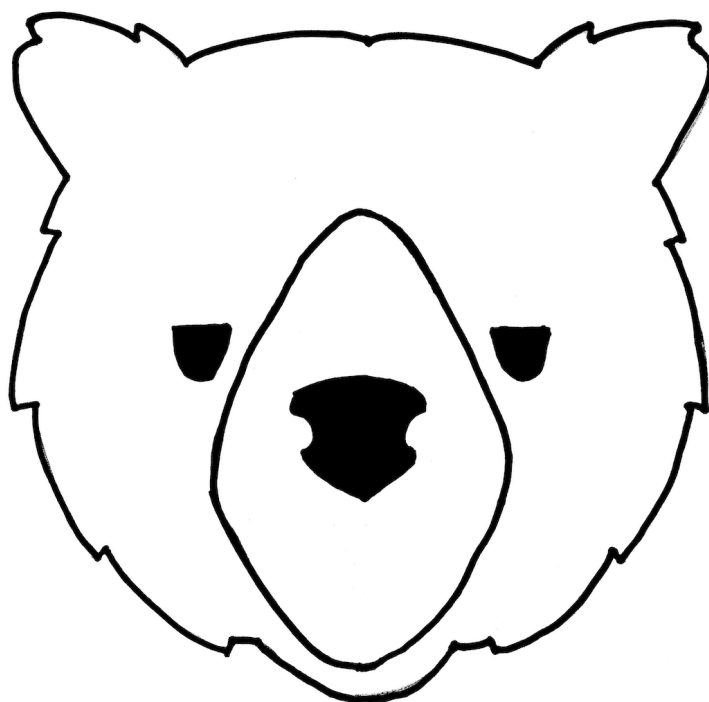


Marlboro School Handbook

2025-2026



The mission of Marlboro School is to develop *personal growth, creative problem-solving, and diverse means of communication* in students so that they are *knowledgeable stewards* of their communities at home and abroad.

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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 includes our Parent-School Compact, describing the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, and the family's responsibility to support your child's learning by communicating with the school and participating in school activities. We hope this handbook will encourage and enhance communication between the school staff and the Marlboro School community.

A primary caregiver is the most important teacher a child will ever have. Teachers and caregivers must work together to meet the needs of children and to help them function well and achieve their best in school. We strive to build partnerships with our families so that our students' experiences in school are enriching, strengths-based, and collaborative.

Contact Information

Website: www.marlboroschool.net

Mailing Address: P.O. Box D, Marlboro, VT 05344

Physical Address: 2669 Route 9, Marlboro, VT 05344

Telephone & Fax - Tel: 802-254-2668 Fax: 802-254-8768

Marlboro School Mission Statement:

The mission of Marlboro School is to develop *personal growth, creative problem-solving, and diverse means of communication* in students so that they are *knowledgeable stewards* of their communities at home and abroad.

2025-2026 Faculty and Staff

Preschool Classroom Teacher	Patti Donnelly
Preschool Assistant	Gemma Ollis
Special Education Paraprofessional	Michelle Vicary
Primary Class Teacher	Pam Maile
Primary Class Assistant	Sarah Powers
3rd/4th Classroom Teacher	Matt Chapman
3rd/4th Assistant	Nancie Schwartz
Special Education Paraprofessional	Molly Wilson
5th/6th Homeroom (Middle School Humanities)	Eli Greco
5th/6th Assistant Teacher	Lizz Hauty
7th/8th Homeroom Co-Teacher (Middle School Science)	Sierra Wennberg-Smith
7th/8th Homeroom Co-Teacher (Middle School Math)	Jesslyn Mullett
Librarian	Dianne Clouet
Special Education Teacher	Erin Crespo
Academic Support Teacher	Julie Tredway
Art	Jamie Schilling
Music PK-grade 2	Wendy Abedon
Music 3-8	Stefan Amidon
Instrumental Band	Steve Turro
Physical Education	TBH
School Counselor	Elizabeth Motta
Nurse	Sara Sherritt
Food Service Director	Dawn Hastings
Food Service Assistant	Kyria Boyce
Bus Coordinator	Tim Whitney
Bus Drivers	Tim Whitney
	Angela Mousseau
	Erik Matt
	Andrea Howe
Facilities Manager	Jeremy Butynski
Administrative Assistant	Gail Chaine
Principal	Dana Gordon-Macey

Daily Information

School Hours and Attendance

8:15 a.m. - 2:45 p.m.

School begins each day at 8:15 am and is dismissed at 2:45 pm. Children who do not ride the school bus should arrive at Marlboro School no earlier than 8:00 am. Those who do not ride the school bus home should be picked up no later than 2:50 pm.

Regular attendance and on-time arrival are essential to success in school. We monitor attendance and tardiness carefully and work with students and parents when there appears to be excessive absence or lateness. Of course, caregivers 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.

If your child is going to be absent or tardy, we ask that you notify us by 8:30 am. 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 they usually do, please send in a note or email mes-office@windhamctral.org or call 802-254-2668

Attendance Protocol

Regular school attendance is essential. This school attendance protocol employs a team approach when necessary to explore with the student and their family the obstacles to school attendance, allowing for the development of an individualized plan. Follow-up steps are in place to assess whether the plan is effective for both the student and the family. Records are kept in the school files of all contacts related to this plan made with the family of the student.

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

- The principal contacts the family in person or by phone.

After seven tardy days

- The principal contacts parents in person or by phone.
- Parent meetings may be scheduled.

After ten tardy days

- A letter to go out to the family from the principal.
- Parent meetings may be scheduled with the principal, counselor, and teacher. At the meeting, a waiver is signed by the family to allow discussion between the school and outside support agencies if necessary.

Absences – both excused and unexcused

After five days of absence

- The principal contacts the 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 meetings may be scheduled.
- 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 a waiver signed.

After ten absent days

- Letter to family.
- Parent meetings are scheduled, if appropriate, with school personnel and outside agencies and programs. These could include Family Services, HCRS, and other community agency support.

After twenty absent days

- Referral may be made to DCF or the State's Attorney Office.

The State's Attorney decides whether the case should go to Windham County Family Court or District Court.

Student, Family & School Compact

All schools in Vermont are required to initiate an educational compact with our students and families. A compact is an agreement made by partners who are working toward a common goal. Marlboro School staff, students, and families are partners in working toward the common goal of student growth, achievement, belonging, and investment in learning. This compact explains the role each of us needs to play for these important goals to be met.

The School and the Teacher will:

- Recognize students as individuals with different learning styles and needs
- Provide quality instruction in a supportive learning environment
- Use research-based practices to maximize learning
- Provide supplemental reading and/or math materials to be used at home
- Have high expectations for all students
- Create lessons consistent with Vermont state standards. [Vermont Content Area Standards](#)
- Create opportunities for open dialogue with families and caregivers.
- Keep the caregiver informed through Title I parent meetings, workshops, progress reports, emails, phone calls, and Friday Notes.

Students will:

- Attend school regularly
- Come to school/lessons ready to learn.
- Respect others, their property, and their feelings.
- Be actively involved in my own learning.
- Do my best with schoolwork and homework and complete assignments on time.
- Ask for help when I don't understand.
- Return borrowed materials/books to school as instructed, as well as Chromebooks and chargers..
- Share notices and forms with my parents/guardians and return signed forms to the school

Families and Caregivers will:

- Please make sure your child gets to school on time.
- Attend Parent-Teacher Conferences.
- Do your best to read to and with your child regularly.
- Participate in school activities, the FTA, and/or other committees when you can.
- Read and respond to notices sent home.
- Make school a priority by scheduling appointments and vacations outside of school hours when possible. When conflicts are unavoidable, please communicate with the office and with the classroom teacher(s).
- Provide time and a place to do homework, and assist when needed.
- Help your child develop and maintain a regular sleep schedule.
- Promote a positive attitude toward school and learning.

School Calendar

Windham Central Supervisory Union 2025-2026 School Calendar (Approved)

August				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
Student: 3 Cumulative: 3 Staff: 8 Cumulative: 8 New Teacher Induction CPI Training Aug 20-26 Teacher In-Service Aug 27 First Day of Classes				

September				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
Student: 21 Cumulative: 24 Staff: 21 Cumulative: 29 Sept 1 Labor Day (Holiday) Sept 17 Teacher In-Service (Early Release)				

October				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
Student: 22 Cumulative: 46 Staff: 22 Cumulative: 51 Oct 13 Indigenous Peoples' Day (Holiday) Oct 15 Teacher In-Service (Early Release) Oct 30-31 Parent-Teacher Conferences (Early Release)				

November				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
Student: 14 Cumulative: 60 Staff: 16 Cumulative: 67 Nov 11 Veteran's Day (Holiday) Nov 24-25 Teacher In-Service Days Nov 26-28 Thanksgiving Break				

December				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
Student: 15 Cumulative: 75 Staff: 15 Cumulative: 82 Dec 3 Teacher In-Service (Early Release) Dec 22-31 December Break				

January 2026				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
Student: 18 Cumulative: 93 Staff: 19 Cumulative: 101 Jan 1-2 New Years Day (Holiday) Jan 19 Martin Luther King, Jr. Day (Holiday) Jan 20 Teacher Report Card Day				

February				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
Student: 15 Cumulative: 108 Staff: 15 Cumulative: 116 2/23-3/2 Winter Break				

March				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
Student: 19 Cumulative: 127 Staff: 20 Cumulative: 136 Mar 3 Town Meeting Day (Holiday) Mar 11 Teacher In-Service Day (Early Release) Mar 19 Parent-Teacher Conferences (Early Release) Mar 20 Teacher In-Service Day				

April				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
Student: 17 Cumulative: 144 Staff: 17 Cumulative: 153 Apr 1 Teacher In-Service (Early Release) Apr 20-24 Spring Break				

May				
M	T	W	Th	F
		1		
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
Student: 20 Cumulative: 164 Staff: 20 Cumulative: 173 May 6 Teacher In-Service (Early Release) May 25 Memorial Day (Holiday)				

June				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				
Student: 11 Cumulative: 175 Staff: 12 Cumulative: 185 Jun 15 Last Day for Students (ER day) Jun 16 Teacher Bookend Day Jun 13 Leland & Gray HS Graduation Jun 19 Juneteenth (Holiday)				

Key:

	First day (Students)
	Holidays & Breaks
	Teacher In-Service (full day)
	Early Release Day for Students
	Last Day for Students (early release for students)

Approved 1/22/2025

Professional Learning Days

Professional Learning Days: Several days during the year, students stay home while teachers attend school! Full-day teacher in-service days this year are scheduled for November 24th and 25th, January 20th, and March 20th. Our Wednesday early release days (12:00 dismissal) are September 17th, October 15th, October 30th & 31st (Family/Teacher Conferences), December 3rd, March 11th, March 13th (Family/Teacher Conferences), April 1st, and May 6th. Our last day of school is also a half day. Check your school calendar and the Friday Notes for updates.

Bus Reminders

Bus transportation is available to students in Grades K-8. Every summer, the bus coordinator plans the routes based on where our current students live. These schedules and bus stops are sent home with Summer Notes. Beginning in Grade 4 and up, students are allowed to get off the bus without an adult present. Students in grades 3 and below must be met at their stop by their parent/guardian. Please send the office *written permission* for any exceptions to the usual policy as stated above. Written Permission can be for the entire school year, or until you change it or just for a day or a week. Email to mes-office@windhamcentral.org or send in an actual paper note. Some exceptions might be to grant permission:

- for any other person meeting your student at the bus stop.
- for a student disembarking at a different bus stop
- for a student in Grade 3 or under to disembark *without* an adult present
- or to *withhold permission* for a student in Grade 4 or over to disembark without an adult to meet them.

Please note that bus drivers will return your student to the school if there is a conflict with the information/permissions we have on record.

Parents/ guardians and/or emergency contacts will be contacted to pick the student up from school.

Every effort is made to deliver each student safely to their destination. Your timely communication will help ensure that all parties are informed. For that reason, we ask that change of plans be communicated first thing in the morning and that last-minute plan changes be reserved for urgent situations.

Bus Expectations

We want you to have a safe and pleasant ride 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 the 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, inappropriate language, and other similar acts.

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 will be issued to the student(s) involved by the driver.
2. A second verbal warning will be issued, and the principal and the student's 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.

Fresh Fruits and Vegetables, Snack, Lunch, and After Snack.

When students arrive in their classroom at the beginning of the school day, they have access to breakfast that is provided. For planning purposes, we ask that families sign up for both breakfast and lunch no later than 8am on Monday mornings through a Google Form that is shared on our Friday Note. Lunch and Breakfast are provided free of charge to all students. Later in the morning, each classroom is provided with a platter of fresh fruits and/or vegetables. This is provided through the Fresh Fruit and Vegetable program, which is supported by the FDA. The goal of this program is to provide access to a variety of fruits and vegetables and, hopefully, expand students' palates. It is not necessarily a filling snack. You may choose to send additional snack items to supplement the fruits and veggies that are provided. Alternatively, please connect with your child's teacher. Many classrooms appreciate collaborating with families to take turns purchasing snack items in larger quantities. Milk is provided with snacks and lunch.

Both snacks and lunches are eaten “family-style” in the classroom. Teachers encourage polite conversation and good manners, as well as healthy eating habits. As part of our holistic, experiential philosophy, we believe that mealtime is a great time for learning.

Restorative Practices

Marlboro School has committed to implementing Restorative Practices throughout our school. These practices focus on embracing our community and building trust and vulnerability with each other. When we build trust and practice connecting through the use of circles and other community-building activities, we set the groundwork for supporting the more complex conversations that come when responding to harm.

In addition to our work with restorative practices, we have also adopted the following support plan to create a structure that is consistent with the requirements of Title 1A. Throughout the processes described below, we continually seek opportunities to enhance our ability to communicate, provide support, and hold ourselves accountable while addressing harm and its impact.

Marlboro School Social Climate and Student Support Plan

We strive for a culture of respect and kindness that fosters the development of social and civic responsibility in all students.

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 self-control, sense of responsibility for their actions, and sense of belonging. As part of our mission to educate the whole child, we believe that social, as well as academic, learning should be embedded in every classroom every day. How this looks will differ as children grow. Below is a framework of three levels of practices and interventions used throughout the school. We are always looking for ways to improve and may revise this list as needed. We also initiated a self-study in the 2025-2026 school year regarding Responsive Classroom practices, which complement our Restorative Practices approach well.

Tier 1 Universal: Common Practices to promote a positive social climate

Beginning of Year Community Building

- getting to know each other
- each classroom community establishes
 - classroom rules
 - routines
 - jobs

- rights & responsibilities
- behavior expectations

Throughout the Year

- Morning Meeting
- Class Meeting
- Field Research - class trips, community service projects
- Using curriculum as a springboard for social discussion
- Guidance counselor and nurse weekly wellness class

Inter-classroom Activities

- All School Meetings or Reading Buddies every Friday
- Hogback Day - A day exploring Hogback Mt with facilitators from the community
- Internships in the lower grades by the 7th and 8th graders

Tier 2 Targeted: Interventions for the students who need extra support in meeting classroom/school expectations

One or many of the following:

- Student Debriefing form - A student can be referred to the office to complete this form. Once complete, the teacher adds their information, and a copy or an email about the incident is sent home to the family. These are the following questions students are asked to reflect upon and how to make it right.
 - What was the situation? Describe the moment.
 - Why did this situation happen?
 - How were you feeling at the time?
 - Did my feelings lead to this situation?
 - What could you do next time?
 - Is there anything you need to repair? Do you need to say you're sorry to anyone, or fix anything, or clean anything up?
- Some teachers initiate this same process in their own classrooms and do not refer students to the office unless behaviors are chronic.

For repeated inability to follow rules/demonstrate self-control, or for one severe infraction

- Student and/or parent conference
- Harm Repair Circles may be held between the students in conflict if all parties agree to do so.
- Small group or individual meetings with the Guidance Counselor and/or Restorative Practices Coordinator.
- Educational Support Team meeting to discuss behavior supports and devise a student support plan. These plans identify the goals students will work on,

and a staff member will keep track of how well the student is growing in this area.

Tier 3 Intensive: Interventions for the small number of students who do not respond to Tier 2 interventions

- Counseling recommendations
- Functional Behavioral Assessment - Conducted by an outside consultant
- Refer for Special Education evaluation, IEP or 504 plan

Consequences for Major Offenses

Certain behaviors require immediate intervention. Such offenses include:

- Physical aggression
- Verbal assault or threat
- Major destruction of property
- Other behaviors that indicate a student is unable to control their behavior.

The consequences of such major offenses are immediate removal from the learning environment. The student may spend the rest of the day outside of the classroom or may receive other consequences determined to be appropriate by the principal. The parent/guardian will be contacted. If such an act was toward another student, a Hazing, Harassing, and Bullying (HHB) investigation will ensue, and a finding will be determined within 5 days of the act. The HHB investigation would typically be followed up with a harm repair circle between the students in conflict. Our District HHB policy can be found in the appendix of this handbook.

Consistent with our HHB policy, our school also follows the [Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students](#) as written by our Vermont Agency of Education. These practices extend to all (adults and students) who are a part of our school community.

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. If it is reported that a student has brought an item to school that is inconsistent with building expectations and/or legal requirements, the principal may search that student's personal belongings.

Acceptable Use Agreement

Marlboro School provides students access to the district's electronic network, which includes internet access and related devices in preparation for success in life and work in the 21st Century. This section contains the rules and procedures for students' acceptable use of the district's electronic network.

The school district utilizes filtering technology designed to block materials that are obscene, inappropriate, or pornographic. While precautions are taken to supervise student use of technology resources, the student must practice responsible, ethical, and safe behavior while adhering to this Internet Responsible Use Contract as well as other state and federal laws. Computer and internet activity is monitored for all individuals. The students should have no expectation of privacy in their use of district-owned devices and network resources. The administration and staff may revoke or suspend user access if these terms are violated. Use of the Internet and technology/related devices is a privilege.

Students agree that:

The Internet and Educational Technology are special tools that can help me learn, communicate, and solve problems. Before I can use the Internet at my school, there are some agreements that I need to make to my teachers, classmates, my parents, and myself. These agreements are made to help keep me safe and to make my time on the internet fun, interesting, and educational.

When I use the Internet I promise to....

.....act as a representative of my school, be polite, and show everyone I can act as a responsible digital citizen.

.....be respectful of others on the network and the equipment we share.

.....follow all of the instructions my teacher gives and stay only in the areas they suggest.

.....actively use the information I find on the Internet in my learning (projects, reports, discussions).

.....Abide by copyright laws. Information taken from the Internet must be properly cited through footnotes.

.....Use the Internet as a learning tool to help me discover my world. I should know why I am using the Internet for a certain task.

.....Share the activities I do on the Internet at home. It's important to let my caregivers know what I'm doing on the Internet and why I'm there.

.....Be aware that there are consequences for choosing not to follow the Internet rules to be determined on a case-by-case basis.

I understand my teacher(s) know how to keep me safe on the Internet, so I need to follow directions. I understand some things on the Internet are not meant for me. If I find anything on the Internet that makes me feel uncomfortable, I know it's important to share it with my teacher right away.

I am personally responsible for abiding by this user contract. Misuse will result in disciplinary action and my access privileges could be reduced for a specific period of time.

Counseling Office

The Counseling program at Marlboro offers a holistic, developmentally appropriate social-emotional curriculum that supports our students' growth both inside and outside the classroom. We focus on creating safe spaces that celebrate diversity, where students learn that mistakes are valuable opportunities for growth. In our program, students are taught to recognize and understand their own emotions and those of others.

Our multifaceted curriculum engages students through a variety of mediums, including art, crafts, literature, history, and philanthropy, connecting with their interests to foster essential skills such as kindness, a love of learning, and the ability to advocate for themselves and others. We emphasize the importance of topics such as kindness and focus on building protective factors that support resilience and overall well-being. Our curriculum, developed in partnership with Prevent Child Abuse Vermont, is designed to nurture a caring, inclusive community where every student is empowered to thrive.

I teach classes, work with students individually and in small groups, and help the eighth graders transition to High School.

Health Office

The Health Office is a space for students and staff to come when they are feeling unwell, are physically injured, need ongoing medical care such as medications or treatments, need to rest, or need a safe space for emotional support. My philosophy is to make sure that anyone who comes to my office feels seen, respected, and well cared for, and leaves feeling better than when they arrived. Students find their way to the health office for a variety of reasons every day, and most of them are quick fixes: a Band-Aid, an ice pack, a hug. Some come every day at the same time, complaining of a stomach ache, and I discover that it is always during a certain class or subject. One of the things I love most about my job is working to build meaningful connections with students, developing a deeper understanding of what they are experiencing, and then offering them the care, empathy, encouragement, and resources they need to jump back into learning.

As time and schedules allow, I teach a variety of health topics to all ages in collaboration with our school counselor. Main topics have included preventing infectious disease, safety and injury prevention, CPR and first aid, nutrition, puberty (grades 3-6), sexual education (grades 7-8), substance misuse and addiction (grades 7-8), suicide awareness and prevention (grades 5-8), and child abuse prevention in accordance with Act 1.

As the school nurse, it is my job to be the clinical decision maker for whether students or staff members are well enough to participate in school each day, including ensuring that students are meeting the state's vaccination requirements. Please familiarize yourself with the [Marlboro School Illness Guidelines](#), which can also be found on the school website → For Families → Health & Wellness. If you are unsure whether your child should be attending or not, please reach out to me by email at ssherritt@windhamcentral.org or by calling the school before sending them in.

Common Agreements

Dress Standard

Dress is one form of personal expression that should be embraced. Still, we ask that caregivers have conversations and provide guidance around personal choices related to dress. If the style of dress and appearance disrupts the educational program or creates division or hostility, we will ask that students change. Clothing that references drugs or alcohol, images that may disturb younger students, or that include vulgar language should never be worn to school. Bare feet are also not permitted due to safety concerns.

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, and 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. We understand personal finances can be a barrier in this area. Please let us know if we can provide any assistance in getting these items.

Student Phone Use / Communication with Caregivers

Cell phones have become increasingly present in our lives and the lives of our students. They are tools that we use for communication, research, directions, entertainment, playing games, and many other things; they are amazing little computers that we put in our pockets. In school, they can be a disruption and a distraction; for this reason, we ask that students not bring their cell phones during the school day or on the bus to and from school. When situations arise that require a student to contact their caregiver, or vice versa, we ask that our school telephones be used. It is important to note that our State Legislature has also passed legislation to ban the use of cell phones in schools.

Snacks & Food in the Classroom

Our middle school classrooms have specific guidelines in place related to snacks and food in the classroom. Please refer to the guidance provided in a separate letter from our Middle School teachers.

Our Classrooms

Preschool

Preschool is a special time in the life of a young child as they broaden their world outside their home. For many, it is the first time they will be away from their families. In turn, they will make new relationships and learn how to make a friend, be a friend, trust other adults (teachers), and learn new skills.

Our Marlboro preschool classroom holds a strong prosocial curriculum at the heart of the classroom environment, and the days are filled with math, literacy, science, and social studies. We follow the Vermont Early Learning Standards (VELS) as a guide to our curriculum. Project-based learning is the preferred method of instruction in our classroom as it offers the most diverse way of learning and leaning into a topic. The outdoors are an important part of our preschool day. We play outside each day, no matter the weather, in both our school playground and in the school's forest.

Kindergarten

In Kindergarten, we incorporate structure and routines to help children develop behaviors that support a positive learning environment. These include working with others in small groups, listening as another is speaking, making choices, taking turns, problem-solving, and building peer relationships. Children learn basic educational foundations in all subjects, including reading, math, social studies, and science. There is also a huge emphasis on learning social and emotional skills. Everything is taught in various teaching methods using play, singing, and practical activities.

We believe that children actively construct their understanding of the world through continuous interaction with their environment. Young children learn best when given ample opportunities to explore, practice, apply, and extend the concepts presented in the classroom. They are eager to discover ideas, to look for patterns and relationships, and to form generalizations. Through spontaneous activity, play, carefully prepared materials, and guided experiences, children learn. We believe that the child is the major focus of the kindergarten program. Each child brings unique experiences, expectations, emotions, attitudes, and abilities to the classroom. It is essential that the individual characteristics of each child be accepted, understood, and nurtured. We believe the kindergarten environment

should provide opportunities for experimentation, exploration, discovery, challenge, and interaction. An atmosphere of understanding, respect, and compassion surrounds each child in our class.

Primary

The Primary class (typically) is a multi-age classroom of both first and second-grade students. We start each day with a morning meeting in which we connect as a class and decide on a social goal to focus on. These include perseverance, honesty, self-control, cooperation, responsibility, and integrity. We use the principles of Responsive Classroom to guide our community building and to create a student-centered learning environment that is safe for students to grow in all areas.

First and second grade are a time of big developmental changes. Typically, students go from knowing letter sounds to becoming fluent readers and writers. One of the most amazing parts of being in a classroom of 6-8 year olds is to support students as they realize they are reading bigger words and are creating reports to present to the class or writing a persuasive essay similar to a favorite author they studied.

This excitement in learning spills into all areas of the day as kids explore numbers and number concepts through manipulatives, games, and songs. They gain more understanding of the natural world in science and see how they contribute to and support their school community within the social studies curriculum. The goal for all areas of learning is to foster a sense of curiosity, love of learning, and to become a flexible thinker within a safe and nurturing environment.

3/4 (AKA "North El")

The third and fourth-grade classroom is one where children are welcomed as they are and where they are enabled to grow and flourish into who they will become. There is the opportunity to watch children learn and grow throughout the year. The fact that it is a combined grade classroom allows for the opportunity to observe this development over the course of two years. The difference in a learner/community member between the start of third grade and the end of fourth grade is astonishing to witness, and I am so happy I get to be there as a guide and interpreter on each student's journey.

In my third and fourth-grade classroom, there is a heavy emphasis on care and respect for our individual selves, the people around us, and our surroundings/environment. Each year, we design classroom agreements that we pledge to do our best to abide by throughout the year. Every day starts with a morning meeting where we connect, hear announcements, and play games. This foundation of learning about ourselves and our classmates allows us to explore and discover the academic curriculum together in a way that supports our various and

diverse styles of learning. We do lots of reading and writing in many genres and styles, we explore our social identities and how we are part of a larger world, we problem solve in math and science and social studies and we practice supporting and celebrating one another's differences. These classroom experiences help inform our field research trips and other learning outside the classroom.

Middle School (Grades 5-8)

Students in Middle School have several developmental goals: Competence (Knowledge & Skills), Autonomy (I can do it myself!), Social Connection & Fun. We achieve these goals through our subject-specific classes, gradually releasing responsibility to students in both classroom and field research settings, and by connecting with one another in morning meetings, classes, and activities with students across all grade levels.

Students in grades 5-8 are part of the Middle School. There are two homerooms: 5th and 6th, with Greco in the main building, and 7th and 8th grades, with Jesslyn Mullett and Sierra Wennberg-Smith in the mobile classroom ("The White House"). Students in these grades start the day with a morning meeting in their homerooms, where they stay for most of the first part of the day. In the afternoons, they switch to another classroom for afternoon classes. Students contribute to the class community with jobs at the end of the day.

Students in grades 6-8 can expect to have homework regularly in some classes (e.g. Math).

Middle School Math

From 5th through 8th grade students take math courses based on the Illustrative Math curriculum. Students also engage in data-informed mixed-grade math practice to bolster needed skills.

Our goal as math educators is to foster conceptual understanding & strong work habits by offering rich thinking tasks, daily practice of skills, and a focus on mathematically productive discourse in which students are coached to share their thinking, solve problems in multiple ways, and work collaboratively.

Our Unified Arts

Library and Technology

The Marlboro School Library program provides instruction and materials that support the school curriculum and goals, as well as reading materials for students on a variety of subjects and reading levels. The librarian maintains a collection of

around 6,000 books housed in our cozy library space and rotated through existing classroom libraries, offering students immediate access to a wide range of genres and topics for independent reading. All students attend weekly library classes of 30 - 45 minutes with opportunities to visit the library throughout the school day.

Our work is rooted in literature, the humanities, and place-based studies with community and kindness at the center. We explore both print and digital resources to learn about local and world cultures. We participate in two Vermont book award programs: The Red Clover Books is a children's choice award for students in grades K-4. The Golden Dome reading program is for students in grades 4-8.

Families are encouraged to request books from the school librarian for reading enjoyment at home.

Art

My overarching goal for students across their elementary art education is to develop an individual visual vocabulary. Students learn to express their ideas through art making and to develop their own artistic style. They are encouraged to experiment with new techniques & materials, and to learn from their mistakes. I emphasize the process over the product, building in frequent opportunities for students to share their work and to reflect on their art-making process.

Units of study in art class for grades K-8 are organized by media and technique. I teach students the skills needed to use materials correctly, while giving them control over the content of the art that they create. Connections to the wider art world are introduced through picture books for younger students and artist interviews and slide shows for older students. Some of our units include printmaking, color theory, clay, puppetry, weaving, sewing, drawing, watercolors, and sculpture. The art studio is located under the gym, with the entrance tucked around the back of the building. We have our own kiln for pottery. The materials are arranged by medium on open shelves encouraging student autonomy. Each student has a sketchbook and a portfolio drawer to store their artwork in between classes. I truly believe that each student is an artist.

Music

Marlboro School has a rich and varied music program that provides students with opportunities to explore both vocal and instrumental music. Wendy Abedon, Stefan Amidon, and Steve Turro are the music instructors. Wendy teaches General Music in Pre-K through grade 2, Stefan teaches General Music in grades 3-8, and Steve teaches Instrumental Music for students in grades 4-8. (Beginning in 4th grade, students can choose to learn to play a band instrument, take weekly lessons in small groups, and participate in a performing ensemble.) Each music class meets once per week and has a diverse curriculum depending on the ages and needs of

the students. Incorporated into the lessons are opportunities to sing, dance and move creatively, play percussive instruments, explore various genres, cultures and history, learn basic theory, play musical games, and develop musicianship through these activities and lessons. Students have many opportunities to showcase their musical talents and skills throughout the school year, including school concerts, community events and Friday all-school meetings.

Physical Education (PE)

We strive to create a culture of inclusion in our P.E. classes. The most important thing in class is to have an environment where students feel free to take risks and make mistakes. Our PE classes operate with four major rules that I work through with each class:

1. Be Kind
2. Be Honest
3. Be Responsible
4. Be Open

All students are familiar with (or become familiar with) these rules and expectations, and we spend the beginning of each year defining each of them. We also go over them periodically as a reminder. We teach many different skills and games, and work to help students develop their abilities and confidence in themselves.

Special Programs and Events

Field Research

An important educational component of authentic learning in the intermediate grades and junior high programs is field research. Preparations, both scholarly and practical, are thoroughly planned in the classroom before 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., Boston, overnight hiking trips, 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 School curriculum, and students are expected to participate.

Marlboro After School Program

We run after-school programs for all age groups, Mondays through Thursdays from 2:45-4:30 pm, depending upon the available staff. We also occasionally offer special programs on Fridays.

Our mission is to enhance our students' lives by providing creative academic, enrichment, physical/wellness, and homework support programs to promote their success in school and all areas of their lives. We strive to bring together many talented adults from our school and the larger community to offer students a safe and engaging learning experience. Our overarching goal is to build upon the school day experience and offer students the opportunity to explore their world in new and compelling ways.

All School Rules and school policies are enforced during after-school programs and are subject to the same problem-solving processes.

Sign up for Programs: A program brochure and registration form will be sent home prior to each session. A parent or guardian must return the completed form, and fees if applicable, to register a student for an afterschool program. All programs have limited enrollments, so please return forms as soon as possible to ensure your students can participate in the program of her/his choice.

Fees: After School Program fee structure is intended to encourage families to contribute what they can afford. No student will be turned away due to an inability to pay. We do encourage families to contribute if they can, so that we can continue to offer this wonderful opportunity to our students.

Afterschool Schedule: (this may vary depending on the program)

2:45 - 3:00 Check in and Snack

3:00 - 3:15 Playground free time

4:15 - 4:30 Pick up (No later, please)

Winter Sports

When the snow falls and temperatures do not rise above 40 degrees, that means it's time for winter sports! Each week, beginning immediately after the New Year and continuing for six weeks, all Marlboro School students in grades 1-8 board the buses after an early lunch and head either to Mt. Snow Ski Area for downhill skiing or snowboarding instruction, or to Brattleboro for skating. 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.

Music Concerts and Spring Art Show

Once a year, in the spring, students have the opportunity to perform in a concert for their families, friends, and school alumni. Each class sings and/or performs dances they have learned with their music teachers. The concert is held in the evening at the Whittmore Theater at Potash Hill (depending upon availability), or in the gymnasium at Marlboro School. There are other performance opportunities during All School on Fridays and as a part of visiting artist residencies. March is National Youth Art Month. A display of artwork by all Marlboro students is installed at the Marlboro Community Center. There is an opening reception on the first Friday of March with opportunities for families to view and make art together.

Graduation

The eighth-grade graduation ceremony is planned and put on by the seventh-graders. They choose the specific elements to include, such as a speaker, the music, and other special events. The diplomas are awarded by the school board chair.

All School

Three Fridays a month, 8:40-9:10, the entire school comes together in the gym. Middle School students serve as emcees. Teachers, students, and sometimes special guests lead songs, present work, and share with the school. Community members are always welcome to join us! On the "off" week, our students enjoy their "reading buddies" as we all take some time to read together in pairs.

Instructional Support

EST (Educational Support Team)

Students who are having difficulty achieving or demonstrating proficiency, or have poor attendance, frequent health office visits, or disciplinary referrals may be referred to the EST. The WCSU LCAS provides guidance for when to refer a student for academic concerns to the EST (2 periods of intervention with progress still below the aimline); however, there are no set rules for when to refer a student to EST for other concerns. Evidence of the frequency and duration of attempted interventions before the referral to EST is required, indicating that other resources and resolutions should be sought out before bringing concerns to the EST.

More information about EST can be found on the AOE website:

<https://education.vermont.gov/student-support/vermont-multi-tiered-system-of-supports/educational-support-teams>

Academic Support

Students who need additional academic support, but do not qualify for Special Education, receive this support through our Academic Support Team. The Academic Support Team reviews student performance 3 times a year, fall, winter, and spring. Any students found to be testing in the 0-15% will receive additional academic support through interventions. Interventions are short, targeted lessons that occur 4-5 times a week and for 6-8 weeks.

504

Section 504 is a federal civil rights statute prohibiting discrimination on the basis of disability. It specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). As recipients of federal funding, public schools are subject to and responsible for the requirements of Section 504. Unlike special education, no federal or state funding is provided to assist schools in complying with the law; all costs are the obligation of the school district and local funding.

It is important to note that Section 504 is a civil rights statute and not a special education statute and thus has a broader scope than the Individuals with Disabilities. As a civil rights statute, Section 504 focuses on ensuring a level of access to educational services (including academic and extracurricular activities) that is equal to the level of access provided to nondisabled students. This includes providing eligible students who have a diagnosed or perceived physical or mental disability with a free appropriate public education (FAPE).

New referral to Section 504 consists of these steps: (1) Referral; (2) Evaluation; (3) and Eligibility Determination. For a student to be protected under Section 504, three criteria must be met:

- The student must have a physical or mental impairment, and have a record of such impairment or be regarded as having such impairment;
- That impairment must substantially limit;
- One or more major life activities.

To determine if a student is protected under 504, the school must conduct an evaluation for which informed parental consent is required. If the student meets the three criteria outlined, then the 504 Team determines if accommodation, modifications, support, and services are necessary for the student to access education. If these criteria are met, then a Section 504 Plan will be written and then reviewed/updated at least annually.

Referrals for 504 can be directed to Dana Gordon-Macey, Principal and 504 Case Manager, Sara Sherritt, School Nurse, or Elizabeth Motta, School Counselor.

Special Education

Marlboro School offers special education services to all students who qualify under the Individuals with Disabilities Education Act (IDEA). These services vary widely, from teacher consultation to classroom interventions to extensive specialized instruction in a one-on-one setting with a licensed special educator, which are articulated in a student's IEP.

When a teacher or parent of a student suspects that a student may have a disability that is interfering with their learning, then a comprehensive evaluation may be necessary to determine if that student qualifies for an IEP under state and federal law. If a student does qualify for special education, then teachers, parents, administrators, and others with knowledge of the student gather as a team to create a plan ensuring that the disabled child receives the public education to which all children are entitled.

Marlboro's special education program is committed to ensuring that every child has a free and appropriate education in the least restrictive environment. We view ourselves as advocates for any student experiencing difficulty in learning and are always willing to offer our expertise to the classroom teacher and/or parents. We encourage parents to contact the Marlboro School special educator, Erin Crespo at any time if you have any questions or would like a more detailed description of the program.

Title 1

The purpose of Title IA is to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close the achievement gaps. In the WCSU all of our schools operate as Schoolwide Title Programs. Our schools are eligible to receive Title funds because over 40% of our students qualify for free or reduced lunch. Some of our schools do not meet the 40% requirement; however, we have been granted waivers to allow them to receive Title funds. This means that all WCSU schools can use Title funds to enhance academic programs and support all students.

Title funds are used to pay for personnel, materials, assessments, professional development, and other non-academic services that impact student performance, like social-emotional health and attendance. Funds are also used to support family engagement activities and schoolwide programs. Title funds are also used to support our students who are experiencing homelessness.

Communication

Where Do I Turn?

When families have concerns about their child - whether they be academic, behavioral, social, or emotional - they need to know who to talk to. We encourage you to always start with your child's teacher. Teachers are happy to schedule face-to-face meetings. Each teacher has preferred methods of communication, such as email or phone, which they will let you know at the beginning of the school year. In addition to your child's teacher, the principal and the guidance counselor are always available to discuss your questions and concerns.

Snow Days

School is occasionally called off for a day during the winter months because the roads are unsafe for the buses. Families will be notified by a robo-call.

If it's determined that the roads may be safe later in the morning, a two-hour delay will be announced through a robo-call. In the event of a two-hour delay, school will begin exactly two hours later at 10:15 AM. Buses will run two hours later than usual. For example, if a student is normally picked up at 7:50 AM, the delayed time will be 9:50 AM. 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.

Friday Notes/Classroom Newsletter/Website

Please check with your child each night to see if any notes have been sent home. Each Friday, Friday Notes will be emailed home and contain events, school information, and classroom highlights. Classroom teachers also send home notes, including news about class activities and homework assignments.

Progress Reports and Conferences

The teachers at Marlboro School 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 again in March. You are also invited to request a conference at any time during the year if any questions or concerns arise. Conferences may be arranged directly with your child's teacher or through the office.

Progress Reports are sent home to parents two times per year. Teachers use report cards to inform parents about children's learning in the areas defined by the state learning standards.

Ongoing Assessment and Evaluation

In Marlboro, we understand that there is no measure of student achievement that will provide the full picture of our students. Even using multiple assessments can fail in this task. Our students are each uniquely talented, and some of these talents can not be measured in a standardized format. Still, we need to use some form of data to ensure that we provide all students with the instruction that will help them develop their talents and enhance their skills in areas where they may struggle or exceed our expectations. These help them to gain access to different supports that may be available. Toward that end, below you will find our approach to assessment.

Ongoing assessment is a part of every classroom, as teachers observe students and adjust instruction to meet individual needs. The assessment that we do in the course of daily instruction is called “formative assessment.” Projects and tests given at the end of a unit are called “summative assessments.” Our teachers use these to guide their instruction, determine proficiency within a unit of study, and inform our twice-yearly progress reports.

At three points during the school year (September, January, and May), we deliver Benchmark Assessments. These allow us to review students’ skills in an objective format that we can hold up against our holistic assessments to determine when we might want to provide augmented support or enrichment. Some of the tools used for these are Track My Progress, Predictive Assessment of Reading, Words Their Way Spelling Inventory, Phonological Awareness Screening Test, and more.

When a student is receiving intervention or augmented support, there are other assessments that our Academic Support Teacher, Special Educator, and classroom teachers use.

Finally, there is the Vermont Common Assessment Program (VTCAP). Students in 3rd-8th grades participate in the Vermont State Assessment in the spring as required by federal law.

High School Choice for Marlboro Students

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. The state has limited which independent secondary schools are allowable under Act 73.

Many students choose to attend Brattleboro Union High School. At this time, transportation is provided by the Moover.

Students begin to seriously consider where they will go to high school when they enter Junior High. To help students and their families make informed decisions, guidance counselors and principals from local high schools visit our school to speak with students. We are also happy to arrange meetings to include caregivers.

We Can Not Do This Alone!

The School Board:

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, on the third Thursday at 6:30 pm, and are open to the public. Draft agendas can be found at the school, at the Town Hall, and at the Windham Central offices; they can also be found online.

Community Involvement

In many ways, it can be said that the Marlboro School is as good as the community makes it. The school not only welcomes parents and community volunteers, but it also *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 helped in classrooms in the areas of reading and math. Parents serve on the school's Continuous Improvement Plan committee. 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.

FTA - Family Teacher Association

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. FTA sponsors our New School Year's Eve Potluck to kick off the school year and welcome new families. They also organize fundraisers whose proceeds benefit the school in various ways. Often, there are family social events and community education opportunities put on by FTA. 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 a long list of projects and programs at Marlboro Elementary School, including the climbing wall, computers, printers, software, library books, artist-in-residence programs, playground renovations, projectors, music programs and rentals, the school garden, library furniture, soundproofing, long-term support for the Junior High trips abroad, and much more.

We are an all-volunteer organization. Anyone is welcome to attend our meetings and help with our annual appeal and the distribution of our annual income to school projects and programs.

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

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 School Social Climate and Student Behavior Plan is one of these, as is the Attendance information above. Other requirements include our responsibility to notify you annually that we have an Asbestos Management Plan that is available for your review in the school office. Policies and procedures are also posted on the school website, as well as compiled in a notebook in the principal's office and may be reviewed upon request.

Policies:

[Policy on the Prevention of Harassment, Hazing, and Bullying of Students](#)
[Prevention of Sexual Harassment as Prohibited by Title IX](#)
[Acceptable Use of Electronic Resources and The Internet](#)

The Rest: [Marlboro School District Policies](#)