of education records as and to the extent required by law. Parents and eligible students may inspect and review that record.
6. To forward a student's educational record to any other school in which the pupil enrolls, transfers, or attends, on a part or full-time basis, upon request by the other school or the parent or eligible student.
7. To disclose personally identifiable information to school officials with legitimate educational interests (as defined in procedures) without prior consent of the parents or eligible student.
8. To protect the confidentiality of personally identifiable information in education records at the collection, storage, disclosure and destruction stages, and to keep education records in safe and secure locations.
9. Not to provide parents or eligible students copies of standardized test questions or answers and/or copies of copyrighted materials, which contain personally identifiable information, in order to protect test integrity and to avoid copyright infringement. Where necessary and appropriate, copies of such materials may be provided to qualified evaluators working on behalf of the parents and/or students.

Date Warned: 8/3/01

Date Adopted: 8/17/01

Legal Reference(s): Federal Family Rights and Privacy Act of 1974 (P.L. 93-380)
34 C.F.R. Part 99.6, 99.34, 99.37

Appendix K

NATIONAL OR WORLD CRISES

In the event that there are further tragic world or national events, the following protocol will be followed:

- 1) Any staff member hearing of such an event will notify the principal and/or administrative assistant.
- 2) The principal will monitor the news in his/her office. Staff members are welcome to join during free moments to get details.
- 3) Students will not watch such an event on television.
- 4) By the end of the day, teachers will tell students in classrooms that there has been a crisis, describing it as calmly as possible. It is important to reassure the children of their personal safety, though it is fine to express your personal sorrow and concern. You should indicate that many facts are not yet known and tell children that they should discuss the event with their parents. It would be helpful to send home a brief note saying what has been shared with the children in the classroom.
- 5) Staff will convene after school to discuss how children are reacting and whether we need outside counselors to help us or the children cope with what has happened. We will, at that time, discuss ways to help the children deal with the crisis.
- 6) During subsequent days, teachers will follow the children's lead in discussing the events if they bring up issues. Teachers should also consider whether any lessons could be taught - perhaps a talk about tolerance or what students can do to help the victims. Teacher judgment will guide these discussions.
- 7) In any crisis such as a national tragedy or death of student, staff member, or parents, parents will have the option of keeping children out of school for a day. We will make every attempt, however, to keep school in session, using subs or teachers from other schools, if necessary. Staff who need recovery time may ask for a sick day.
- 8) A resource list of people trained to help in a crisis will be drawn up and made available to staff and families.

Appendix L

INTERNET ACCEPTABLE USE POLICY

The Waitsfield School provides Internet access to Waitsfield School students and educators, and members of the Waitsfield Community, in order to promote educational excellence by facilitating resource sharing, innovation and communication.

The Internet offers access to computers and people all over the world. Thus the Internet provides access to vast, diverse and unique resources, some of which may include material which is inappropriate in the educational setting. On such a vast and global network, a user may discover inappropriate material on purpose or by mistake. Recognizing that it is impossible to control all materials, the Waitsfield School nevertheless firmly believes that the valuable information and interaction available on this world-wide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

Internet access is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of the network relies upon the proper conduct of the end users, who must adhere to strict guidelines. These guidelines are provided so that the user is aware of the responsibilities for efficient, ethical and legal utilization of the network resources. If a Waitsfield School user violates any of these provisions, his/her account will be terminated and future access may be denied. An Electronic Information Resource Agreement between the school and the user will be provided, indicating the user who signed has carefully read the terms and conditions and understands its significance.

Date Adopted: *12/10/98*

PROCEDURES FOR INTERNET ACCESS, TERMS AND CONDITIONS

1. *Acceptable Use:* The Waitsfield School's purpose in accessing the Internet is to support research and education by providing access to unique resources. Any use must be consistent with these objectives.
Use of other organizations' networks or computing resources as accessed through the Waitsfield School must comply with the rules set forth in this policy.
Transmission of any material in violation of any United States or Vermont statutes or regulation is prohibited. This includes, but is not limited to, copyrighted material and threatening or obscene material.
Use for commercial activities is not acceptable.
Use for product endorsement or political lobbying is also prohibited.
2. *Privileges:* The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The administration, faculty and staff of Waitsfield School may request the system Administrator to deny, revoke, or suspend specific user access.
3. *Network Etiquette:* Any user is expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
 - a. Be polite. Never send or encourage others to send abusive messages.
 - b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
 - c. Protect your personal information. Do not reveal personal addresses or phone numbers of others, including students or colleagues.
 - d. Note that electronic mail (e-mail) is not guaranteed to be private.
 - e. Do not use the network in such a way that you would disrupt the use of the network by other users.
4. *Security:* Security on any computer system is a high priority, especially when the system involves many users. If a user identifies a security problem on the Local Area Network (LAN), the user must notify the System Administrator or a faculty member (who is obliged to report the problem to the System Administrator), and should not demonstrate the problem to other users. Nor should another individual's access be used without written permission from that individual. All of the above will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet through Waitsfield School.
5. *Vandalism:* Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy equipment and/or data of another user, LAN, Internet, or any agencies or other networks that are connected to the Internet backbone.
6. The Waitsfield School makes *no warranties* of any kind, whether expressed or implied, for the service it is providing. The Waitsfield School will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or the user's errors or omissions. Use of any

information obtained via the Internet is at the user's own risk. Waitsfield School specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services.

Date adopted: *12/10/98*

The Waitsfield School

Waitsfield, Vt. 05673

To parents: please read this material with your child(ren) and return the signature page indicating your wishes in this matter, and, if appropriate, your child(ren)'s agreement to abide by this policy.

INTERNET ACCESS AGREEMENTS FOR PARENTS AND STUDENTS

Internet access is now available to students in the Waitsfield School. The Internet connects millions of computers all over the world. Students will be able to explore thousands of libraries, databases, museums and other valuable educational sites, and to communicate with other Internet users around the world.

The staff is excited about sharing sites with students, and teaching them how to navigate the Internet and evaluate and use the information they find. Families should be aware that some material accessible via the internet may contain items that are illegal, inaccurate or offensive. Even though student use of the Internet will be carefully structured and supervised, it cannot be guaranteed that undesirable sites will never be viewed. We believe that the benefits to students of Internet use exceed the risks, but parents and guardians of our students have the right to give or deny permission for their children to use the Internet.

EXPECTATIONS FOR STUDENTS

- Students should understand that Internet access has been made available for research and educational purposes.
- Students are responsible for appropriate behavior on the Internet just as they are in the classroom or the playground. The school rules, "Respect other people" and "Do your job" apply.
- The use of the Internet is a privilege, not a right, and may be revoked if abused.
- Students should not access, keep or send anything that they would not want their parents or teachers to see.

RULES OF APPROPRIATE USE

All students must read, understand and agree to these rules of appropriate use on Internet use:

1. I will not view, send, or display offensive messages or pictures.
2. I will not install or download software, shareware or freeware without permission from a teacher.
3. I will obey copyright laws.
4. I will not trespass in other people's folders, work or files.
5. I will not use a computer to harm other people or their work.
6. I will notify an adult immediately if by accident I encounter materials that violate the rules of appropriate use.

7. I will protect my personal information by not revealing the home addresses or personal phone numbers of myself or others.
8. I am prepared to be held accountable for my actions and the loss of internet and/or computer privileges if I violate the rules of appropriate use.

FAMILIES AND THEIR ROLE

The section of the handbook on the green pages contains information that is very important to you. It includes two sections, one on family involvement and the second on curriculum.

You are an important part of your child's education. This section of the handbook indicates some of the ways in which you can become involved in the school or help your child at home. It also lists behavioral norms, which indicate our expectations of your child in various settings at school.

The section on curriculum includes descriptions of reading and spelling level terms that will be used in our progress reports. It also includes a list of topics that are studied at each level in the primary and intermediate unit. This list works on a three-year rotation; 2004-2005 is year one in the rotation.

Parents wishing more extensive information on curriculum or Vermont's Grade Expectations can contact the principal.

HOME-SCHOOL COMPACT
Roles and Responsibilities

To Be Shared Between Parent and Child

PARENTS	SCHOOLS & TEACHERS	STUDENTS
Know what is expected of each of your children.	Communicate expectations.	Know what you need to do. Ask for help, if needed.
Help students organize time effectively – TV, friends, school work, chores, activities.	Help students be clear about homework.	Bring assignments home. Complete assignments. Return homework when due.
Send children to school ready to learn – child is rested, properly dressed, properly nourished, and arrives at school on time.	Provide a full days education.	Be responsible for going to bed at a reasonable time and getting up on time.
Communicate questions and ideas.	Encourage parents to ask questions and give input.	Bring home notes and messages for parents. Make suggestions in an appropriate manner.
Know how your child is doing in school.	Communicate student progress.	Participate in family conferences. Know how you're doing in school.
Make it a priority to attend school events and meetings relating to your child.	Schedule meetings in such a way that parents can attend.	Encourage parents to come to school events.
Provide the school with useful information about your child and about family values and culture.	Respond to children's and families' interests and needs. Make referrals, as necessary.	Be an enthusiastic learner. Share your interests and skills with others.
Talk to your children. Listen to what they have to say.	Listen to children's ideas and concerns.	Communicate with family and school staff.
Make suggestions for PTA and Focus Forum programs or for workshops.	Make suggestions for PTA and Focus Forum programs or for workshops.	-----
Participate in the creation and implementation of your child's Individual Learning Plan (ILP).	Facilitate and monitor progress on ILP.	Help create and work to meet goals of your learning plan.
Read at home with your child.	Encourage reading and provide books, as needed.	Read regularly.
Discusses with child and be clear about behavioral expectations at home and at school.	Communicate school's behavioral expectations.	Follow behavioral expectations
Expect an appropriate quality education for your child.	Provide a quality education for each child.	Set high goals for yourself and strive to reach your goals.

FAMILY INVOLVEMENT OPPORTUNITIES

There are many ways each and every parent can be involved in school life. We recognize that work, family, and personal issues may make certain types of involvement difficult. Below are many of the varied ways you can get involved.

Attend:

Parent conferences
Open Houses
Study skills night
PTA
Focus forums
Computer workshops
Guidance parenting sessions
Community celebrations
Family nights
Science Fair
Town Meeting

Volunteer to help the school community:

Fundraisers
Classroom or library volunteer
Fluoride volunteer
Room Parent
Club leader or ski program volunteer
Field day organizer
Field trip chaperone
Special projects (such as the gardening project)
Dramatic presentations (sets, props, costumes, etc.)
Providing music for assemblies and special events
Monitor computer lab (during school or in the evening)
Share interests, skills, and experiences with students

Advisory Committees:

Funding committee
Home-School Compact
Climate committee
Strategic Planning / Action Teams

Support Your Child Directly:

Read with your child. Model reading behaviors yourself
Provide an appropriate place for homework
Sign assignment book (as appropriate)
Help your child get started on work, but don't do it for him/her
Read weekly newsletters
Support your child's individual learning plan

READING LEVELS – CHARACTERISTICS

Reading is a life long, developmental process. Children learn to read in a variety of ways. The Waitsfield approach is varied and includes phonics and whole language approaches. Student reading development is monitored with a variety of assessments, including the POA in grades K and 1, DRA in grade 2, and NECAP in the upper grades. The following is a description of the normal developmental stages of reading.

Emergent Reader

- Understands that print contains a meaningful message
- Uses pictures and experiences to understand reading
- Begins to use beginning sounds in writing
- Understands how print moves from left to right
- Is familiar with most letters in some way (name, sound, word starting with)
- Orally recognizes some word family patterns (e.g. fat, cat, hat)
- Handles books appropriately
- Pretends to read or reads
- Begins to recognize some sight words
- Recognizes own name
- Can retell stories and generate own stories

Early Reader

- Knows all letter names, shapes, and basic letter/sound correspondences
- Compares similar words and can use smaller “chunks” in words to aid in decoding
- Matches voice to text with finger while reading
- Easily recognizes 50 high-frequency sight words
- Uses cues (phonics, structure, and meaning) to read unknown words
- Reads 100-200 little books throughout the year and reads a variety of materials including fiction, non-fiction, and poetry
- Uses pictures and experiences to understand reading
- Understands how punctuation works in print
- Is able to read silently for 15 minutes or more

New Fluent Reader

- Reads with increasing fluency
- Easily recognizes 150 high frequency sight words
- Continues to use meaning, structure, and phonics cues to gain meaning from text
- Is able to demonstrate comprehension through retelling, prediction, questioning, and inferencing
- Reads 25-35 grade-appropriate fiction and non-fiction books during the school year
- Uses additional reading resources to gain further knowledge on a topic

Fluent Reader

- Reads 25-35 grade-appropriate fiction and non-fiction books during the school year
- Increases vocabulary by understanding concepts such as synonyms, antonyms, and homonyms
- Recognizes root words, prefixes, and suffixes
- Demonstrates literal comprehension by recalling details and sequencing events
- Identifies the main idea, recognizes cause/effect relationships, makes inferences and predictions from reading selections, and draws conclusions from the overall meaning of a selection
- Uses interpretive skills to determine characters’ feelings/attitudes, the setting of a selection, and the author’s feelings and attitudes about a topic
- Can identify text by genres (fairytales, friendly letters, plays, stories, biographies, etc.)
- Selects the appropriate definition for multiple meaning words

SPELLING LEVELS – CHARACTERISTICS

Early Speller

- Explores print
- Mimics features of writing
- Develops the concept of spelling
- Understands and knows that:
 - Words are made up of letters
 - Words are bounded by spaces on either side
 - Words are read left to right
- Knows that similar sounding words often contain the same letters
- Knows that letters stand for sounds in words

Pre-Phonetic Speller

- Can do the skills above
- Memorizes some words such as the spelling of own name

Phonetic Speller

- Uses phonetic spellings for short vowels
- Uses phonetic spellings for long vowels
- Uses phonetic spellings for consonant sounds
- Represents each voiced sound in a one-syllable word by a letter

Transitional Speller

- Uses a mixture of conventional and phonetic spelling
- Shows awareness of inflected endings
- Applies learned spelling rules to writing

Conventional Speller

- Applies spelling rules
- Spells a large number of non-phonetic words correctly

Science Curriculum Map

Lower Unit

	Physical	Biology	Human	Earth
05-06	Force/motion and simple machines	Plants		Weather/water cycle
06-07	States of matter	Wetland/ponds and ecology	Body systems	
07-08	Electricity and magnets	Habitat/ soc. studies	Senses	
			Nurse - health education each year in cycle	

Upper Unit

	Physical	Biology	Human	Earth
05-06	Motion/energy Force	Eco-systems	Human body Cell	
06-07	Electricity and Magnetism	Solar system and the universe		Forces of nature, change over time
07-08	Heat, light, sound, and chemistry	Plants, photosynthesis and ecology		Evolution and extinction

Social Studies Map

Pre-K and Kindergarten

Teams at Work in the Home, School, and Community.
Multi-Cultural Study.

Grades 1-3

04-05	Americans Making a Difference. Students Making a Difference.
05-06	Traditions and Celebrations; Local History; Monuments.
06-07	Inventors, Innovators, and Immigrants.

Grades 4

04-05	Vermont History U.S. Geography
05-06	Vermont History U.S. Geography
06-07	Vermont History U.S. Geography

Grades 5-6

04-05	Ancient History
05-06	American History to 1860
06-07	Ancient History

Homework at Waitsfield Elementary School

At the Waitsfield Elementary School, we believe it is valuable to extend learning beyond school hours.

- A) Goals:
- 1) To encourage independence
 - 2) Build time management skills

- 3) Foster independent, responsible learners
- 4) Enhance home-school communication by engaging families in school-based projects

Primary Unit Home Learning Extensions

A. Recommendations:

- 1) Schedule regular time for your learner (15-30 minutes depending on age of your child)
- 2) Provide the space and materials necessary
- 3) Give your learner feedback but do not take responsibility for the work

B. Suggestions for activities when nothing specific has been assigned:

- 1) Reading
- 2) Journal, creative writing, letter writing, handwriting
- 3) Practice math facts
- 4) Music practice or appreciation; art project

Intermediate Unit:

As the child progresses through the grades, there will be increasing expectations that he or she will do specifically assigned homework. In grades 4-6, students may be expected to do the following amounts of work on Monday through Thursday nights:

A. Time:

- 1) Grade four: 40 minutes a night
- 2) Grade five: 50 minutes a night
- 3) Grade six: 60 minutes a night

Intermediate students need to plan their time so that they can finish long-term projects in a timely manner

B. Recommendations:

- 1) Provide a place where your child can work, equip place with needed materials
- 2) Limit interruptions while your child is working
- 3) Help your child get started or give feedback if you wish after work has begun, but do not do your child's work

C. General Comments:

In cases where a student is often frustrated by the assigned homework, the parent should contact the teacher to discuss strategies for relieving the tension over homework. Homework should not be a dreaded time at home. Let us help problem solve if this is an issue.

It is unrealistic in most families to ban television, but monitoring what a child watches is beneficial. Limiting the amount of television is also important. When possible, parents should model using some free time for other things than television, such as hobbies, music, reading, cooking, sports, or games.

