

2010-2011 Staff

Kindergarten	Ellen Martyn
Primary Class	Judy Jarzombek-Lang
	Jen O'Donnell (co-teacher)
3 rd /4 th grades	Erica Morse
5 th /6 th grades	David Holzapfel
7 th /8 th grades	Tim Hayes
	Rachel Boyden
Librarian/ Instructional Technologist/ 3 rd /4 th grade Reading/Math	Pam Burke
Art	Linda Whelihan
Music	Charlene Morse
Physical Education	Chris Brown
Rhythms	Kate Morgan
Band	Michael McKinney
Strings (Violin)	David Tasgal
Spanish	Elissa McLean
Poetry	Ann Gengarelly
Guidance Counselor	Tom Hudak
Nurse	Susan Kunhardt
Healthy Snack Coordinator/5 th /6 th Assistant	Celena Lundsted
Instructional Support Teacher	Christine Moyer
Special Education Learning Specialist	Erik Schickedanz
Special Education Assistant/Behavior Interventionist	Yvonne Laseter
Special Education Assistant	Nicole McTaggart
Bus Drivers	Jackie Bemis
	Gail MacArthur (coordinator)
Marlboro AfterSchool Program	Rose Watson
Custodian/Building Engineer	Tim Burns
Administrative Assistant/Bookkeeper	Gail Chaine
Principal	Francie Marbury

Table of Contents

Welcome to Marlboro School	3
Social Climate, Curriculum, Classes	4
School Social Climate	4
Kindergarten	5
Primary	5
Third-Fourth	6
Fifth-Sixth	6
Junior High	7
Instructional Support	9
Special Education	9
Library and Technology	9
Art	10
Music	10
Physical Education	10
Rhythms	10
Spanish	11
Important Aspects of Marlboro School	11
Community Involvement	11
Parents and Friends	11
Marlboro School Association	11
Field Research	12
Portfolios	12
Student Evaluation and Assessment	12
Progress Reports and Conferences	12
School Hours and Attendance	12
Student Behavior Plan	13
After Marlboro School	14
Dress Standard	14
Marlboro AfterSchool Program (MASP)	14
Programs and Events	15
Bus Reminders	16
Attendance Protocol	16
Snow Days	17
Additional Information	17
2010-2011 Calendar	

Marlboro School District

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WELCOME TO THE MARLBORO SCHOOL!

This handbook has been prepared to help acquaint families with the school's philosophy, goals, structure, programs, special activities, and opportunities. It serves as our Parent-School Compact, describing our responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment and your responsibility to support your child's learning by participating in school activities and implementing the ideas bulleted below. We hope this handbook will encourage and enhance communication between the school staff and the parent community.

A parent is the most important teacher a child will ever have, so your child's attitudes, values and ideas about education begin with you. Teachers and parents must work together to meet the needs of children and to help them to function well and achieve their best in school.

Following are a few ideas that will help:

- Set aside a time to ask your child about his/her day in school. Try to be specific.
- An integral part of your child's reading and language development hinges on the opportunities to read at home. Daily reading with, to, or by your child is very important.
- Please check with your child each night to see if any notes have been sent home. Each Friday, one child per family will bring home the weekly newsletter. We will also offer you the opportunity to receive this via e-mail.

School Philosophy

The school's mission is to support students in developing their creative abilities and learning the skills needed to live and work with others. The school strives to provide an environment in which children can experience success and develop their feeling of self-worth. Along with these creative accomplishments, we provide instruction in the basic skills necessary to succeed in our changing world. All this is done in an atmosphere characterized by the joy of learning.

Realms of Learning for Marlboro Students

The following Realms of Learning guide our instruction, focus student learning, and provide the broad palette used to assess how students are progressing.

Marlboro Realms of Learning

- Communication
- Problem Solving
- Personal Development
- Civic and Social Responsibility
- Knowledge (knowledge and understanding, application of knowledge, making connections)

As you read the descriptions of the social climate and the different grade levels below, you will see how each of the Realms is addressed from Kindergarten through Junior High.

About the Social Climate, Classes, Curriculum and More

Marlboro School Social Climate

We seek a culture of respect and kindness that promotes the development of social and civic responsibility in all students.

There is consistency and commonality of mission. And there is the flexibility to respond to students as individuals and in a way that takes into account their needs and teachers' styles.

This culture is defined by physical and emotional safety with

- Respect
- Appreciation
- Civility
- Kindness
- Thoughtfulness
- Tolerance
- Inclusion
- A sense of belonging
- A sense of contributing

Examples of what this looks like

Regular communication among staff: staff meeting student check-ins, social traffic light, staff trying, discussing, and assessing new strategies

Regular communication with parents: individually, class letters/notes, Friday Notes, school website (marlboroschool.net)

Parent involvement

- All school: conferences, parent meetings, first Friday coffees, Parents and Friends (P&F), parent volunteers, classroom parents, chaperones for field research and other activities
- Individual student: EST, development of behavior change plans

Strategies to support all students

- Clear behavior expectations – separate bodies, no teasing, no bullying, no violence, no exclusion, no matter what the age
- Problem solving – each tells story, says what needs, agree on common solution
- Calling it when it happens (stop the world)
- Preview/review
- Rituals that promote belonging and acceptance of responsibility for the well-being of the community
- Building all school community
 - All School Sing
 - Fall Fiesta
 - Field Day
 - Hogback Day
- Building classroom community
 - Morning Meeting
 - Classroom jobs
- Developing social leadership
 - JH Kindergarten internship
 - Reading buddies
 - JH Friday game

Strategies to support students with challenging behaviors

EST

Behavior Change Plans

Restrict play space

Required check-ins

Social skills groups

Consequences that promote individual inclusion in and responsibility to the community

Classrooms

Teachers have written the following descriptions so that you can have a general idea of your child's course of study during her/his years at Marlboro. Although these descriptions do not refer directly to the Vermont Framework of Standards, we review the curriculum on an ongoing basis and are committed to our students working towards meeting these standards.

Kindergarten

Kindergarten, which meets until 1p.m. every day, provides a creative climate where children can develop physically, socially, emotionally, and intellectually at their own pace. Learning takes place through play as well as structured lessons and field experiences outside of the school. Throughout the year, students study various aspects of community - both within the school and in Marlboro.

Kindergartners acquire basic skills and learn about their worlds through the arts, science, social studies, math, reading and writing activities. They intersect with students from throughout the school at recess and lunch as well as with their reading partners in the 3-4th grade and with interns from the Junior High. They are also part of whole school activities such as the weekly All School Sing, Fall Fiesta, Hogback Day and special events.

The Primary Room

After completing Kindergarten, students spend two or three years in the Primary Room before moving on to Erica's Class. Judy and Jen work closely as a team to create a classroom where students work in both class areas at different times. A student may have math with Jen and reading with Judy. The entire class meets together at different times of the day such as: Morning Meeting, read aloud time, some theme groups, etc. Students have a "go to" teacher for some things (to simplify), but both Jen and Judy oversee the class equally by leading morning meetings, teaching lessons, etc. The students are divided into small groups during the typical school day; sometimes the students are grouped according to age, ability, or a common interest. A variety of resources and techniques are used in academic work.

An overall skills checklist guides each student's progress along with ongoing observations and reading assessments at key times of the year. There are several science and social study themes throughout the year. Students are introduced to basic research skills as they pursue topics of special interest.

The Primary Room is set up to provide students with flexibility and movement to encourage positive interaction with their peers during both academic and social times. Students may have the opportunity to work with an instructional support teacher over the course of the school year. Students are encouraged to advance academically according to their own individual rate of learning.

The Marlboro School Social Climate is one where we seek a culture of respect and kindness that promotes the development of social and civic responsibility in all students. This culture is defined by physical and emotional safety with respect, appreciation, civility, kindness, tolerance, and inclusion with a sense of belonging and contribution. The Primary Class uses a variety of strategies and supports to foster clear expectations for all students to be a vital and valued member of the class.

Third-Fourth Class

Students enter Erica's Room following the Primary Room. It consists of third and fourth grade students.

Community building is the foundation for a productive classroom and our work the first month focuses on creating a positive social climate. This climate is maintained through daily class meetings. Students determine group and individual goals for the school year.

The academic skills instruction in Erica's Room is determined on an individual needs basis. In addition to cooperative learning, emphasis is placed on developing independent study and research skills and positive home/school connection.

We primarily use the Investigations curriculum for math instruction. This curriculum is based on constructing one's own understanding of a given concept. Working hands-on with manipulatives, working with small groups and individually, and continually sharing strategies for solving a problem help support individual understanding. The formation of an enthusiastic attitude, a strong number sense and the ability to reason supports all future mathematics.

Language skills include reading, writing and verbal discourse. A strong literature-based program is enhanced by non-fiction reading. Comprehension, vocabulary and making connections are the learning at this level. Reading and writing assignments are often linked with the content-area theme. Organization skills are practiced using Thinking Maps. Spelling and pre-writing strategies are emphasized and editing skills continue to be practiced. These years should support a love of reading for pleasure, information and an understanding of oneself.

Social studies and science units are taught through an interdisciplinary learning format. Place-based education and developmental geography determines the theme-based units of study. Local treasures and the state of Vermont are explored through natural science, reading the landscape and relevant history. Connection to the greater community is viewed as an extension of our smaller classroom community. Inquiry-based experimentation will be pursued through topics in both physical and natural sciences. The school garden is an ongoing piece of thematic study that changes with the seasons. Students are able to be part of an entire growing season while in the third/fourth grade and this experience is connected to the curriculum in many different ways.

Fifth-Sixth Class

In David's room great emphasis is placed upon the students' responsibility for their own life-long education. Individual and consensual thinking, decision-making, and responsibility are stressed throughout the curriculum.

The classroom is a community within the community of the Marlboro School within the community of Marlboro Town within increasingly larger communities. Common to all is the need and desire for safe, civil and respectful behavior toward one another. Students are expected to treat each other in the way they wish to be treated, to promote the welfare of one another, and to respect one another as individuals. With this expectation comes the development of personal responsibility for one's own behavior. In addition to general discussions about what this means individual students participate in Council Meetings on an as-needed basis. Council can be summarized as a student-to-student (with teacher input) means of helping one another live up to the behavioral expectations noted above.

Language Arts: Reading for pleasure, information, and to promote self-reflection are components of the literature program. Combining structured examination of literary elements with less formal interpretive discussion students investigate a variety of literary genre such as the short story, poetry, mythology, the novel, science fiction, and mystery. Grammar study, spelling, public speaking, interviewing, handwriting, listening, vocabulary development, conducting research, and a strong emphasis on the Writing Process are skills which round out the language arts program.

Mathematics: The main goal of the math program is to develop in students a willingness to explore numbers and an excitement for math as an every day experience. Developing strategies for solving problems is a primary emphasis. Students are expected to gain a complete mastery of the basic facts and all whole number operations and to have an understanding of fractions, decimals, and percents.

Science: Stressing active experimentation, observation, and interpretation, the program seeks to establish the fundamental principles of science without losing sight of the belief that science should be “fun”. Areas include technology, human health, and physical and biological sciences.

Social Studies: While establishing the essential concepts and skills the social studies curriculum constantly dovetails with other curricular areas throughout the year; while studying the geographical rain forests of the world, for example, they also read the literature of their people and study their ecology. Such an interdisciplinary approach strives to elevate the social studies beyond a mere collection of facts, dates, and definitions to make it a broader, more meaningful experience. Individual and group research projects play a vital role in this curricular area.

Junior High

The 7th & 8th grades are commonly known as the Junior High, but the classroom more closely resembles a one-room schoolhouse than the locker-lined hallways of a typical junior high school. It is a small program with big ideas.

Philosophy

The adolescent years are characterized by profound physical, intellectual and personal growth, though these changes occur at widely different rates. Because the search for personal identity is so consuming, it is a critical time for students to experience meaningful relationships, widening responsibilities, and opportunities to establish themselves in positive, productive ways. Our program continues to evolve as we endeavor to meet the developmental needs of young adolescents, but it remains committed to providing:

- A curriculum that is relevant, challenging, hands-on, and exploratory, and that integrates the subject areas just like the problems and issues of the real world;
- A curriculum that addresses the questions and concerns of the students, enabling them to construct their own meanings;
- Opportunities for students to assume increasing responsibility for their learning and to make contributions to their community;
- Assessment and evaluation that enables students to monitor their continuous improvement while maintaining rigorous academic standards;
- Varied teaching and learning approaches that encourage a problem-solving focus, help develop critical thinking skills, and cultivate the skills of communication, collaboration, and cooperation;
- Opportunities to develop a better understanding of themselves and our culture as they formulate their own moral principles and learn to make wise life choices.

Writing and Literature

A strong emphasis is placed on the development of writing that communicates with skill and grace. In our writing workshops, students learn grammar, usage and mechanics, the self-critical skills of revising and editing, and writing techniques for a variety of purposes and audiences. A special part of graduation from MES is the Consortium—a formal gathering at the Meeting House when students read from their best writing.

The reading and study of literature involves a good deal of writing, drawing, and group discussions, including a Friday afternoon with tea and cookies.

Mathematics & Science

The study of mathematics is a collaborative, active exploration of concepts at a variety of levels. Most of our students are engaged in the study of algebra, while solidifying general math concepts, geometry, and probability. There is an emphasis on problem solving, often looking more like a class in physics.

Whether it is life science or the physical sciences, a hands-on approach is favored, working with the scientific method in active experiments. We try to connect investigations of scientific topics with real

projects that address environmental issues, most recently global warming. We present a developmentally appropriate study of human reproduction, as well as an exploration of media, addiction and the use of alcohol and other drugs.

Social Studies

The curriculum addresses the cultural clashes among Native Americans, Africans and Europeans, US government, the American & other Revolutions, the Civil War, and related geography. These topics have connected well with our field trips and enabled us to pursue work on real issues, just as we have in science. Students learn through primary & secondary research and read a variety of documents—including a look at relevant literature, art and music.

Drama

A highlight of every year is the March cabaret of dramatic & comedic scenes, improvisations, and musical performances at Marlboro College's Whittmore Theater. The scenes and one-act plays allow every student to have a major part. The professionally written scripts - most for and about teenagers - are selected by the students from the many we read. They co-direct their scenes, design the costumes, props, and set, and some get to work with the college's computerized lighting system! We study script writing in writing class, and some student work has been produced.

Design Technology

The woodworking shop not only enables us to study design and construction, but also can be used by the class to produce fundraising opportunities and perform community service. In 2006 we created four rustic benches that were raffled off, raising \$3000 for a trip to Costa Rica.

Field Trips

MES has its own buses—and a JH teacher with a license to drive! This allows us to extend the walls of the classroom. In addition to local field trips to augment our curriculum, the Junior High takes a major trip each spring: Washington, DC every other year; other destinations have included London, Montreal, Dominican Republic, and Costa Rica. These trips include research and community service: to the DR we brought hands-on science lessons to a local school and helped a building project at an orphanage; to CR we brought a play about fair trade coffee and helped a community irrigation project.

Class Government

Starting with the town meeting model of direct democracy, each new class redesigns their class government. Because we also study forms of government, there have been interesting efforts to dovetail this form with a “rotating oligarchy” and a constitutional monarchy! Along with planning fundraising events, this practice of democracy also provides the forum for class participation in other matters that affect classroom life, and it has become an essential part of the Marlboro Junior High.

Portfolios & Student-led Conferences

In order to show what they have learned and demonstrate skills they have acquired, students keep portfolios of their work organized by these realms of learning: knowledge, problem solving, communication, personal development and civic/social responsibility. To graduate, 8th-graders must present their portfolio to a panel and justify adequate learning in these five realms. Throughout this process, finished work is critiqued and revised, with an emphasis on self-evaluation. Twice a year, all students present their portfolios to their parents at student-led conferences.

Binder Organization & Weekly Conferences

A system for binder organization is taught and checked at weekly conferences. These meetings enable teacher and student to discuss individual issues, academic and otherwise, and insure that students stay organized and current on assignments due.

Kindergarten Internships

Each student participates in a 3-day internship in the Kindergarten. This is an investigation into child development that involves observations and reflections, direct work with the students, and leading a final activity.

Family Involvement

Input and involvement of families is encouraged through conferences, round table discussions, chaperoning trips, and opportunities to work with students on fund raising, yearbooks, and graduation.

The Marlboro Junior High attempts to create a community of learning, empowering both students and teachers to become active inquirers, imaginative and responsible thinkers, tolerant and cooperative colleagues, and compassionate and optimistic contributors to their community.

Instructional Support

Students who need additional academic support but do not qualify for Special Education receive this support through our Educational Support System. The Educational Support Team, which includes the principal, the instructional support teacher, and several classroom teachers meets with the student's classroom teacher and identifies strategies and accommodations to help the student learn. An individual plan is written, implemented, and reviewed on a regular basis.

Special Education

MES offers special education services to all students in need of specialized educational intervention. These services vary from teacher consultation / classroom intervention to extensive special education instruction.

Literally every classroom teacher at MES is a member of an I.E.P. (individual education program) team and works closely with the special education team. The core members of special education are: the school nurse, the learning specialist / teacher consultant, and the speech and language pathologist. Although each member has specific duties, they work together to develop I.E.P.'s for every student identified as in need of special education at Marlboro according to the State of Vermont regulations.

Marlboro's special education program is committed to ensuring that every child has a free and appropriate education in the least restrictive environment. The team members also see themselves as advocates for any student who is experiencing difficulty in learning and are always willing to offer their expertise to the classroom teacher and/or parents.

The special education team encourages parents to contact them at the school at any time if you have any questions or would like a more detailed description of the program.

Library and Technology

The library maintains an excellent collection of materials for both student research and leisure reading. We also make extensive use of online material.

The library does not assess late fees, but students are regularly reminded to return their books in a timely manner. The library is open to all families. As the library collection is a valuable and beloved resource of our school, we encourage students to embrace the responsibility of caring for the library collection.

An important educational component of the library skills program is teaching students how to effectively and ethically use computer technology and digital research tools.

Our goals are to ensure that our students have an understanding of how to use computer and internet technology, have a healthy curiosity for learning new technologies, and that students have a comfort level with computers that facilitates the quick adoption of new technologies.

Art

The Marlboro School art program is exciting and adaptive. Getting our inspiration from classroom studies, our environment, and the world around us, we experiment with different techniques and materials to gain a greater understanding of a particular topic while we create our art. We're so fortunate to live in an area with such a rich arts culture and by building relationships with the museums and artists nearby; we expand our own knowledge and sense of possibility. Students will progress through the art program learning skills that build on what they already know while being challenged to expand their knowledge. Our program is supportive and designed to give every artist the opportunity to express themselves confidently within a caring community.

Music

MES has a rich and varied music program.

Charlene Morse teaches classroom music. Each class meets once a week and has a varied curriculum depending on the ages. The main emphasis is on singing and dancing and developing musicianship throughout these activities. Classes work toward a performance at a winter concert in December, usually including songs by the kindergarten, a primary play based on a picture book and accompanied by rhythm instruments, a Morris dance and songs by Erica's class, a performance using tone chimes and songs by David's class and a sword dance extravaganza by the junior high. The junior high then begins group guitar classes and the other classes venture into different musical areas as well. There is an arts night in May that will include some further performances by some groups.

Instrumental instruction includes violin as well as band instruments. David Tasgal teaches violin to all first through third grade students. In fourth grade, students are expected to take lessons and may choose between continuing violin or beginning a band instrument with Michael McKinney. This choice continues through the older grades. Ensembles include a band, a rock band and a contra dance band. There is a performance in January and May (at the Arts Night) for all the instrumentalists and ensembles.

Physical Education (PE)

Physical Education is a time for students to learn and improve their locomotor skills, team building skills and build muscular and cardiovascular strength, all while having fun. Students also learn about a wide range of team sports. All students are required to wear sneakers to PE class. Students are assessed based on their effort in class, attitudes towards other students/teacher and their participation. The main objective of Physical Education is for all students to learn the basics for leading a healthy and active lifestyle. This class will hopefully give the students the building blocks they need to become an active person.

Rhythms

Rhythms is taught by Kate Morgan to Kindergarten through 4th grade once a week as part of our Physical Education program. Rhythms activities encourage students to develop their physical skills through creative impulse and body awareness as well as providing an arena for challenging skills, proficiency and prowess. Through musicality and the sheer joy of moving, children are given the opportunity to galvanize the important building blocks needed for the whole person to grow and explore.

Spanish

Spanish is offered to students in grades k-8. The goal of the Spanish program at MES is that, upon graduation, students are proficient speaking, reading, and writing in Spanish, confident in their ability to pursue Spanish (or other languages) in the future, and aware and appreciative of some of the many countries and cultures where Spanish is spoken.

As in first-language acquisition, acquiring a second language requires us to hear that language spoken for many, many hours. Classes therefore emphasize interesting “comprehensible input”—spoken and written words that students can understand. Speaking and writing emerge naturally after we have heard (and read) the language enough to acquire it. MES Spanish classes involve songs, puppets, TPR (Total Physical Response—putting movements and gestures to words), storytelling, and reading. Language acquisition happens easily when we are relaxed and interested in the content of what is being communicated, so classes are designed to be fun and engaging.

Important Aspects of the Marlboro School

Community Involvement

In many ways it can be said that the Marlboro Elementary School is as good as the community makes it. The school not only welcomes parents and community volunteers, it depends on them to lead many extra-curricular and curricular activities and to help in many special events. For example, parent volunteers have organized and run after-school sports programs and have worked with children on cooking and woodworking projects. They have worked with groups of advanced students and have helped in classrooms in the areas of reading and math. Parents serve on the school Action Plan committee. Volunteers designed and built the primary playground. They have raised money for the school in a variety of ways. Activities change as the talents and energy of volunteers change. Without the volunteers, the school could not provide the rich program that has existed for many years.

Parents and Friends (P&F)

This organization includes parents, teachers, and other friends of the school. Its main purpose is to provide a means by which parents can meet other parents and teachers to deal with issues of mutual concern. P&F sponsors fundraisers whose proceeds benefit the school in a variety of ways. Often there are family social events and community education opportunities put on by P&F. Current officers are Dori Martin (464-7377), Sparrow Stevens (258-7557) and Julianne Mills (254-0014). We welcome your participation!

The Marlboro School Association

The Marlboro School Association was formed in 1995 with the purpose of enriching the education of our town’s current and future elementary students by establishing a permanent source of additional funding for Marlboro Elementary School equipment, projects, and programs. Normally, only the Association’s income is distributed, though we also consider donations for specific projects. The Marlboro School Association is a nonprofit 501 (c-3) corporation, and gifts to the Association are tax deductible, as allowed by law.

To date, the Marlboro School Association has provided funds for the climbing wall, the John Esau covered bridge, internet access, computers and software, library books, artist-in-residence programs, playground renovation, and for the development of the tech-ed center.

For further information on the Marlboro School Association, please contact Adrian Segar at 254-3566.

Field Research

An important educational component of the intermediate grades and the Junior High programs is field research. Preparations, both scholarly and practical, are thoroughly planned in the classroom prior to departure. Depending upon the focus of the fieldwork, students may conduct interviews, gather information for research papers and projects, or experience places they have studied in the classroom, thus integrating the theoretical with the experiential.

In recent years three to seven day field work excursions have taken students, teachers and chaperones to Washington, D.C., New York City, Cape Cod, and Costa Rica, and all around the State of Vermont. Such trips afford students the opportunity to broaden their experience of the world and its people, while engaged in academic training.

Field and research trips are integral parts of the Marlboro Elementary School curriculum and students are expected to participate.

Student Evaluation and Assessment

Ongoing assessment is part of every classroom as teachers observe students and adjust instruction to individual needs. Students in 3rd-8th grades participate in the NECAP (New England Common Assessment Program) as required by federal law.

Portfolios

As part of our school assessment plan, portfolios of student work are kept. Students are involved in the collection and selection of portfolio pieces. Older students organize their work by Learning Realm. Students use the portfolios to share their learning with parents during conferences. As part of our MES graduation requirements, eighth graders must present a completed portfolio to a panel consisting of their teachers, the principal, and another teacher.

Progress Reports and Conferences

The teachers at MES believe that conferences provide the best vehicle for sharing student progress and that students benefit from taking the responsibility of describing and demonstrating their learning. They may set goals for themselves and/or choose pieces of work to show their parents. Parents are encouraged to take advantage of the time set aside for regularly scheduled conferences in October and March and to request conferences any time during the year if desired. Conferences may be arranged directly with your child's teacher or through the office.

Report cards are sent home to parents two or three times per year with each classroom using a unique format. Teachers use report cards to inform parents about children's learning in all of the Realms.

School Hours and Attendance

School begins each day at 8:30 am and is dismissed at 3:00pm. **Children who do not ride the school bus should arrive at MES no earlier than 8:15 am. Those who do not ride the school bus home should be picked up no later than 3:15pm.** Kindergarten students may ride the bus to school each morning but transportation is not provided for them at their dismissal time of 1 p.m.

Good attendance and on-time arrival is essential to success in school. We monitor attendance and tardies carefully and work with students and parents when there appear to be excessive absence or

lateness. Of course, parents are encouraged to keep children home if they are sick. The school will make every effort to send work home, but often it's impossible to make up for the missed instruction. Our School Attendance Protocol is included in the Additional Information section at the back of this handbook.

If your child is going to be absent or tardy, we ask that you notify us by 8:45am. If we do not hear from you by then, we will try to get in touch with you. We also ask that you stop in the office to sign your child out if you need to pick them up before dismissal time. If your child is not going home the way s/he usually does, please send in a note for the bus drivers and the office.

Student Behavior Plan

All children have the right to learn and grow in a safe and supportive environment and the responsibility to help provide this for others. The goal of this plan is to involve the entire school community in supporting the development of each student's sense of responsibility for her/his actions.

At school we pursue a variety of strategies to develop students' abilities to demonstrate responsibility, self-discipline, and the skills needed to live harmoniously within a community. As adults, we recognize the importance of our role as models for these behaviors. Morning Meeting is often a time to discuss and practice these skills and abilities. Students learn problem-solving and conflict resolution skills and are encouraged to use them in the classroom and on the playground. We believe that children need to learn to care for themselves and for each other. They must learn to identify the needs underlying their behaviors and to communicate with each other with compassion.

It is important for children to be part of the process of defining the school environment in which we all want to live. Our behavior expectations were developed with input from all the classes. They will be reviewed every year. Our guiding principles come from the Junior High students.

Respect, help, and listen to others Respect your surroundings

The detailed list of behaviors expected in our shared spaces is posted throughout the school. Individual classes and teachers will determine other expectations in support of mutual respect, safety, and learning in their classes.

Consequences for Behavior Contrary to our Expectations

We assume that most students will comply with all of the expectations most of the time. When a student does not follow the expectations there will be consequences designed to help that student to learn and practice appropriate behavior. We view consequences, not as punishment, but as an opportunity to learn. School staff will employ a range of consequences appropriate to individual needs and situations. The following may be used for infractions which do not involve serious verbal or physical aggression:

- Reminder to the student that s/he has not observed a specific expectation.
- Guided self-correction: identify the inappropriate behavior and why it was inappropriate, think of another way to get a desired result, make an informal plan as to how to behave in the future, etc.,.
- Time away or Time out: leave the activity and return with a plan for changing the behavior
- Restitution based on the offense: cleaning desks during recess, writing a letter of apology, etc.
- Make up lost academic time during recess, lunch, or after school.
- Referral to the principal for development of a plan of action and/or parental contact and involvement in developing a plan.

Consequences for Major Offenses

Certain offenses require immediate intervention above and beyond the plan outlined above. Such offenses include:

- Physical aggression
- Verbal assault or threat
- Major destruction of property
- Other behavior which indicates that a student is not able to control his/her behavior.

The consequences for such major offenses are immediate removal from the learning environment. The student may spend the rest of the day in in-school suspension or may receive other consequences determined to be appropriate by the principal. The parent/guardian will be contacted. The parents, student, and school staff will cooperate in developing a plan for the child to learn to take responsibility for safe and respectful behavior in the future.

Students in possession of drugs, alcohol, or weapons in school will be referred immediately to the principal for appropriate action in accordance with the law.

After Marlboro Elementary School

There is no public high school in Marlboro. We have, in effect, a voucher system, whereby the town pays the tuition for students attending high schools in other towns. The town will also pay a comparable amount towards an approved private secondary school.

Many students choose to attend Brattleboro Union High School; at this time that is the only high school to which transportation is provided.

Students begin to consider seriously where they will go to high school when they enter Junior High. To help students and their families decide, guidance counselors and principals from the area high schools come to talk with students and their parents. School visitations are arranged and information on a variety of private schools is also available.

Dress Standard

It is the responsibility of parents to regulate their sons' / daughters' personal appearance during school time. However, when the style of dress and appearance disrupts the educational program or constitutes a threat to the health or safety of students, appropriate action will be taken by the principal. Students are reminded that they should use common sense and good taste in dressing for school. Bare feet will not be permitted.

Students are outside in all kinds of weather - before and after school, as well as during recess. Please be sure to send appropriate outerwear such as rain gear, boots, coats, hats, mittens. Our gym floor is beautiful and we want to keep it that way. Your child should have a clean pair of non-marking shoes at school at all times.

Marlboro After School Program

The Marlboro After School Program (MASP) provides after school care and enrichment activities for students in grades one through six. This year MASP operates Tuesday, Wednesday, and Thursday from 3-6 p.m.

Programs and Events

All School Sing

Every Friday morning, 8:40-9:20, the entire school comes together for singing, dancing, and celebrating. Parents and community members are always welcome to join us.

Winter Sports

When the snow falls and temperatures do not rise above 40 degrees that means it's time for winter sports! Each Monday beginning right after the New Year and continuing for six weeks, all MES students in grades 1-8 board the buses after an early lunch and head either for Mt. Snow Ski Area for downhill skiing or snowboarding instruction or to Memorial Park in Brattleboro for skating instruction. Molly Burke teaches ice skating lessons and Mt. Snow provides certified instructors for all students. It is important for everyone to dress warmly. If children have their own equipment they are urged to use it; however, rental equipment is available at a reduced fee. Parent volunteers are needed to chaperone both skiing and skating.

Winter Workshops

Winter workshops offer hands-on, multi-age experiences in the arts during the mornings of winter sports days.

Fall Fiesta, Hogback Day, and All School Skate

These activities happen each year as part of our cross age community building.

Learning Fair

The best way to see what our students are learning is for them to show you. Each spring we hold an evening celebration of learning with each classroom exhibiting and demonstrating their work.

Holiday Concert and Spring Concert/Art Show

Each year before winter vacation, MES has a wonderful holiday concert. Each class sings and/or performs dances they have learned with Charlene. Band and strings students share pieces they've learned David Tasgal and Michael McKinney. The concert is held at the theater at Marlboro College in the evening so that all parents, brothers, sisters and alumni can come. In the spring another concert is held in conjunction with an all school art show. As with the holiday concert, music classes, band, and strings students perform, but this time it's in the Outback, which is transformed into a wonderland of student artwork.

Basketball

Our third through sixth grade students, if they're interested, play basketball during the winter and early spring in the Valley Youth League, which involves games every Saturday morning. Seventh and eighth grade boys and girls teams have a busy schedule of after school practices, scrimmages and games and are also coached and made possible by parent or community volunteers.

Snack, Milk, and Lunch at MES

Marlboro School offers a healthy snack program that provides a nutritious mid morning snack to student who wish to participate. This program is available to all students and families are able to apply for state subsidized free/reduced priced meals. Milk is also provided through this program, but families can also purchase milk separately.

Marlboro School does not have a lunch program. Students bring a nutritious bagged lunch to school that is eaten in the classroom. We encourage healthy eating habits which is echoed in the healthy snack program as well as through continuous teaching about healthy behaviors.

Bus Reminders

Bus transportation is available to all students but may involve parents needing to get children to the closest bus stop. Every summer, Gail MacArthur, the bus coordinator plans the routes based on where students live. These routes and schedules are mailed home with Summer Notes.

We want you to have a safe and pleasant ride both to and from school. Please remember that the bus driver is in charge of your safety and should be obeyed at all times. Anything that interferes with the driver's concentration may affect your safety, therefore the following rules should be observed.

1. Remain seated while the bus is in motion; if you want to change seats, ask permission of the driver and do so when the bus is stopped.
2. Talk QUIETLY on the bus to the person next to you.
3. Keep your head and arms inside the bus. Don't throw objects out of the windows.
4. Be sure to bring a note from home if you are not getting off at your regular stop.

The following will not be allowed.....spitting, throwing objects, fighting or rough play, or inappropriate language.

Any infraction of the rules regarding the privilege of riding the bus, or any other action which the driver deems inappropriate to the safe operation of the bus, or which interferes with the well being of the other students will be subject to the following disciplinary procedure:

1. A verbal warning by the driver will be issued to the student(s) involved.
2. A second verbal warning will be issued and the principal and the students' parents will be notified in writing.
3. A third verbal warning will result in written notification and the suspension of riding privileges for a time to be determined by the principal. An appeal may be made to the School Board.

REMEMBER.....Riding the bus is a privilege and your best manners are a must. When misconduct occurs, the driver may verbally discipline you and/or report the incident to the principal and your privilege to ride the bus may be revoked.

Attendance Protocol

Regular attendance at school is essential. This school attendance protocol uses a team approach, if necessary, to explore with the student and the family what obstacles are hindering school attendance. An individualized plan will be developed to increase school attendance. Follow-up steps are set to assess if the plan is working for the student and the family. Records are kept in school files of all contacts related to this plan made with the family of the student.

Team Membership The protocol initially relies on the school staff and parents to ensure attendance. If needed at a later stage, staff from community and state agencies, as well as parent liaison supports, will assist.

Tardiness Tardiness is a disruption of the educational process. It sets a tone that devalues education. It disrupts the child's schedule for the school day.

After five tardy days Principal contacts family in person or by phone.

After seven tardy days Principal contacts parents in person or by phone.
Parent meeting may be scheduled.

After ten tardy days Letter to go out to family from principal.
Parent meeting may be scheduled with principal, counselor, and teacher.
At the meeting, a waiver is signed by the family to allow discussion between the school and outside agencies if necessary.

Absences – both excused and unexcused

After five absent days	Teacher contacts family in person or by phone.
After seven absent days	Letter to family, including, if appropriate, a request for a doctor's note for any future absences. Parent meeting may be scheduled with EST. At the meeting, a waiver is signed by the family to allow discussion between the school and outside agencies if necessary. Law enforcement referral may be made. Law enforcement may assist in getting waiver signed.
After ten absent days	Letter to family. Parent meeting scheduled, if appropriate, with school personnel and outside agencies and programs. These could include Family Services, HCRS, and other community agency supports.
After fifteen absent days	Referral may be made to SRS. Depending on the SRS assessment, affidavit goes to Windham County State's Attorney. The State's Attorney makes the decision whether the case should go to Windham County Family Court or District Court.

Snow Days

School is occasionally called off for a day during the winter months because the roads are unsafe for the buses. Announcements are placed on the radio - WTSA, 96.7 FM and WKVT, 92.7 FM, and WYRY, 104.9 - normally before 7:00a.m. This will also be posted on the school website.

If it's determined that the roads may be safe later in the morning, a two hour delay will be called and posted on the radio and the website. In the event of a two hour delay school will begin exactly two hours later at 10:30AM. Buses will run two hours later than usual. For example, if a student is normally picked up at 7:50AM the delayed time will be 9:50AM. Check the radio and/or the web at 8:30AM to see if the two hour delay has been upgraded to a full cancellation. There are also days when, due to mechanical problems, mud or snow, a bus may be delayed. When it is evident that this will happen, please know that an attempt is made to reach everyone on the route by phone.

Additional Information

Friday Notes: Each Friday a newsletter is sent home. This is our attempt to keep parents aware of what is going on at school. Parents and community members are welcome to submit announcements for the Friday Notes.

School Website: The website is another good source of information. Please check it for school closings as well as information and photographs of school activities.

In Service Days: Several days during the year the students stay home and the teachers go to school! Check your school calendar and the Friday Notes.

Marlboro College: A small liberal arts college is located three miles from Marlboro Elementary School. The school frequently uses the college facilities; and the college faculty, staff, and students often serve as resource people for MES.

The School Board: The hiring of school personnel, the making of school policy, and the preparation and spending of the budget are all duties of the school board. It is made up of three members, elected at the annual town meeting. School board meetings are normally held once per month, first Mondays at 6pm, and are open to the public.

Graduation: The eighth grade graduation ceremony is planned by the seventh graders. They choose a speaker, music, and other special events. Traditionally, each seventh grader “predicts” what each of the eighth graders will be doing as an adult, and each eighth grader “wills” something to each seventh grader. The diplomas are awarded by a school board member.

School Policies and Procedures: It is the responsibility of the school board to adopt policies and procedures to ensure the effective operation of the school and to comply with state and federal requirements. The Student Behavior Plan on p. 13 is one of these, as is the Attendance information above. Other policies and procedures are posted on the school website, as well as compiled in a notebook in the principal’s office and may be reviewed upon request.