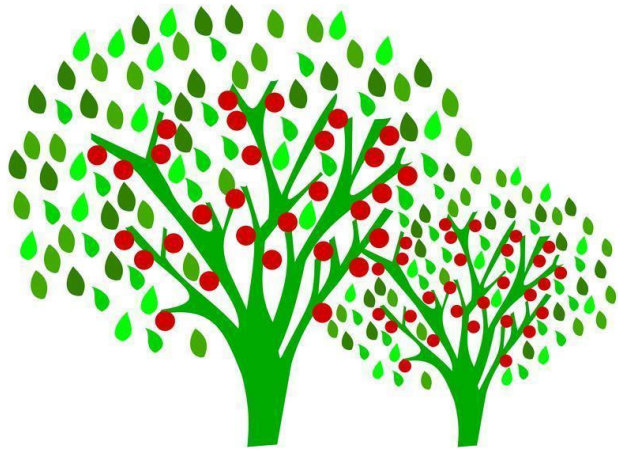


# Orchard School



**Family Handbook**  
*2019–20 School Year*

## ***Welcome to Orchard School!***

I am excited to present the Orchard School 2019-20 Family Handbook. These pages contain the guidelines, policies and beliefs of Orchard School and the South Burlington School District. A link to our District's *Common Family Handbook* is also included. The Common Handbook contains information shared across all five schools and district offices.

References to the Common Handbook can be found throughout this handbook at relevant sections though here is the link to it:

[https://docs.google.com/document/d/10zEmmu\\_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing](https://docs.google.com/document/d/10zEmmu_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing)

Neither the Orchard Family Handbook or the District Common one are exhaustive. Changes and developments in public schools are always ongoing and we will keep families updated through our newsletter, *The Core* (going into its tenth year of publication), emails and mailings. Upon saying this, parents are always welcome to contact us with any questions, concerns or feedback. Orchard School is a truly dynamic place and we are always looking to create more student-centered practices. Here's to having a truly memorable 2019-20 School Year!

*Mark Trifilio, Principal*

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## **South Burlington School District**

### **Mission Statement**

The mission of the South Burlington School District, a community committed to excellence in education, is to ensure that each student possesses the knowledge, skills, and character to create a successful and responsible life. We will do this by building safe, caring, and challenging learning environments, fostering family and community partnerships, utilizing global resources, and inspiring lifelong learning.

## South Burlington School District - ENDS POLICY

### 1.0 Global Ends Statement

Students successfully complete their education from the South Burlington School District ready for their next step. They will show cultural and academic competence appropriate to grade and developmental capacity. All graduates will be prepared for college, career, or individually determined next steps. The ends will be met at a cost that the community will support.

**1.1 Disposition for Life-long Learning** - Students will demonstrate the ability, knowledge, and skills to adapt and succeed by:

1. Demonstrating independent thought, curiosity and creativity
2. Responding to the varying demands of audience, task, purpose, and discipline
3. Gathering and analyzing data to construct viable arguments and critique the reasoning of others
4. Generating alternatives and considering options and different perspectives
5. Solving problems and making decisions based on knowledge, thoughtful debate, and reason
6. Cooperating and collaborating, and leading others

**1.2 Academic Proficiency** - Students actively participate in a full and enriching academic experience that includes language and literature, math, science, social sciences, the arts and design, technology, world language, and health and wellness. Students demonstrate proficiency within these courses by:

1. Building strong content knowledge consistent with state-approved standards and district-approved curriculum
2. Comprehending, interpreting, and evaluating a wide range of written material, resources, and information
3. Writing in a clear, concise, and organized manner
4. Actively listening and responding with evidence to ideas, concepts, and opinions
5. Expressing themselves creatively and effectively in a variety of forms
6. Using technology, mixed media, instrumentation as appropriate
7. Effectively solves problems, while attending to precision

**1.3 Personal Development** - Students will use self-awareness and interpersonal skills to effectively enhance their own performance and collaborate with others by:

1. Developing an awareness of their individual learning style, passions, and interests
2. Clarifying goals, aspirations, and post-secondary plans
3. Building capacity to make informed and healthy decisions/choices
4. Living responsibly with confidence, resilience, and adaptability
5. Demonstrating effective time management and organizational skills
6. Building supportive relationships and respectfully advocating for self and others

**1.4. Citizenship** - Students will understand the impact of history, government, law and the economy on self and society in order to contribute to their community and participate in local, state, and federal government in an informed manner by:

1. Understanding and expressing how diverse cultures and people enrich the human experience
2. Engage others with honesty, humility, kindness, and good humor
3. Demonstrate respect for self, others, and the environment
4. Supporting, participating, and/or initiating socially responsible actions to benefit the local and global community
5. Practicing ethical behavior in all environments, including as a participant in the digital community
6. Being proud of our shared experience and having fun along the way.

## ***South Burlington Central Office Information***

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David Young, Superintendent:	652-7250
Karen Dantzsch, Director of Human Resources:	652-7256
Stuart Weiss, Director of Student Learning:	652-7391
Joanne Godek, Director of Educational Support Services:	652-7392
Gary Mackres, Director of Operations and Financial Management:	652-7052
Amadee Denton, Business Manager:	652-7056

## ***Orchard School Contact Information***

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Orchard School	Principal, Mark Trifilio
2 Baldwin Avenue	Telephone: (802) 652-7300
South Burlington, VT 05403	Fax: (802) 652-9037

## ***Orchard Staff Listing – check out our website for all contact information***

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### **Classroom Teachers**

Kindergarten	Raechel Barone	Grade 2	Joanna Pecor
Kindergarten	Tracy Garland	Grade 2	Steven Schmidt
Kindergarten	Lydia Koch	Grade 3	Deirdre Phalon
Kindergarten	Margo Antonioli	Grade 3	Alex Goff
Kindergarten	Kaitie Walcott	Grade 3	Amy Verrill
Grade 1	Brittany Brown	Grade 4	Erin Bahrenburg
Grade 1	Katelyn Goodrich	Grade 4	Kathryn Thibault
Grade 1	Abby Klein	Grade 4	Sarah Vachereau
Grade 1	Jason Pecor	Grade 5	Lolly Bliss
Grade 2	Nicole Bauman	Grade 5	Deb Gurwicz
Grade 2	Kerby Fischer	Grade 5	Dayle Wright

### **Arts Teachers**

Art Teacher	Susan Adamson	Music Teacher	Amy Frostman
Art Teacher	Susie Ely	P.E. Teacher	Tommy Hamlin
Librarian	Donna Sullivan-MacDonald	Technology Ed	Kristen Courcelle

### **Student Support Teachers**

Special Education	Kate Branon	Nurse	Kara Cassani
Special Education	Catherine Findlay	Nurse	Darcy Mazlish
Special Education	Mikaela Hines	School Counselor	Aili Beeli
Special Education	Justin Kaulius	School Counselor	Auriel Gray
Special Education	Charlie Quavelin	Home-School Clinician	Melissa McConnell
Special Education	Laura Racine	Literacy Teacher	Ann Knox
Special Education	Annie Coppock	Literacy Coach	Kathleen Collaro
Pre-School Teacher	Carrie Premsagar	Math Coach	Kathy Lamphier
Speech Language Pathologist	Jenna Lewandowski	English Language Teacher	Jaclyn Parrott
Pre-School Speech Language Pathologist	Jessica Jablonski	English Language Teacher	Sarah Waterman

<i>SPECIAL EDUCATION</i>		<i>GENERAL EDUCATION</i>	
Para-professional	Cheryl Carter	Para-professional	TBD
Para-professional	Sarah Gladstone	Para-professional	Carrie Sala
Para-professional	Kristen Hall	Behavior Facilitator	Abby Hill
Interventionist	Wendy Faulkner	Library/Tech Assistant	Judy Gilmartin
Interventionist	TBD		
Interventionist	Kate Freeman	<i>SUPERVISORS</i>	
Interventionist	Suzanne Grocki	Lunch/Recess	Avery Cyr
Interventionist	Daryll Kemp	Lunch/Recess	Thomas Charbonneau
Interventionist	Audrey Merrill	Lunch/Recess	Marshall Dominguez
Interventionist	Becky Peterson	Lunch/Recess	TBD
Interventionist	Lucas Pelletier		
EEE Paraprofessional	Cheryl McCabe		
EEE Interventionist	Maggie Broderick		
EEE Interventionist	Dana Blow		

### **School Services Teams**

Custodian	Lobsang Norbu	Cook/Server	Heather Liberty
Custodian	Les Burdzy	Cook/Server	Karen Davis
Custodian	Tenzin Tsultrim		

### **Office Personnel**

School Secretary	Allyson Yandow		
Admin. Assistant	Susan O'Brien	Principal	Mark Trifilio

## ***SECTION 1 – THE SCHOOL DAY***

### ***SCHOOL HOURS***

Orchard School Hours: 8:05 – 2:35

The lobby is open at 7:45, breakfast is also available at this time.

Hallways and Classrooms open at 7:55.

### ***ATTENDANCE***

The South Burlington School District believes it is important to establish a pattern of regular school attendance. Every student shall attend school regularly except under the following circumstances:

1. Personal illness
2. Death in the family
3. Religious holidays
4. Medical and dental treatment
5. Parental requests submitted in writing and approved by the principal

A student will be excused from school for any of the above reasons provided the parent or guardian makes a request. In case of illness or other emergencies necessitating dismissal of a student, the school will first attempt to notify the parent or guardian. If the parent is unable to be located, we notify the emergency contact person listed on the child's emergency card. We urge parents that plan to go out of town for several days, to leave a signed note identifying emergency contact people and daily childcare providers. We will not send a child home with anyone other than emergency contact people.

Students may not leave school grounds during the day without approval from the office. If parents wish to withdraw their children from school once it is in session, the parent must sign the child out at the office with an early dismissal slip.

See our District Common Handbook for additional information:

[https://docs.google.com/document/d/10zEmmu\\_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing](https://docs.google.com/document/d/10zEmmu_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing)

### ***EARLY MORNING SUPERVISION***

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The school day begins immediately at 8:05 a.m. The school busses drop off students at approximately 7:45. Students who walk to school or are driven by parents can arrive as early as 7:45. Students should not arrive any earlier than 7:45 as there is no supervision until the school doors open.

### ***TARDINESS***

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The Orchard School day begins promptly at 8:05 a.m. Most classrooms begin the day with a morning meeting, which includes activities to build classroom community and sets the tone for a productive learning day. When children arrive late, these meetings are disrupted and children do not have the opportunity to "settle in". Students who arrive late must check in at the office where a pass will be given to send them to their classrooms.

If your child will be absent or tardy, please phone the office before 8:00 a.m. (652-7300). Parents should feel free to leave a message on voicemail.

### ***DISMISSAL***

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Our school day ends at 2:35 pm. Children who walk home or are picked up by their parents are dismissed to the front lobby. For safety and security reasons we ask that all parents meet their child in the front lobby and not to classrooms. Classroom teachers need to be informed of your child's routine whether they go home by bus, attend the after school program, or walk. For the safety of each child we request that we are notified of all changes in after school routines in writing. Please send notes to the classroom teacher. Last minute changes to these routines often leave the child and staff confused. If plans change, we need to know prior to 2:00 p.m. in order to insure the child gets the message.

In case of emergency, call the office directly and speak to a staff member.

PLEASE DO NOT LEAVE A MESSAGE ON OUR VOICE MAIL SYSTEM.

### **Early Dismissal**

Occasionally there is a need for your child to leave school early. Please send a note to your child's teacher. We require that parents sign children out at the office.

## **SECTION 2 – ORCHARD SCHOOL POLICIES**

### ***ACT 1: AN ACT RELATING TO IMPROVING VT'S SEXUAL ABUSE RESPONSE SYSTEM***

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Under Act 1, we are required to provide families with information regarding the signs and symptoms of sexual abuse, sexual violence, grooming processes, recognizing the dangers of child sexual abuse, and the predatory behaviors of sex offenders. The Department for Children and Families (DCF) has created website information for parents regarding sexual abuse for this purpose. You can find this information at <http://dcf.vermont.gov/prevention/stepup>. If you do not have internet and wish to receive a copy of the parent guide, "Step Up: Protect Children from Sexual Abuse," please let us know and we will provide a copy.

### ***AFTER-SCHOOL CARE & ACTIVITIES***

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Orchard School is the site of many after school activities and we routinely provide parents with information about school sponsored activities and distribute flyers provided by the South Burlington Recreation Department. District policy does not allow us to directly distribute information about privately organized programs even though they may use the school facilities. The information we receive about after school activities will be available for parents and students in the lobby of the school. Students must bring permission slips to stay after school for any activity.

"School's Out" is the District's after-school childcare program. Activities may include creative problem solving, arts and crafts, traditional and non-traditional sporting games, drama, homework club, and field trips. Vacation and summer camps will be available; they require separate enrollment and fees. Please contact the Director, Leigh Lamphere, at 652-7320 for more details and registration information. The program is highly desirable; there may be a waiting list at the time you wish to enroll.

### ***ANIMALS IN SCHOOL POLICY***

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We request students and families do not bring pets to school. There are children and adults who may have a significant allergic reaction to a pet in school. If you bring a dog with you when picking up your child, please have it on a leash (in a car is preferable) and make sure it does not come into the school building. Any animals, including insects, amphibians or reptiles brought to school for educational purposes should first be cleared with the teacher and principal. The Vermont Department of Health strongly suggests that all schools follow these safety guidelines carefully. *Service Dogs do not apply to this policy.*

### ***BICYCLES/SCOOTERS***

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We promote healthy habits such as walking and bicycling to school. We will need a permission slip in the office allowing your child to ride their bike/scooter to school. If students ride bicycles/scooters to school, the school will not be liable for damage or theft. Students are expected to walk their bikes/scooters on and off the school grounds. We strongly encourage students to wear helmets.



## ***BIRTHDAYS***

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Each classroom has its own way of recognizing birthdays. Please check with the teacher if you wish to provide a special snack. The Orchard School staff has focused upon nutritious foods and no longer celebrate birthdays with unhealthy foods such as cupcakes and “treats”.

In the case of private birthday parties, we ask that you mail after-school party invitations if all class members are not invited. When they are handed out in school, feelings are hurt if not all are included.

## ***BULLYING AND HARASSMENT***

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At Orchard School we expect the use of respectful words and actions at all times; disrespectful behavior will not be tolerated. This means bullying and harassment are not tolerated. Examples of bullying are repeated name-calling, teasing, excluding, or threatening behaviors that hurt someone’s feelings. It also includes hitting, kicking, or hurting others physically. The district definition and policy (and harassment) can be found at:

<http://sbsd.schoolfusion.us/modules/groups/homepagefiles/cms/483095/File/Policies%20and%20Procedures/Policy%20F15.pdf?620f58&620f58&sessionid=2f9c3903803bd9169653ccd5bb88b1a6>

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, religion or 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. Examples would be saying hurtful things about skin color, gender, religion, or a disability. These examples could also happen using technology (email, text, social media, etc.), which would be considered cyberbullying or cyber-harassment.

The district definition and policy can be found at:

[bsd.schoolfusion.us/modules/groups/homepagefiles/cms/483095/File/Policies%20and%20Procedures/Policy%20F11.pdf?sessionid=95cc3a7c4eb63945308f70682c7ab18c&sessionid=fc81d6b9839f982dbdc9fb5d9405494b&sessionid=488b7a5b6208ce49c8c86b2b17d470da&sessionid=5d0c6f037b1f81af6da9781422620f58&620f58&620f58&sessionid=b092d2831987aa6d53784249b62be006](http://bsd.schoolfusion.us/modules/groups/homepagefiles/cms/483095/File/Policies%20and%20Procedures/Policy%20F11.pdf?sessionid=95cc3a7c4eb63945308f70682c7ab18c&sessionid=fc81d6b9839f982dbdc9fb5d9405494b&sessionid=488b7a5b6208ce49c8c86b2b17d470da&sessionid=5d0c6f037b1f81af6da9781422620f58&620f58&620f58&sessionid=b092d2831987aa6d53784249b62be006)

If any student thinks that s/he is being bullied or harassed, s/he should:

- Tell the person to stop.
- If it doesn’t stop, tell an adult right away. At school, you could tell your teacher, counselor, or principal.
- DO NOT keep your feelings and concerns to yourself.
- DO NOT try to get back at the person.

All instances of bullying and harassment that impact student learning will be promptly investigated. This may also include events that occur when school is not in session.

## ***BUS & TRANSPORTATION***

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Because bus stops can change due to variable such as traffic, riders, road conditions and weather, students should be out at the bus stop 5-10 minutes before bus arrival time and wait for 5-10 minutes if the bus is running late.

The bus driver may assign seats at his/her discretion. Objects such as books, backpacks, musical instruments, etc., should be held on the lap or stored under the seat. Students may not bring anything dangerous or disruptive onto the bus. All food should be in proper containers or backpacks.

**South Burlington Bus Drivers will not drop off kindergarten or 1<sup>st</sup> grade students if a parent, guardian or designee is not at the bust stop.**

Serious or repeated disciplinary incidents will be reported, and bus write-ups will be mailed home. The behavior facilitator and/or principal will meet with the student and parent/guardian, when necessary, for corrective action. Serious and/or ongoing problems will result in suspension of bus-riding privileges. Three bus write-ups will result in a 3-day bus suspension. An additional three write-ups will result in a 5-day bus suspension. Parents/guardians may be held responsible for the cost of repairing damage done to the bus by their children.

Basic rules following our school wide expectations, Be Respectful, Be Responsible, Be Safe, are:

1. Stay seated at all times.
2. Keep your hands and feet to yourself and inside the bus.
3. Kind words and quiet voices.
4. Follow the bus driver's directions.
5. Do not eat or drink on the bus.
6. Do not damage the bus.

See our [District Common Handbook](#) for additional information:

[https://docs.google.com/document/d/10zEmmu\\_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing](https://docs.google.com/document/d/10zEmmu_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing)

## ***CONFERENCES AND REPORT CARDS***

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South Burlington School District's elementary report cards are standards based and are sent home in January and June.

Parent/teacher conferences occur in November and April. You will be contacted and a conference will be scheduled at a mutually agreed upon time. You may also request a conference at any time by contacting your child's teacher. Parent-teacher communication is key to your child's educational success and we are always open to dialog.

## ***CURRICULUM***

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The South Burlington School District and the state of Vermont have adopted the Common Core State Standards (CCSS) in Mathematics and English Language Arts. Parents can access the common core at the national website: <http://www.corestandards.org>.

The Next Generation Science Standards (NGSS) are also adopted for implementation in the 2015-16 school year.

South Burlington School District staff have high expectations in the following areas:

- What students learn
- How students learn
- How to measure student learning.

To see all other South Burlington curricula, parents can access through the district webpage and click on "Curriculum, Instruction & Assessment".

Setting educational goals and deciding what we will measure provide us with strong guidelines that strengthen student learning. If you have any questions or comments about curriculum, standards, and assessment, please feel free to contact your child's teacher and/or the principal.

## ***DISCIPLINE***

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The Orchard staff believes that our school can only be a strong learning community if we are respectful and supportive of all students. Our goal is to teach students to develop self-discipline, personal motivation, and citizenship. Procedures for general behavior in the classroom are created through morning meetings, class meetings, guided discoveries, modeling and role-playing.

PBIS (Positive Behavioral Interventions and Supports) - is a school-wide system that recognizes the positive contributions of students. The main goal of PBIS is to help every student at Orchard School develop self-discipline to make positive choices.

The PBIS system focuses on our school's ability to teach and support positive behavior expectations for all students. As a result, instructional time is more effectively used for teaching, and the overall school environment is focused on learning.

***At Orchard School, PBIS is called The Core Project. For more information, go to our Core Project link on our website.***

## **STUDENT ACKNOWLEDGEMENTS**

The staff at Orchard School believes that students who demonstrate Core Value behavior help make Orchard School a safe, respectful environment for learning. When students use Core Values, they are verbally acknowledged by teachers and staff members. These verbal acknowledgements are called *Core Counts*, and are recorded by each adult on tally counters called Core Counters. When a Core Counter reaches 50, a Red Apple is added to the "Apple Trail" on the hallway wall. When the Apple Trail reaches a designated point, we will have a school-wide celebration!

Additionally, each class or group of students (i.e.: Art class or lunch/recess group) create group goals with their teacher. When the class achieves a group goal, they add a Golden Apple to the Apple Trail, and have a classroom celebration!

## **Orchard School Core Values**

At Orchard School, we promote learning through respect for:

- Ourselves
- Others
- Our environment.

## **REINFORCING EXPECTATIONS**

Children do their best when they know what is expected of them. However, students often need to be encouraged and taught how to do the right thing. You will notice in our school, posters which remind students, staff, and parents of the expected behaviors in each school setting. These positively stated behaviors can be found in our Core Values Matrix.

The behavior expectations are taught at the beginning of the year, and reviewed throughout the year. Students learn and practice how to be respectful of themselves, others, and the environment in the classroom, hallway, cafeteria, bathroom, at assemblies, and on the playground and bus.

The Orchard staff also believes that disciplinary actions are learning opportunities. Because of this, a follow-up to a problem will result in logical consequences instead of punitive actions. Logical Consequences are designed to be a natural sequence that directly relates to the student misbehavior. Logical Consequences are categorized by:

- Taking a Break
- Loss of Privilege
- Fixing What is Broken

***Referrals*** - When a student is observed acting out, we attend to the issue with the student and write a referral. Referrals, just like behaviors, are categorized into minors and majors.

- *Minor Office Referrals* –When a student receives a minor, the teacher will briefly check in with the student to address the behavior and send a referral copy home. It is the student’s responsibility to communicate with parents if/when they receive a minor referral.
- *Major Office Referrals* – If a student receives a major referral, the student will meet with the Behavior Facilitator or the Principal to review the incident and discuss consequences and plan to ensure the behavior is not repeated. The major referral and plan are sent home and school personnel will also contact parents.

*Determining the difference between minors and majors* – The severity of the action may determine if something is a minor or major referral. One example is if a student hurts someone from not practicing self-control (such as running or twirling) in the hallway. This is considered a “minor” referral for Physical Contact. Another individual was hurt though there was no intent to do so. If a student wanted to hurt another purposefully, it would be considered a “major” referral for Physical Aggression. In this situation, a student plan would be completed and a discussion held with the parent to understand and ensure that this behavior was distinguished.

Regardless is a student receives a minor or major referral, logical consequences are used to resolve an offending behavior.

We enter all data into our database to track behaviors. By doing this we can determine if there is a frequency in the behaviors as well as when and where they take place. The data collected from referrals help us guide our work.

Harmful behaviors, such as physical aggression (fighting, hitting, kicking ...), endangering or threatening to endanger, harassment, bullying and vandalism will result in direct referrals to the office. These behaviors may result in an immediate (in-school or home) suspension.

## ***DRESS CODE***

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It is our goal that clothing reflects codes of decency and respect. Our vision, as expressed by our values and a respectful and inclusive environment. Students must dress in a way that is safe, clean, and non-disruptive.

Specifically:

- Hats may only be worn in the hallways and outside the building.
- References to race, sex, drugs, alcohol, or violence as well as explicit language and insulting statements will not be permitted on clothing.
- Clothing must cover the midriff area and all undergarments. Spaghetti strap shirts and halter-tops are not permitted.
- All shorts and skirts need to meet the “fingertip rule”. They must be no shorter than the length of the student’s lowered arms.

Should a student violate the dress code, parents will be contacted and asked to bring appropriate clothes to school. The student will be permitted to resume activities as soon as the clothes can be changed.

School dress should be appropriate for the weather and active lives of young children. Sneakers and pants are best for Physical Education days. Shoes must be worn at all times and should give adequate protection against sharp objects. Many students wear sandals, flip-flops or outdoor boots all day in school because they have forgotten their shoes at home. If your child tends to have this problem, you might want to keep a pair of shoes here at school.

## ***FIELD TRIPS***

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Class field trips are linked directly with the curriculum. If children are leaving the school for educational projects, parents will be notified ahead of time of the date, destination, special requirements, and cost if any. Parents will be asked to give permission and possible donations to pay for fees and admissions; scholarships are always available. Please do not hesitate to request assistance.

The School District encourages the use of buses for transporting students. There are times, however, when staff or parents may volunteer to transport a small number of children for a specific purpose.

## ***HOMEWORK GUIDELINES***

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### **New Homework Directions at the Elementary Level**

#### **Kindergarten through Grade 2:**

- Reading with a “Just Right”\* Book will be expected each evening.
- No other homework will be required.

#### **Grade 3:**

- Reading with a “Just Right” Book will be expected each evening.
- Homework will be optional for teachers/school though it will focus upon personalized learning, not on weekly routine work.

#### **Grades 4 & 5:**

- Reading with a “Just Right” Book will be expected each evening.
- Homework Assignments will focus upon Project-Based Learning and use Vermont’s *Transferable Skills* as a guide for student independent work.
- Independent & Collaborative Projects will also put an emphasis on Organizational Skills..
- Homework assignments will focus upon personalized learning, it will not be weekly routine work.

**Additional Points:**

1. There may be times when a student would benefit from re-enforcement of a basic skill at home (i.e., letter identification, multiplication facts). In these incidents, the teacher will collaborate with parents on possible assignments.
2. All elementary schools will communicate with parents on what is covered in various curricula as well as their child's academic progress.
3. The elementary schools will provide resources for families who want to have assignments at home. Math games will be emphasized for understanding math concepts.

*\*Just Right Book refers to a book at the student's reading level, teachers will give input into best choices. Additionally, reading aloud to children (of all ages) is beneficial to increase vocabulary and comprehension. It is also an excellent activity that enriches family time.*

**Rationale for Policy Changes:**

Our elementary students deserve a childhood and they need to be active and engaged. Many other elementary schools throughout the area and the country are making the switch to limited homework. It is our hope that removing routine homework will increase excitement and passion for learning.

- Research does not support a correlation between homework and academic achievement (at the elementary level);
- Homework limits students' time to follow their own passions;
- Doing homework may have an impact on the quality of life for families. There is extensive anecdotal information about how families become stressed about homework completion;
- Children are already in school for a work-day (six and a half hours), we do not believe in the need for adding a second shift;
- Homework could actually inhibit students from becoming active learners; it can diminish a student's interest in education.

**TRANSFERABLE SKILLS**

Taken from Vermont's Agency of Education website: <http://education.vermont.gov/student-learning/proficiency-based-learning/transferable-skills>

The Vermont Transferable Skills Assessment Supports (VTSAS) were developed as a part of a collaboration between the AOE, Great Schools Partnership, and dozens of Vermont educators, administrators, and curriculum leaders. VTSAS resources cut across academic content areas, and support assessment of the transferable skills articulated in Vermont's Education Quality Standards (EQS).

Educators use a diverse array of proficiency-based assessment tools to measure a student's comprehension of specific elements of learning. Unlike standardized tests that measure how well students have mastered specific knowledge and skills through a series of questions, performance assessments typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project, to demonstrate mastery of the topic. Educators worked collaboratively to develop common assessments, scoring guides, rubrics and other methods to evaluate student work.

The [Sample Transferable Skills Graduation Proficiencies](#) are examples of skills that reach across content areas and meet the expectations within the [Education Quality Standards](#).

- Clear and Effective Communication
- Creative and Practical Problem-Solving
- Informed and Integrative Thinking
- Responsible and Involved Citizenship
- Self-Direction Scoring Criteria

## ***MONEY***

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Students should not bring money to school unless it is for a specific purpose. Whenever a student has more than \$1.00, please make sure that it is in an envelope that is marked with the student's name, amount enclosed, and what the money is for.

New students will receive his/her *personal pin number* (Personal Identification Number) on the first day of school. When students get their breakfast and/or lunch, they will enter their pin number on the pin pad located by the cashier. The cashier will tell them how much money is owed, if any. Cashiers will let the students know when their balances are getting low.

Make checks payable to South Burlington Nutritional Services. Students can turn in their deposits daily in the cafeteria. You can also write one check for multiple students; simply include a deposit form for each student with the single check.

We have a computerized access system. Each student has a food service "account" (no tickets). This means that money is deposited into the account and then the student purchases breakfast and lunch food items using that account. Each student has a customized pin number. If there is money in the account, the purchases are deducted. If the student is eligible for the free/reduced meal program, the computer knows the status automatically and charges nothing. The Nutritional Services Department has a no charge policy. Collection calls and mailed invoices are costly, using funds that could be better utilized to improve the program. It is the parent's/guardian's responsibility to maintain a positive balance in their child's lunch account. MyLunchMoney.com can help you manage your child's account online, complete with low balance reminders.

## ***PERSONAL PROPERTY & TOYS***

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Generally speaking, your child's teacher will let you know when students should bring personal items to school. Headsets are only allowed on busses and should stay in the student's backpack. Teachers will call you if problems arise. Cell phones, trading cards, toys, electronics and hand-held games (except those brought for sharing time) are not allowed at school. **Orchard School will not be held accountable for any personal items stolen at school.**

In general, your child's teacher will let you know when and if personal items are needed in school and teachers will make a call home if problems arise. Cell phones, trading cards, toys and hand-held games (except those brought for sharing time) are not allowed at school.

We are a “Safe Routes to School” school, so students are encouraged to walk or roll to and from school. For safety and security reasons, skateboards, scooters, and rollerblades are not allowed at school during regular school hours. We would like to discourage children from returning with these items after school since there is a good deal of traffic in our parking lot. Skateboards, scooters and rollerblades are not allowed on the cement walkways and entrances at any time. Students may bike or scooter to and from school if they are wearing a helmet. Bikes should be locked up on the bike rack on the side of the school.

## ***SCHOOL CLOSINGS: SNOW DAYS, DELAYED OPENINGS & EARLY DISMISSALS***

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Harsh weather conditions and other events may cause Orchard to be closed, have a delayed opening or an early dismissal. The protection of your child and their safe arrival at school will be the major consideration whenever weather conditions warrant the questioning of putting our bus fleet on the road. Since State law requires schools to be in session 175 days and sometimes weather conditions improve significantly by mid-morning, a delayed opening of two hours may occur. In this event, all bus schedules and school openings will be delayed by two hours. Schools will close at the regular time. A delayed opening will always be contingent on improving weather conditions so please listen to your radio to be sure Orchard does not close if the weather becomes worse.

Keeping you informed is a priority at South Burlington School District. That is why we have adopted the ALERT NOW Notification Service. We anticipate using *AlertNow* throughout the school year with telephone messages and emails to notify parents of school delays and cancellations. Additionally, we will use *AlertNow* to keep parents updated for smaller activities such as field trips and Open House.

Thank you for helping us to make your child feel secure in these changeable situations. The following radio stations are alerted when we close or if there is to be a delayed opening or early dismissal:

WVMT (620 AM)	WFAD (1490 AM)	WEZF (92.9 FM)	WNCS (104.7FM)
WJOY (1230 AM)	WXXX (95.3 FM)	WGTK (100.9 FM)	WIZN (106.7 FM)
WKOL (105.1 FM)	WKDR (1390 AM)	WOKO (98.9 FM)	

See our [District Common Handbook](#) for additional information:

[https://docs.google.com/document/d/10zEmmu\\_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing](https://docs.google.com/document/d/10zEmmu_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing)

## ***SCHOOL MEALS***

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### **Breakfast Program**

This program offers a variety of complete meals that rotate daily, which includes cereal, bagels, muffins and fruit. Breakfast will be available from 7:45 – 8:05; the cost for students is \$2.00, the cost for an adult breakfast is \$3.00.

### **Lunch Program**

The South Burlington School District provides healthy meals for students and adults in the school. The menu usually offers hot and cold choices, Fresh Express and a daily Salad Bar.

Lunch Prices- \$3.25 per child, \$4.50 per adult

Milk or Orange Juice are available for students who bring their lunch for .75¢ a carton.



**Checks may be made payable to: South Burlington Nutrition.**

The money will be entered into the child’s lunch account, which can be accessed by the child with their 5 digit pin #. Paying for lunches can be done through the website: [www.Mylunchmoney.com](http://www.Mylunchmoney.com). Your child’s five digit PIN will be necessary to access your account.

**Free/Reduced Meals:** *The Secretary of Education has recently announced that all students who qualify for reduced meals will now be getting them for free, we encourage all families to apply.* Students participating in this program will also be eligible for free breakfast as well. Forms are sent home at the beginning of the school year but may be requested whenever needed.  
A family’s eligibility is kept strictly confidential.

**For more information, go to the School Lunch Menus page on the Orchard School**

**Webpage:** <https://www.sbschools.net/Domain/12>

See our **District Common Handbook** for additional information:

[https://docs.google.com/document/d/10zEmmu\\_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing](https://docs.google.com/document/d/10zEmmu_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing)

***SNACKS***

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Snacks are an important part of our school day and essential for learning. Children are always growing and require more fuel during their school day from breakfast – lunch or lunch – dinner. Please provide a healthy snack for your child each day. We highly recommend snacks avoid sugar or trans-fats. Snacks should be healthy and provide sustaining energy for learning and active engagement. Some classrooms may need to be nut-free due to allergies, information will be provided to the families of those classrooms.

The enclosed passage comes from our Healthy Schools Initiative regarding healthy snacks, “*How will I know what the Smart Snacks guidelines are? Helpful information (including a list of suggested healthy food choices) is available on our Healthy Schools website: [www.sbschools.net](http://www.sbschools.net). Choose “Healthy Schools” from the left-hand menu. Choose “Wellness” from the drop-down menu.*”

***TECHNOLOGY***

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Our computers are Internet accessible and each classroom will set up its own account so those students can use the Internet as a resource in their program of studies. Our district recognizes that electronic networks are important for student learning. Parents will need to sign a Permission Form for Student Participation in Internet Projects and Activities (which will be sent home in the opening day packet). We expect that students will use the Internet responsibly and in accordance with South Burlington School District rules and regulations. At the elementary level, teachers carefully monitor student use of the Internet at all times.

See our **District Common Handbook** for additional information:

[https://docs.google.com/document/d/10zEmmu\\_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing](https://docs.google.com/document/d/10zEmmu_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing)

## ***TELEPHONE***

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The South Burlington School District utilizes an automated phone system. When you dial the school, you will receive a recorded message. If you wish to speak with the office staff, dial #2 for the office staff. In some instances they may be on another line and you will be connected to voice mail. In an emergency, stay on the line; personnel from the district office will answer and convey a message immediately. Messages for teachers and administrators may be left on voice mail. Follow instructions on the menu for appropriate extensions.

It is necessary for us to limit student use of the telephone. Only essential calls home are allowed. For example, a child will always call if they miss the bus or if they have to stay after school. We encourage students to take care of forgotten homework, shoes, or lunch without calling home. Students are not permitted to use cell phones at school.

The current telephone system features an “automated operator” and voice mailboxes for all staff members. If no one is in the office, or if the Administrative Assistant is on another call, you will be transferred to the office voicemail to leave a message. If you have difficulty getting through to the office and it is an emergency, you may call the South Burlington School District Business Office at 652-7055 for assistance.

Students may use a phone in emergencies and with teacher permission. To encourage children to become responsible, we discourage the use of the phone to ask parents to bring forgotten items such as sneakers or homework. Children do not use the telephone to make after-school social arrangements. These should be arranged the day before.

You can reach all staff members through email. In most cases, it’s the first letter of the first name, followed by the last name, @sbschools.net (Mark Trifilio is mtrifilio@sbschools.net). There are a few exceptions...feel free to ask a staff member for their email!

## ***USE OF FACILITIES***

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All parties wishing to use the South Burlington School Facilities for extra-curricular activities must sign-up on the school district web site, [www.sbschools.net](http://www.sbschools.net), and go to the quick link “Facility Scheduling”. In order to utilize this site, please call Jessica Witty at 652-7014 to register and obtain a password.

## ***VISITORS & VOLUNTEERS***

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Parents are invited to visit school. All visitors must be “buzzed in” and sign in at the office each time they enter the school and wear a “Visitor’s Pass”. If you wish to visit a particular classroom, please notify the teacher ahead of time. If a child of visiting friends or relatives wants to spend time at Orchard, please arrange this ahead of time with the teacher. *If parents wish to join children for lunch, and would like to purchase hot lunch, the cost is \$4.00. Please let the kitchen know (652-7311) so we can add you to the lunch count.*

The School Board recognizes the valuable contributions made to the school by volunteers and work-study students. A volunteer is a person not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefit. The principal is authorized to recruit and approve volunteers and work-study students to work in the school. It is the principal’s responsibility to be reasonably sure that the volunteer and

work-study student is a person of good character with the ability to make substantial contributions to the school.

The principal will require volunteers and work-study students to complete information forms regarding background information including, but not limited to, the dates, locations and dispositions of any convictions, including findings of guilt, pleas of guilty, or no lo contend ere, for criminal violations. A person who fails to provide full and accurate background information in response to the principal's request will not be permitted to work with students. Placement of volunteers and work-study students will be made by the principal or the principal's designee.

Volunteers and work-study students who work with students will be under the immediate supervision of a licensed professional employee. Volunteers and work-study students will not have unsupervised contact with students, except when it is of short duration and necessary in the context of activities planned by and under the direction of professional school staff or contractors employed by the school.

No volunteer or work-study student will have regularly scheduled unsupervised contact with students.

Volunteers and work-study students are expected to comply with school policies, rules and regulations.

Volunteers and work-study study students will be informed by the principal of the extent to which school district insurance policies protect them from personal liability resulting from claims against them based on negligence or other injurious conduct while acting in a volunteer or work-study capacity.

Volunteers and work-study students shall not subject students, staff or other volunteers or visitors to the school to discrimination or harassment prohibited by federal or state laws and regulation or by district school policy.

Legal Reference: Harassment in Education Act, 16 V.S.A. §565. Access to Criminal Records, 16 V.S.A §251 et seq.

See our [District Common Handbook](#) for additional information:

[https://docs.google.com/document/d/10zEmmu\\_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing](https://docs.google.com/document/d/10zEmmu_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing)

### ***Weapons Policy***

See our [District Common Handbook](#) for additional information:

[https://docs.google.com/document/d/10zEmmu\\_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing](https://docs.google.com/document/d/10zEmmu_Mn7ORDrF12Fe2I2Rfy5EtfzGmnRZkRDKuadE/edit?usp=sharing)

## ***SECTION 3 – SERVICES***

### ***EDUCATIONAL SUPPORT TEAM (EST)***

Orchard Elementary School has an Educational Support Team. This team, mandated by state law, is designed to create plans for students who are struggling at school. If your child is referred to this team, you will be notified and invited to join our meetings. If you have concerns about your child's academic, social, or emotional growth, you can request that the classroom teacher refer your child to the Educational Support Team.

## ***ENGLISH LANGUAGE LEARNING (ELL)***

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ELL in South Burlington Schools is designed to support students as they transition into an all English learning environment and into the culture of our schools. The program consists of four main areas: Identification, Assessment, Service and Monitoring. All students from a non-English language background are identified upon enrollment with the Home Language Survey as they enroll.

Students' language proficiency is assessed to determine need for ELL services. This is done using a variety of measures including an assessment of oral, reading and writing skills, review of previous school records, classroom performance and teacher observation.

Services are based on the results of these assessments. Appropriate language support is provided and includes content area support. These services are provided by a licensed professional qualified to teach English language learners.

Students' progress is assessed annually. Exit from services is determined by teachers and is based on proficiency, ability to participate in mainstream classes and ability to perform on state and federally mandated assessments.

## ***GUIDANCE SERVICES***

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Because all children need the skills to face problems, disappointments and the stresses in their lives, the school counselor serves every student. All students participate in small groups called lunch bunches and receive six weeks of guidance curriculum with their classmates. The curriculum delivered is based on the classroom teacher and school counselor's collaborative efforts to meet the social and emotional learning needs of the students as a group.

Additionally, some students meet with the school counselor in groups to receive more social skill instruction and attention. There are also ongoing groups formed around issues such as family changes, loss, anger management, and problem solving. The school counselor is also available to meet with children individually when a child, a teacher or a parent request that a private meeting take place.

Parents and teachers meet with the school counselor when there is a concern, to gather information, and to explore alternatives. Also, by serving as a member of many support teams, the school counselor has the opportunity to consult in the development of student plans.

## ***HEALTH SERVICES / SCHOOL NURSE***

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Each school health office is staffed by a Registered Nurse who has a school nurse endorsement through the Vermont Department of Education. In addition, staffing may be complemented by an LPN/Health Assistant. The school nurse works as a team member with the other school staff to maximize learning and wellness in a healthy and safe school environment for every student. The school nurse maintains student immunization and health records, as well as provides yearly screening for vision and hearing in Kindergarten, 1st, 3rd, & 5th grades and as requested. Referrals and follow-up evaluations are completed as needed. In addition, the school nurse provides health education and support for health and wellness.

The school nurse asks families to do the following:

- \* Complete and return the Annual Health questionnaire.

- \* Notify of any updated immunizations.
- \* Inform office staff of any changes in emergency contact information.
- \* Notify the health office if your child has any contagious illness.
- \* Keep your child home if fever, vomiting, or severe diarrhea occurs.

At the end of the school day there is NO nursing coverage at the school. It is each parent/guardian's responsibility to communicate, to the coordinator or coach of the after school activity, any health needs your child may have.

**IMMUNIZATIONS:** Students must meet immunization requirements, have a statement of exemption or be provisionally admitted in order to attend school. Proper documentation must be received PRIOR to the first day of school. Students will NOT be permitted to start school if documentation is not received.

Immunization requirements and necessary forms can be found at:

<http://healthvermont.gov/hc/imm/schoolentry.aspx>

Immunizations are required for enrollment in all VT schools in order to prevent spread of infectious disease. We are required to make data on immunizations rates publicly available. Immunizations rates are available at: [www.healthvermont.gov/hc/imm/immsurv.aspx](http://www.healthvermont.gov/hc/imm/immsurv.aspx)

**FIRST AID TREATMENT AND CARE:** The school nurse or health assistant will triage all injuries. Parents/guardians will be notified in case of a serious injury, or if follow-up attention or evaluation is necessary.

**MEDICATION PROCEDURES:** Guidelines as outlined in the SB Medication Policy

1. The school nurse does not supply over the counter medication for student use.
2. Parents may bring in over the counter medication. All medication must be in its original container, have a signed form, giving directions and permission for administration.
3. Prescription medication must be delivered in the original container, with a signed order from the provider and signed parent permission for administration. Necessary paperwork must be received prior to any medication being dispensed.
4. All medication must be brought to school by an adult and delivered to the Health Office.
5. Medication order and parent permission may be faxed to the health office,

**ACT 158:**

Pursuant to Act 158, South Burlington School District is prepared to provide a safe and supportive environment for all students with a life-threatening allergy or chronic illness. Any student with a life-threatening allergy or chronic illness may be provided with protection under section 504 of the Rehabilitation Act of 1973.

**FOOD ALLERGY SAFETY INFORMATION:**

We strive to provide a safe environment for all of our children. For a student with a life-threatening allergy, an emergency plan is developed specific to the student. The following are some expected safety measures:

- Allergy aware classrooms are those rooms with students who have a life-threatening food allergy.
- Students are reminded of the importance of NOT SHARING FOOD, for everyone's safety.
- Students are expected to wash hands before and after eating snack.

- Tables and desks are wiped down after food is eaten in the classrooms.
- Peanut/tree nut products are not permitted at the peanut/nut safe tables in the cafeteria. The peanut/tree nut safe tables are cleaned separately from the other cafeteria tables to limit cross-contamination.
- Student education about food allergies and anaphylaxis is offered each year.
- Staff members have been trained to recognize symptoms of an allergic reaction, use emergency medications, and follow the emergency protocol.

Please contact the Nutritional Services Department for specific questions regarding food provided by the South Burlington School District.

## ***SCHOOL SOCIAL WORK SERVICES***

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In collaboration with the Baird Center for Children and Families we have a part time social worker in our school.

The social worker is a licensed Masters level clinician providing confidential services to children to promote a successful school performance. Services are family focused with an emphasis for building on strengths within the child and family. The social worker connects with the student's family to identify successes and challenges related to school performance. An important component of social work services is the flexibility with which they are offered. A child or family can choose to meet with the social worker at the school, in the community, or in their home.

Individual and group work with students occurs in collaboration with school staff with a goal of providing assessment, crisis management, supportive counseling, therapy, and social skills development. The school social worker is also available to assist in exploring options for after school care, vacation camps, and summer camps.

If you are interested in social work services at Orchard, and your child meets criteria, please contact the social worker at 652-7338.

## ***SPECIAL EDUCATION***

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The South Burlington School District affirms the right of all handicapped children to a free, appropriate public education. Children living in South Burlington who are learning disabled, learning impaired, visually impaired, emotionally disturbed, speech/language impaired, health impaired or physically impaired and are in need of special education are entitled to this special education service.

Special Education provides instructional support to classroom teachers and students. Consulting teachers and speech/language pathologist's work with classroom teachers to modify instructional programs. We believe that this enhances success for all students in the regular classroom.

Sometimes special educators or instructional assistants teach students individually or in small groups in or outside of the classroom. The classroom teacher and special education staff works together to meet the needs of all students.

Decisions on the type and intensity of service to be provided by our specialists are made by our building team. Parents of children eligible for special education services participate in setting objectives and planning their child's program. Questions about special education should be directed to the Consulting Teacher, Principal, or Director of Educational Support Services, Joanne Godek at 652-7392.