



MAPLE STREET SCHOOL

FAMILY HANDBOOK

2019-2020



Dear Parents and Students of Maple Street School,

A warm welcome to all new and returning families as we celebrate Maple Street School's 22nd year of operation in beautiful Manchester, Vermont. Please take a moment as a family to sit down and peruse the following pages together. Our goal is that this "Family Handbook" will serve as a helpful explanation of the principles and practices of our school.

If you have any questions or comments, please feel free to stop by my office or call me at (802) 362- 7137.

The faculty and I are very much looking forward to another great year of learning and growth at Maple Street.

Go Moose!

A handwritten signature in cursive script, appearing to read 'Cass', written in black ink.

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Maple Street School was founded in 1998 by Christina Crawford and Janet Turnbull Irving as an independent school with academic excellence and joyful learning at the heart of its mission. They envisioned a school where motivated students could embrace learning, be meaningfully engaged in the visual and performing arts, participate in athletics, and develop individual and social responsibility.

Today, Maple Street School is an independent K-8 co-educational day school with an enrollment of 115 students from 17 different Vermont towns. Our talented faculty promote a lifelong love of learning and do an exceptional job of promoting the core values of our school: community, respect, and responsibility. They work tirelessly to help students master core academic skills while also integrating critical thinking, creativity, and collaboration.

Our robust program continues to provide the best K-8 academic experience for motivated students in southern Vermont. With an enriched curriculum that includes music, art, foreign language, and physical education classes for all our students, Maple Street is a leader in preparing its students for the challenges and opportunities that they will encounter in high school, college, and life. We are committed to integrating 21st century academic learning in the classroom, providing authentic experiential learning opportunities, and promoting civic and social responsibility. Our students are excited about learning and always eager to share their appreciation for school with others. As many members of our extended community have learned over the years, Maple Street is a very special place with a unique history and bright future.

BRIEF HISTORY

Maple Street opened its doors in September 1998 with 37 students in grades Kindergarten through Grade 7. Founding Head of School, Nancy Holmes Calicchio, in keeping with the initial objectives, hired four full-time classroom teachers, three part-time teachers for art, music and French; an administration; and enlisted a Parent Association. In its second year, Maple Street's enrollment grew from 37 to 63 students in Kindergarten through Grade 8, which required expansion of the campus and included leasing adjacent land and three modular classrooms. The faculty, staff, Board of Trustees, and Advisory Council grew as well to accommodate the nearly doubling of our enrollment. The academic year 2000-2001 saw a further increase in the number of students to 80. This steady enrollment increase signaled that Maple Street School was indeed a success, which prompted the Board of Trustees to investigate options for a new campus to accommodate a total enrollment of about 110 students. The continued generosity of the larger community in supporting Maple Street's mission resulted in a land gift of 23 acres in Manchester Village, where a new school campus opened in November 2003.

In 2006, Fran Bisselle was hired as the second head of school, and she transitioned Maple Street from a startup entrepreneurial school to one cultivating long-term loyalty and accessibility. Enrollment and endowment growth were two of Fran's priorities, as well as strengthening programmatic and professional development programs.

In 2016, Fanning M. Hearon was hired as the third head of school, bringing significant teaching and administrative experience to his new position after having spent the previous 24 years at three of the country's most respected independent schools.

In 2019, Maple Street welcomed Dr. Cricket Mikheev as the fourth Head of School. She joined the team from Sewickley Academy, where she was Head of the Lower School (Pre-K - fifth grade). Dr. Mikheev brings a deep understanding of education and curriculum, having worked in all levels of education, from Pre-K through college. Dr. Mikheev holds her Ph.D. in school psychology from Columbia University's Teachers College as well as a Master's in Education from Columbia. She holds a Bachelor's degree in Russian Literature and a Master's in Slavic Languages and Literature.

Maple Street continues to serve a socio-economically diverse student body. It is the intention of the School to remain affordable and to provide significant scholarship opportunities to all students in need of assistance. It is also the goal of the school to attract and retain highly qualified teachers by providing a competitive salary, meaningful benefits, and quality professional development. The enhancement of the School's endowment for the building and scholarships remains a high priority, as well as making sure the campus is utilized to the greatest extent possible by the student body. A renewed focus on our magnificent property will lead to an expanded trail network through the forests and meadows that constitute our backyard.

MISSION

The Maple Street School Mission Statement was reviewed extensively during the 2016-2017 academic year as we sought input from students, faculty, parents and members of our Board of Trustees. After much discussion, we made subtle changes to the school's Mission Statement. These changes honored the strong sentiments of the previous Mission while also providing a narrower focus on who we are, what we do, and what we seek to instill in our graduates. The following Mission Statement was approved by the faculty and the Board of Trustees in July of 2017:

Maple Street School is a joyful academic community that cultivates personal and social responsibility. We nurture intellectual and creative growth through an engaging curriculum. Our culture of respect inspires confident learners.

From recess to academics, our Mission drives what we do here on a daily basis. As we place the focus on the outcomes we look for in a Maple Street student--evaluating not just their knowledge of content, but also the content of their character - there will be time to reflect on our curriculum, our teaching, and our goals for the next 20 years. We all agree that Maple Street is a special place--to be a student, to be a parent, and to be a faculty member--and this Mission Statement emphasizes the kindness, curiosity, and inspiration that we see in our community day in and day out.

After much thought and discussion, the school has also recently adopted "Community, Respect, and Responsibility" as the three key words from our Mission that encapsulate our Core Values. Throughout the 2019-2020 academic year we will continue to explore the meaning behind these words and how these concepts apply to the lives of our students both here on campus and also outside of the school day.

The following statements also apply to a wide variety of important beliefs that we hold dear for all our students:

- We value the student experience and respect each child's individual progress as a student.
- We believe that intimate classroom settings encourage effective group interaction, individual focus, and concentration. We are committed to a developmentally appropriate student-teacher ratio so that teachers may encourage each individual student to do his or her best, diagnose individual cognitive abilities and learning patterns, skillfully direct effort, and offer the support which builds confidence and self-esteem.
- We ask students to help create a dynamic learning atmosphere by supporting classmates and interacting in a thoughtful manner with children of different ages.
- We believe a strong social skills curriculum emphasizes responsibility to the group, respect for others, and cooperation.
- We are committed to developing environmental awareness and an appreciation of the natural world in order that our students become informed, responsible stewards of the land.
- We believe the visual and performing arts are vital and that creativity in art, music, movement, and drama enhances the child's capacity to synthesize and concepts.
- We believe a solid physical education program promotes skill growth, a sense of teamwork, fair play, and lifelong healthy body awareness.
- We believe community service through age-appropriate outreach activities is viewed as both a contribution to the school environment and to the broader community.
- We believe that our student body should not be limited to those children whose families can afford a Maple Street education and committed to a substantial need-based scholarship program.

THE ORGANIZATIONAL STRUCTURE

Maple Street School is a nonprofit independent school operated by the Maple Street Board of Trustees. Maple Street School is accredited by the New England Association of Schools and Colleges and approved by the State of Vermont.

The Board of Trustees of an independent school has three primary functions: 1) complete fiscal oversight, budget monitoring, and fundraising; 2) setting overarching policy, such as annual tuition, and determining the amount of financial aid to be offered; and 3) strategic planning to chart the future course of the school, define the school's mission and develop strategies for advancing the mission. The Board also has the responsibility for hiring the Head of School, its sole employee.

The ideal Board deliberately works at a high strategic level, to ensure the school is healthy for the next generation of students. The Board does not get involved in the operational aspects of the school. For example, the Board plays no part in the hiring of staff or personnel decisions, has no involvement in (or information about) individual financial aid grants, and does not participate in addressing particular student issues.

The Head of School reports directly to the Board of Trustees. The Head of School is responsible for enacting the policies of the Board and delivering a school experience based on the mission. The Head of School hires the faculty and staff. Intermittently, the Head of School and the Board of Trustees engage an Advisory Council made up of community members. This group's advice is non-binding, but is helpful in informing policy.

The Maple Street School Board of Trustees for 2019-2020:

Amy Panitz, *Board Chair*

Chuck Burdick, *Vice President*

H. William "Rusty" Davis

Peter Hershberg

Emma LeMay '12 (*Alumni Council Representative*)

Rocco Maggiotto

Daphne Powell Markcrow

Diana Pagnucco, *Secretary*

David Pollock

Dina Senecal

Matthew Weir

Trustee Emerita:

Janet Turnbull Irving

Strategic Planning at Maple Street School is a process of both reflection and foresight. Every five years, a group of individuals from each of the Maple Street contingencies (faculty, staff, parents, friends, community leaders, local business people and trustees) meet for an intensive and collaborative review of Maple Street over time, including where we've been, where we are now, and where we can grow. From this process comes a Strategic Plan containing targeted goals for each aspect of the school program: finances, operations, program, personnel, and connections both within and outside our community.

The goals listed in the Plan are intended to be both practical and visionary, creating an ambitious road map to guide the growth of the School, under the leadership of the Board of Trustees and the Head of School.

Rather than a mandate, the document necessarily shifts and evolves as it is tested in framing agendas throughout the school. This important process provides scaffolding and a necessary timeline, as well as flexibility to remain nimble and open as circumstances warrant over the five-year implementation period.

For the period between 2016 and 2021, our stated goals are the following:

1. Financial/development:

- increase our endowment and scholarship funds through targeted fundraising projects
- maintain a tuition reserve fund and enhance the fund for building maintenance
- increase alumni, parent, grandparent and trustee engagement
- regularly review tuition and aid policies

2. Enrollment/admissions:

- maintain full enrollment in the school with a focus on student numbers in Kindergarten, 1st and 2nd grade
- review marketing effectiveness as compared to local competition
- continue to evaluate special education services and protocols

3. Faculty/staff:

- define what is distinctive about teaching at MSS
- create competitive salary and benefit packages in alignment with local schools
- review professional development budget to ensure that our faculty is inspired and engaged

4. Curriculum/academics:

- identify transformative projects in order to keep MSS curriculum relevant
- review all curriculum on an annual basis by department/subject

5. School building and campus:

- continually upgrade and improve the learning environment for students and faculty
- review our needs for maintenance and hire accordingly

PARENT AND SCHOOL PARTNERSHIP

We ask parents to recognize how important they are to the success of their child's education. In joining Maple Street School, parents enter into a partnership with the school and its teachers and staff. The goal is that we all form the nucleus of a supportive team for the child. Good communication between the home and school is critical to make this partnership work. Both parents and teachers assume responsibility for effective communication. Neither should hold concerns, however minor, over a period of time without voicing them. We encourage parents to contact teachers, ask pertinent questions, and seek advice. However, we also ask for patience with any communication due to the busy nature of our school day and schedule. As a general rule of thumb, a parent should expect a reply from a teacher or administrator within a 24-hour period of time during a normal school week.

While the School calendar provides conference times for teachers and parents to meet, we want parents and teachers to feel comfortable requesting conferences at any time of the year. Parents are urged to schedule a conference with their child's teacher if they have concerns about any aspect of their child's school life, if they feel that coordination with the teacher will enhance their child's social or academic comfort, or if they wish to discuss any one of the written reports, including the final one in June.

Teachers are responsible for keeping parents informed about their child's progress. While teachers may perceive a child's development in terms of individual abilities, work patterns and previous accomplishments, parents should also expect to be given a sense of where their child is in relation to grade-level standards.

Parents are invited to reflect on what it means to be a part of a small independent school in Vermont. We encourage all parents to partner with the Grade Parent Association and to volunteer their time for school events when able. We also ask that all parents participate in the Annual Fund and the Annual Auction/Spring Party. These are key fundraising initiatives that directly support the students and teachers of Maple Street School. In fact, all monies donated to the school either provide immediate budgetary support or long-term endowment growth. To put it simply, tuition alone does not cover our expenses and every year Maple Street must seek additional revenue to support the experience of our students. Therefore, we encourage all parents to support the fundraising initiatives that they feel strongly about. If you have any questions on how you can best support the school financially, please contact Meredith Morin, Director of Advancement.

What are the drop off and pick up times?

The school day starts with the traditional Head of School greeting and handshake at 8:00 am. Students are expected to arrive at school on time and must wait outside between 7:50 am and 8:00 am if they are early. Classes begin promptly at 8:10 am. To accommodate working parents, we do have an early morning drop off program. Early morning drop off begins at **7:30 am** and lasts until 7:59 am. Students who arrive before 7:50 am congregate in the library where there is always a faculty member present. We ask that those students who do arrive early come prepared for quiet study.

Parents are welcome and invited to participate in the All School Meeting on Monday morning at 8:15 am. This weekly meeting typically includes a student or faculty speaker and announcements that highlight certain academic, artistic and/or athletic achievements. We also celebrate birthdays and holidays during this time.

If you are running late to school, please phone Ms. Bowen to let us know your ETA.

The class day ends at 3:10 pm. We ask that students be picked up by 3:15 pm, unless they have a specific after school activity at Maple Street School.

We are concerned for each child's safety during drop off and pick up times, particularly with so many cars and people on campus. **For this reason, we ask that no one leave a car unattended in the circular "drop off" area.** If you wish to stop for any amount of time, please park your car in the adjacent lot. Please use extreme caution in your vehicle at all times, and please refrain from using your mobile phone while driving on campus. Campus-wide speed limit is 15 MPH.

How do I drop my child off in the morning?

Most families pull up to the circle and drop their child off near the front door. Some parents wish to walk their child into school. We want everyone to feel welcome and comfortable in our school, and we want our children to experience healthy routines. Mornings are busy at school, and we ask that if you need time to touch base with your child's teacher, afternoons are the best time (or feel free to schedule a specific time with your child's teacher). If you come to school during the school day, we ask that you always check in with Ms. Bowen so that we can avoid unnecessary interruptions of your child's class.

Winhall Bus Riders

Arrival: Students who plan to take the bus in the morning should be at their designated pick-up place and time. The Winhall Bus schedule is available on the BRSU website.

Dismissal: Students who plan to take the Winhall Bus at dismissal should know their dismissal plan at the beginning of the day. **Parents are required to communicate this plan with their child, their child's homeroom teacher, and Kristen Bowen by establishing a weekly dismissal plan or informing the school of any changes to plan before NOON.**

Understanding how your child is to get home from school is essential in managing dismissal and ensures that each student arrives at their intended destination safely and without incident.

We understand that dismissal plans will change with the athletic seasons, weather, doctor appointments, as well as other unexpected developments. When plans do change, it is important to email this information to both Kristen Bowen and the homeroom teacher immediately. If Kristen Bowen does not respond by 1:00 pm, please follow up with a phone call. Students may not ride the bus without clear parent permission.

Any non-Winhall Bus student traveling home with a Winhall Student must provide written parental permission to take the bus before Noon. Please add a phone number for contact purposes in case of emergency.

What is going on after school at Maple Street?

Athletics

In the fall, soccer is the sport at Maple Street School, and we are proud to field as many teams as our school population and student interests allow. In the winter, basketball is the official school sport in the afternoon. Both fall and winter see multiple home and away contests against many local school teams. Parents are always welcome and encouraged to attend games on campus. Home soccer games on a beautiful fall day are a highlight of the first few months of school. In the winter, we are grateful to be able to escape the cold weather in Hunter Hall as fans pack the gym for spirited hoops contests. There is no official school sport in the spring.

After-School Program

The Maple Street School After-School Program (ASP), run by Andrea Salo, is another way we strive to meet the needs of students and families. This supervised program is designed specifically for students in grades K-4 providing learning opportunities beyond the school day. The program starts with a healthy snack followed by a multitude of hands-on activities throughout the year, including arts and crafts, baking, games, nature exploration on Maple Street's trail network, and so much more. Older students will also be provided with homework support.

Monday-Thursday until 5:15 Open drop-in/pick-up times. (ASP not available on concert, conference, pre-vacation days, first and last day of school)

Enrollment options:

Regular enrollment: ASP plan for the year

Punch Card: 10 ASP days for \$150

Drop-in: \$20 for the day

Moose Enrichment Clubs

Maple Street continues to expand the various subjects of afternoon "clubs". The Maple Street "clubs" are designed to expand, strengthen and grow specific skill sets. Classes are created by Maple Street faculty, staff and professional instructors.

Detailed descriptions of these enrichment opportunities and fees are available at the front desk. Enrollment is based on a first-come first-serve basis. If your child is enrolled in our After School Program the same day, they will be delivered to ASP when the enrichment club has finished. Clubs will close once they reach the maximum number of students; drop-ins are not permitted.

Upper School Privilege

There is no daily supervised afternoon program for Upper School students (grades 5-8) other than sport participation or Moose Clubs. If an Upper School student wishes to remain at school in the afternoon while waiting to be picked up, he/she is expected to be in the library and using that time to study or read. Students in grades 6-8 may leave campus to walk into town only with a signed waiver accompanied by a parent email detailing the time they will be picked up at school, or from town. Students with this daily e-mailed permission to leave campus must clearly communicate the time they are leaving and plan to return with Kristen Bowen.

What to wear?

With the exception of rainy days and extremely cold weather, recess will always be outside. Therefore, appropriate attire should be worn and preparations taken each day to make sure that each student has the clothing, footwear and gear necessary for outside play.

What does my child need to bring to school?

We ask that each child bring a healthy nut-free snack for his or her morning break, as well as a nourishing lunch and a wholesome drink. Students are encouraged to have their own water bottles at school since we have two water fountains where they can be refilled throughout the day. We also encourage parents to send healthy food to school as research has shown that children who eat healthy food have more focus and energy. Creativity in regard to food preparation counts as we do not refrigerate student food. Many families have found insulated lunch boxes and containers work well.

Regarding school supplies, the School provides most of what each child needs for the academic day. Please refrain from providing your child with a “desktop toy.” We encourage you to coordinate with the teacher after the first few days of school as to what your child really needs versus what he or she may want. Students in the older grades may be asked to buy loose-leaf binders by their homeroom teacher at the start of the year.

What to leave at home?

We ask that parents help Maple Street maintain its learning atmosphere by reminding students to leave toys, candy and gum at home. Hand-held computer games and all electronic personal listening devices should be left at home. If a student brings a cell phone to school, he/she will need to turn the phone off and store it for the school day. Cell phone use by a student is not allowed during school hours unless in the case of an urgent situation to communicate only with parents. Students may not bring any weapons, including toy guns, water pistols and knives (even Swiss Army knives) to school. The school reserves the right to search any student and his/her belongings at any time for any reason. In general, students should not bring large sums of cash to school.

How will I find out more about what is going on at school?

Besides our website and online calendar, we publish a weekly “Friday e-news” that details upcoming events and updates on program and curriculum. This “Friday e-news” will be sent directly to your email inbox. Teachers also send out a monthly news feature that goes into much greater detail about what is happening in each respective classroom. We ask that you read each publication carefully and add certain key events into your own calendar immediately. We are committed to being an environmentally conscious school and have found that we can give more details and use less paper with an online weekly/monthly newsletter. After reading the news, you can email your child’s teacher or any person in the administration with any questions you may have. Maple Street also maintains a Facebook and Instagram

account. Daily events and trips may also be covered on these social media platforms, or on the school's photo blog on SmugMug.

What is the protocol for planned and unplanned student absences at Maple Street?

Our curriculum and pedagogy are anchored in the belief that learning is enhanced by continuity and effective group interaction; each child's presence is integral to the classroom environment in a small school. We take attendance seriously and maintain accurate attendance records for each child. We are only in school for a limited number of days. Therefore, we cannot support or approve family vacations outside of the school calendar. In addition, PLEASE try to schedule medical appointments and dental visits only after consulting our school calendar. If your child needs to miss school due to illness, we ask that you email their homeroom teacher and Ms. Bowen as early as possible in the day. You can also always follow up with a call to Ms. Bowen at 802-362-7137 if that is more convenient. When a child arrives late, we ask that the student sign in with Ms. Bowen at the front desk when he or she arrives. Students who miss school for multiple days are expected to get their assignments from their teachers or classmates and make up the work they have missed. Please note: teachers are not responsible for providing assignments to students if planned absences are not approved in advance. If a student is absent for more than 10 school days in an academic year, a letter will go out to the family requesting a meeting with the child's teacher and the Head of School. If a student is absent for more than 20 days in an academic year, that student's enrollment contract for the following year may be suspended pending a review of the absences and the student's current academic standing. The goal is for the school and the family to work together to limit unnecessary absences and promote attendance at school.

What if my child is a competitive athlete and will be absent from school for multiple days?

Maple Street School has always supported families and students who wish to pursue a serious commitment to their sport of choice. We recognize and celebrate that we are a school located in a region rich with athletic opportunities. In recent years, we have been fortunate to have students pursue higher-level athletics, which sometimes takes them out of the classroom. Each student/family wishing to pursue athletic absences or an extended family vacation will be required to submit an official letter requesting permission to miss school for multiple days. The letter should be addressed to the homeroom teacher and the Head of School and include specific information on the proposed activity and submitted at least two weeks prior to any planned absence. If a student is in good academic standing and able to handle the rigors of independent study while training/competing, we will approve the absence and begin the important task of planning for time away from the classroom. However, if the teacher(s) and the Head of School view the request as not in the best academic interest of the student, the trip will not be approved.

Is there a Student Council?

Yes! The Maple Street School Student Council consists of two student representatives elected from each upper school grade. The 8th grade representatives will be elected to serve as President and Vice-President of the Council. The members of this Council, elected by the student body, are dedicated to serving the entire K-8 school community. By sharing ideas and boosting school spirit, the Student Council is responsible for coordinating student activities, organizing fundraisers, and holding regular weekly meetings. To encourage maximum participation in student government amongst the student body, there will be two Student Council groups during the academic year, one in the fall semester and another group in the spring semester. Students can serve both semesters if elected to those positions by their peers.

The mission of the Student Council is to create and encourage a sense of community and school spirit amongst the students and faculty. The Student Council will:

- recommend, and promote activities for students.
- plan, promote, and take responsibility for social events.
- organize, recommend and communicate community service opportunities.
- sponsor fundraising activities to raise money for those in need.
- provide a forum for students to discuss issues and concerns affecting student life.

What are the special events/traditions of Maple Street School throughout the year?

Summer Picnic

Before School begins there is one large communal gathering (“potluck dinner”) on campus to welcome back returning students and meet/greet all the new students. Hosted by parents and organized by the Grade Parent Association, this is a fine opportunity for everyone to catch up after the summer and meet any new families in the Maple Street community.

First Day of School/Opening the Doors Ceremony

On the first day of school there will be an official “Opening the Doors” ceremony. This is a wonderful school tradition at Maple Street that includes song, poetry, and speeches. Through the first couple of weeks of school, specific activities are planned to help students get to know each other and make new friends.

Information Night with Parents (September)

A few weeks after school starts, we have a “back-to-school” event to welcome parents, meet faculty, share curriculum, and present to families our expectations and aspirations for the upcoming school year. Teachers use the time to show parents the classroom, outline specific academic plans, and explain special class activities.

Annual Golf Tournament

The Annual Golf Tournament is now a fall fundraiser for the school and is held in September at the Equinox Resort. All parents are encouraged to golf or volunteer for the event. Fore!

Halloween

Maple Street loves Halloween, especially the faculty. However, we do ask that students not come to school dressed in costume on October 31st. Instead, students are encouraged to bring their costumes to school so that they can dress at the end of the day for our annual Halloween Parade.

Thanksgiving

It is a tradition at Maple Street that we organize Thanksgiving baskets and donate them to local families in need. The Advancement Office collaborates with the Student Council to create these baskets as part of an annual community service project.

Winter Concert and Holiday Break

Every December right before the holiday break we hold our annual Winter Concert. It is always a festive evening filled with music and song. Please come celebrate the holidays with the entire MSS community in Hunter Hall. In appreciation for a job well done at the concert, the following day at school is the ever popular Pajama Day.

Winter Term

The schedule is modified in the winter so that students can participate in JISP activities on Friday afternoons at local venues (skiing, snowboarding, and skating). From early January until mid-March the school day will end at NOON on Fridays.

Winter Carnival

The Winter Carnival is a celebration of our favorite season in Vermont and an effort to promote a day of fun community-building between the classes. Students in Kindergarten compete on the same team as 8th graders. Typically held on the Friday before February break, this is one school day not to be missed.

Library Birthday Party

This special spring day is great fun! The students and faculty come to school dressed as their favorite literary character and gather in the library at the end of the day to read a story together and have a special snack. It is a school-wide celebration of reading and literature.

Spring Concert/Arts Night

The Spring Concert and Arts Night is another opportunity for the performing and visual arts to shine at Maple Street. Everyone participates in the music and our hallway is transformed into an impressive art gallery with art from each student in the school on display for everyone to appreciate.

Grandparents Day

In May, we celebrate Grandparents Day and invite all grandparents to attend classes and enjoy an afternoon at school with their grandchildren. There is a special schedule, and we look forward to having grandparents join their grandchildren in school lessons and activities.

Trips and Trip Week

We want each class in the School to enjoy the resources beyond the campus, but there is a limit to the number of school days and classes that can be taken away from school. Each class takes about five trips a year, and we focus many of these opportunities during trip week in May. Overnight trips are a special privilege of older students. Trip costs are included in tuition.

Spring Auction or Welcome Summer Party

Every year the Grade Parent Association, working in conjunction with our Director of Advancement, plan a celebration in the spring to support the school and toast another successful year at Maple Street. The larger celebration, the Spring Benefit and Auction, is held every other year on campus in Hunter Hall and is considered a major fundraiser for the school and parent participation is highly encouraged. In the off year, we have often held a "Welcome Summer Party," which is a more casual celebration, but still an important fundraiser for the school. Parents are encouraged to donate items, help plan the parties, and attend these special events. Not only do they raise important funds for the school, these events are quite fun and always a social highlight of the year for all involved.

Field Day

Another favorite day on the calendar for students and faculty alike, Field Day is held in the final week of the school year and features multiple events where students of all ages compete together for fun. Everyone cheers each other on during Field Day and it is an enjoyable event for all.

Shakespeare Fest

The themes of Shakespeare are timeless and help us to understand many modern day experiences and emotions such as anger, love, jealousy, integrity, courage, and leadership. Fortunately, we are able to see these themes play out on the stage of Hunter Hall as the 8th grade class at Maple Street has a long-standing tradition of performing a work of Shakespeare the night before graduation. Past adaptations have seen Macbeth transformed into a musical, Othello portrayed as a wild western, and The Tempest set in a casino.

Graduation

Graduation is a wonderful celebration of student achievement and our school's growing history. We hope that everyone can attend this afternoon ceremony and participate fully in one of the most important traditions of our academic year.

Maple Street School requires medical information on each child to be maintained in the school office. It is required that Health Forms be returned to the school by the first day of classes. We recommend an annual screening of eyes and ears as well as an annual physical. Maple Street follows all laws with regard to required immunizations. Students are required to meet the state's immunization requirements, unless the parent or guardian files a religious or medical exemption form with the state each year. For more information on the Vermont immunization legal requirements, go to:

<http://www.healthvermont.gov/disease-control/immunization>.

Children's allergies and other dangerous medical conditions are made known to everyone on the staff. Parents are asked to give permission to allow their child to be treated in the event of a medical situation requiring immediate treatment while at school or on a school trip. Maple Street School does not have a nurse, rather our caring teachers and staff monitor the students. Allergy and special health information should be shared with Meredith Morin, Advancement Director, who administers the health room and works with students' health needs on a daily basis. Should there be an injury, which requires more than first aid treatment, parents will be called immediately. In the event of a severe injury, the school will contact the Manchester Rescue Squad, followed by the parents. If needed, the child will be transported by ambulance to Northshire Medical Center, Rutland Hospital or Bennington Hospital for emergency treatment.

We ask parents to keep their children at home if there are obvious signs of illness. Children with higher-than-normal temperatures should stay home. If a child shows signs of an impending cold, rest and fluids at home can be helpful and more comfortable for a sick child than a school schedule. **Parents should not send a child back to school after a sickness until there has been a normal temperature for 24 hours and/or no vomiting for 24 hours.**

We ask parents to apply salves and give medication before and after school. If this is not possible, the medication along with a written note from the prescribing physician, a note required by state law, should be brought to the office where Meredith Morin will administer it.

Parents can help us keep the School a healthy place by letting us know if their child has a highly contagious disease such as strep throat or if you find evidence of head lice. If head lice appear, and they do in the best of schools, we will alert the community and help parents find information on how to handle them.

NO NUTS AT MAPLE STREET SCHOOL

Maple Street School recognizes that food allergies can be life threatening. We are committed to being the safest school possible for all of our students, especially those members of our community with food allergies.

Children and adults with allergies to tree nuts and/or peanuts can have an allergic reaction through contact, airborne and/or ingestion. A reaction can occur by touching a nut (contact), having the allergen enter through inhalation (airborne) and/or by eating a food item that contains nut, even trace amounts (ingestion). Some children with nut allergies will have an allergic reaction through ingestion only, while others will include a reaction by contact, airborne and/or ingestion.

Being a Nut Restricted School means that at all times we will be nut-free. We ask everyone to be extra vigilant to ensure no nut-containing products enter the school for the safety of the people with nut allergies. Each time a child is exposed, (even if a reaction doesn't occur) their risk of a more severe reaction increases. Therefore, we make every effort to protect our community.

Food labels that say: “Processed in a facility that also processes nuts” or “Processed on a machine that also processes nuts” (or similar wording) are OK to bring to school for personal consumption. However, food labels that say, “May contain peanut or tree nuts” (or similar wording) are NOT OK to bring to school to eat.

Allergic reactions can range from mild to severe to life-threatening (anaphylaxis). Mild reactions can include a skin reaction like hives, redness or swelling, upset stomach and wheezing. A severe to life-threatening allergic reaction can range from difficulty breathing, to shock and loss of consciousness. A life-threatening reaction is defined as anaphylaxis, which means a serious allergic reaction that is rapid in onset.

Thank you for partnering with us and explaining to your child that nuts are not allowed at school, especially when all he/she might eat is peanut butter! Empathy and compassion are the key elements here, and explaining that by not bringing nut products to school, he/she is helping to take care of, keep safe, and even protect our community members with nut allergies.

CONCUSSION ACTION PLAN

A concussion is a type of traumatic brain injury. Concussions are caused by a bump or blow to the head. Even what may seem to be a mild bump or blow to the head can be serious. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. Maple Street School takes concussions very seriously. If any child reports any symptoms of concussion, the school will seek medical attention right away and call the child’s parents. After a positive diagnosis, the child will be kept out of play to heal until they have clearance from their family doctor. Children who return to play too soon while the brain is still healing risk a greater chance of having a second concussion. Teachers and coaches will be told if a child has had a previous concussion so that they are aware of that injury.

For further information on “Return to Learn” following a concussion this is the CDC Fact Sheet for school professionals and parents: https://www.cdc.gov/headsup/pdfs/schools/tbi_returning_to_school-a.pdf

Gradual “Return to Play” protocol, to be followed with consultation from your child’s physician:

Maple Street School has adopted the recommendations made by the Task Force on Concussions at The Fletcher Allen University of Vermont Medical Center:

https://www.uvmhealth.org/medcenter/Documents/1072CH_concussion_rackcard-2.pdf

EMERGENCY RESPONSE PLAN

The School has established an Emergency Response Plan, which has been filed with the State Police, Manchester Town Hall, and the Fire Department of Manchester. In the case where we have to evacuate the building due to an emergency situation, the teachers and staff will accompany all students to a safe space that we have reserved in Equinox Village. In the unlikely case that we are not allowed back in the building, all parents will be called and asked to arrange pick-up for their child at Equinox Village. The Head of School is responsible for communicating with parents and the public about any crisis situation. The Head of School will also determine when school will resume in the building once any situation has been resolved. Please see the Appendix for further details.

HOMEWORK EXPECTATIONS

Nightly homework for students begins in 1st Grade and continues through Grade 8 at progressively increasing levels. More information on assignments, projects, and teacher expectations on homework is shared with parents at our Parent Information Night in September.

GRADE 5

Students in Grade 5 experience a transition year from a self-contained homeroom to a middle-school experience with multiple teachers in different classrooms. In addition, the fifth graders enter into a more formal advisory system, they are required to care for their textbooks and notebooks in all their classes, and they become a part of the upper school athletic program. These transitions are significant, and we work with the fifth graders to help them adjust to a much busier and more robust academic day. In addition, we ask fifth graders to be responsible for their own homework and for communicating directly with their teachers on all assignments. All fifth graders receive academic grades and effort marks for the fall and spring semesters.

Students in Grade 5 also experience a transition with regard to the laptop program. Because so much of our curriculum is integrated with technology, each student in Grades 5, 6, 7 and 8 is responsible for a laptop computer. The laptop contract is reviewed at the beginning of each year, and students learn about digital citizenship throughout the advisory program and Tech-specific classes. Even so, we will not send computers home with fifth graders (during the week and over the weekends) until the end of September. Sixth graders will begin taking their new computers home on a trial basis during the second week of school. Based on prior experience and demonstration of responsibility, seventh and eighth graders will begin taking their computers home during the first week of school. The goal for all upper school grades is to make sure they understand their responsibilities as well as have the discipline to focus on homework. With this in mind, Maple Street maintains the right to adjust the above stated time frames accordingly.

HONOR CODE

The Maple Street School Honor Code is a part of the Student Covenant which all students sign at the beginning of the year. The Student Covenant states:

1. I promise to be respectful, kind, and caring to myself and to others.
2. I will take steps to include others.
3. I will take responsibility for my words and actions.
4. I will help make Maple Street a safe and clean place.
5. I will be honest about my schoolwork.
6. I will try my best in all I do.
7. I will tell the truth.
8. I will obey the rules of Maple Street as stated in the Family Handbook.
9. I will always use computers ethically at school and at home.

SPECIAL EDUCATION AT MAPLE STREET SCHOOL

We believe each learner is unique, and we work to differentiate our instruction for our students. While we do not have a public school model of special education, we believe our small classes and low student-faculty ratios create a learning environment that can meet the needs of many learners. There may be some needs we cannot meet, and work closely

and in concert with parents and the BRSU (Bennington Rutland Supervisory Union) to identify students and put specific support plans in place. Ms. Kelli Calder is employed by the school as a licensed special educator and also directs our Educational Support Team (EST).

If there are concerns about a given student's learning, and these concerns warrant further investigation, the following procedure is in place: the Primary, Middle or Upper School Team, acting as the Educational Support Team, will discuss the student. If deemed necessary, a plan of accommodations and/or modifications will be determined. If a referral for special education is to be made, it will move through the process designated by the Vermont Special Education Rules and Regulations. Child-Find Special Education federal requirements make the Bennington-Rutland Supervisory Union (BRSU) responsible for locating, identifying, and evaluating all independent school children with disabilities that are enrolled by their parents in private schools located in this supervisory union. This includes schools in the towns of Sunderland, Rupert, Pawlet, Dorset, Manchester, Danby, and Mt. Tabor. It is important for parents of students who are not placed or funded by their school district to be aware that although they do not live in the town where their school is located, the BRSU (where Maple Street is located), and not their home district, is responsible for considering special education referrals made on behalf of their child.

Parents' rights in Special Education are protected by the Individuals with Disabilities Education Improvement Act and Vermont Special Education Regulations. For more information visit www.VermontFamilyNetwork.org, Vermont Agency of Education Procedural Safeguards at AOE.SpecialEd@vermont.gov or email info@vtfn.org.

STUDENT EVALUATION

Student progress is assessed by the teachers relative to the goals and objectives of each subject area throughout the year. Teachers maintain their own records, which serve as a reliable basis for assessment. This assessment is then communicated to parents through written reports and in conferences.

The structure of conferences and reports is designed by the School to facilitate the working partnership between parents and teachers. Parents receive two written reports a year in December and June. Parents will also receive regular periodic updates from their child's teachers via email. The School sets aside two parent teacher conference days in November and March. Because we schedule all parents into the same day for conferences, it is important to stay on schedule that day. However, parents who would like more time should never hesitate to schedule a conference with a teacher after school on any day. Teachers may also request and schedule additional conference time when they feel it is necessary to communicate important information on a student's progress.

TECHNOLOGY USE

We believe that technology is a powerful learning tool, and that it helps our students become better problem solvers, more efficient researchers and better communicators. We also believe children need computer ethics and cyber-citizenry early, thus we ask each parent and child at every grade level to sign a Responsible Use Policy. This contract includes guidelines for proper use and educate as well as consequences for improper use. We also provide instruction at both the classroom level as well as with our Director of Technology to help students understand the responsibility, respect, and ability technology use requires and provides.

Maple Street Upper School students have had the unique opportunity to use a leased device for which parents pay a technology fee included in tuition. Each machine comes with three years of Accidental Damage Protection along with the manufacturer's one-year warranty. The Director of Technology takes care of getting the device repaired and, if needed, will provide a loaner device until the student's computer is repaired. **We do not provide a loaner if a student forgets his or her computer.** All students are given the same educational software and are allowed access to the Internet. Once the student has completed Eighth grade and graduates, the device they received in Sixth grade is theirs to keep. It is our intent to promote continued use of these tools through high school. If a student leaves before completion of the eighth grade, they have the option of buying out the computer from the school, otherwise they must return the computer to the Director of Technology before their academic records can be transferred.

OUR LIBRARY

We are proud of our beautiful library and its collection. We seek to encourage reading for scholarly pursuits and for pleasure. We have an electronic system for checking books in and out of the library. Each student and each book has a barcode and students scan the books to check them in and out. Parents are welcome to sign books out under their child's name. There are no fines for late book returns, but we do ask parents to help get the books back to the library within two weeks so that others can also enjoy these great books.

STUDENT RECORDS

Student records are maintained in the administrative area in a locked, fireproof file cabinet and stored on a secure server in the cloud. These records contain health data, standardized test scores and academic reports. The School is responsible for sending these permanent records to the student's next school. Teachers and administrators have access to them. Parents are always welcome to a copy of their child's records. For more information on the Family Education Rights and Privacy Act please visit www.education.vermont.gov.

SOCIAL RELATIONS

We want our students to learn to respect others, to practice thoughtfulness, consideration, and kindness. Not only will this positive attitude toward others help children grow into contributing adults who can get along with others, but it also creates a more productive learning environment in the school.

We ask students to bring their social concerns and grievances to their classroom teacher so that any incident can be discussed at the time it happens. Mean teasing and unfriendly acts are unacceptable in our school community. We ask parents to help teachers by bringing issues to their attention as soon as they hear about them at home. Parents can encourage the development of healthy social relationships by helping their children strive for understanding of others and discouraging attitudes of criticism and dislike.

MOOSE PRIDE

Perhaps the most important lessons learned in schools are moral in nature. Our character education curriculum has become a core part of Maple Street School's program, and it is inextricably tied to our students' intellectual development, citizenship, and personal growth. Our Moose Pride program is a K-8 program that seeks to teach students about respect, teamwork, responsibility, service to others, goal setting, citizenry, and integrity.

RULES, BEHAVIOR AND DISCIPLINE

One of our most important goals as a community is to be the safest school possible. In addition, we want all our students to feel comfortable and confident in their unique learning and social environments. Therefore, we feel it is important to be clear with all students about our expectations for proper decorum while on campus:

1. Violence, bullying, or harassment will not be tolerated at Maple Street School.
2. Maple Street School students do not lie, cheat, or steal.
3. The fire alarm signals a quiet (no talking), calm departure from the building through the nearest exit door and gathering on the blacktop with teachers.
4. Children are not to go beyond sight and sound of a teacher during recess and may not go off the MSS property during school hours without a teacher or parent.
5. When eating lunch outside, it is a time to sit and relax with classmates, it is not an active playtime.
6. Play equipment (swings, ropes, slides, etc.) must be used properly and safely.
7. No weapons of any kind are allowed on school grounds (including Swiss Army knives and fake weapons), nor is play with simulated weapons (sticks, ropes, branches) allowed.
8. Students are to walk in the halls and stay to the right when passing other classes.
9. Students are NOT to touch the walls or mark the art/pictures that are hanging in any way.
10. No hats, no gum, and no dark glasses in the building.
11. Students may not use the school phone without permission from a teacher or staff member.
12. Respectful language is the only acceptable kind at MSS (including recess and sports time).
13. Non-school issued devices are not allowed during school hours (8:00 a.m. - 3:15 p.m.)
14. Respect one another's work and play.
15. Shoes are to be worn at all times.

Every student is expected to contribute positively to the Maple Street School community of learners. We want our students to take responsibility for their own learning. We ask our students to respect the right of others to learn and to foster a safe environment by respecting school property and using it responsibly. To avoid confrontation, students are expected to choose positive alternatives such as communication with those involved and/or the help of a teacher. Fighting, threatening to fight or physically and purposely hurting another will not be tolerated. Students exhibiting this behavior may be subject to immediate suspension.

Because we feel strongly about maintaining a positive learning community, we have assigned consequences for extreme or repeated behavior. The consequences are designed to place the student in the position of decision-making and responsibility by prompting understanding of behavior and its effect on others. We help the student to make a plan for improved behavior for which he or she takes responsibility.

The teacher may use, at his or her discretion, the following levels of discipline:

1. Time out in the classroom followed by a conversation with the teacher.
2. Removal from class for a period of time followed by a discussion with the teacher. In the event that the teacher is not the homeroom teacher, the homeroom teacher may also be engaged in the discussion.
3. Removal from class and a meeting with the Head of School. At this time the teacher and the Head of School will decide on an appropriate course of action. Depending on the age of the student and the seriousness of the conversation between the Head of School and the student, parents will usually, but not always, be informed of such a meeting. Action plans could result in a meeting with the child and the parents together, having the student and teacher develop a plan for future behavior, a formal apology, or any combination of the above.

There is never the use of restraint or seclusion at Maple Street School. If behavior is inappropriate, the child's parents will be called immediately and asked to take the child home.

The Head of School may invoke immediate suspension followed by a meeting with the parents and child before the child resumes school.

Repeated behavior at the third level or repeated suspensions will lead to a meeting of school personnel and parents to discuss the appropriateness of the child's placement at Maple Street School.

SUSPENSION AND DISMISSAL

The School retains the right to suspend or dismiss a student at any time for a serious breach of school rules or policy. The Head of School has the final word in any disciplinary decision.

HANDLING OF COMPLAINTS

The Board of Trustees has established a policy regarding the handling of complaints. Complaints should be made to the Head of School and will involve a conversation between the bearer of the complaint and the Head of School. If the issues under discussion are not resolved satisfactorily with the Head, the person bearing the complaint will be asked to bring his or her concerns in writing to the Board of Trustees within a two-week period. It is the intention of the School to structure procedures in such a way that issues can be resolved, or if not, to allow the School-parent partnership, if it is not productive, to be dissolved.

Maple Street School seeks to provide a safe and supportive environment for each member of the School community. The Board of Trustees has established a Bullying, Harassment and Hazing Policy to formally oppose these issues in our community.

PARENTS AS PARTNERS

We make the important request that parents and teachers stay in positive communication so problems are resolved in an efficient manner. Parents play a strong role in building community and promoting productive communication. When things go wrong, there are guidelines to follow. We request that parents contact the teacher first and then the Head of School before going to the other parents to explore or validate a problem. Should a parent come to you as another parent with concerns, the most productive course of action is to send that parent to the Head of School so concerns can be discussed and problems solved. When your child listens to adult conversations about your concerns, it takes away from the child's sense of school as a safe place, a place where caring adults are worthy of trust. We seek to be worthy of trust, and parents can help us sustain that effort by working with school personnel in a positive and constructive way.

We ask parents to partner with us to create an independent learning experience for their child. At each grade level, this can mean something different. Each teacher will set appropriate guidelines for parent participation in the classroom and share them with the parents at the beginning of the year.

THE GRADE PARENT ASSOCIATION

The Grade Parent Association was established to create and support a sense of community and school spirit among parents at Maple Street School. Throughout the year, the Grade Parent Association sponsors social events for students and parents beginning as early as August. In addition, this group supports the School by sponsoring, organizing and encouraging full participation in fundraising events and the Annual Fund. Finally, it is through the Parent Association that volunteers are found to serve on parent committees to organize enrichment activities, community service and other activities. Maple Street School's founding parents set the tone of thoughtfully contributing to every aspect of the School community. Volunteer opportunities abound.

The School asks every parent to be an active member of the Parent Association, to make a donation to the Annual Fund each year, and to contribute effort, time and talent to the parent-sponsored fundraising events. Parent participation in the Annual Fund is critical. Other donors and foundations seek to know the level of support the School receives from parents in this way when making gift decisions. This past year parent participation in the Annual Fund was 74%, with some classes reaching 100% participation from Maple Street families. This is incredibly impressive, and we are extremely grateful for the support.

Parent Association Mission:

To create and support a sense of community and school spirit among parents at Maple Street School and enrich the lives of the students. The Parent Association will serve:

- to enrich the School community by sponsoring social events for parents and families;
- to provide a forum for the Head of School which promotes problem-solving of parent concerns through identification of issues and the support of action plans;
- to support the School by sponsoring, organizing and encouraging full participation in fundraising events and the Annual Fund;
- to assist in identifying parent volunteers to serve on Parent Association committees to organize enrichment activities, and community service and fundraising events.

The co-chairs of the Grade Parent Association for 2019-20120 will be Vibeke Borgia and Kacie Howe.

The primary responsibility of the Parent Association Co-Chairs is to engender and maintain a supportive spirit among the parent body. They will provide a variety of opportunities for parents to be involved in the life of the School and educate all parents about their role as members of the Parent Association.

Co-chairs will:

- Solicit volunteers and head the major social and fundraising events for the year. They will oversee the spirit of the events so that all parents have opportunities to participate, checking with leaders to make sure there is cooperation and good will, and that focus on the goal is maintained.
- Recognize and thank volunteers at all levels, and celebrate the successes of all events to maintain an atmosphere of appreciation and acknowledgement.
- Listen to all parents, respond positively and channel concerns to the Head of School when appropriate.
- Maintain a respectful relationship with the Head of School, working with the Head on issues that may require major decisions, interpretation of policy or development of new policies.
- Keep parents informed.
- Record information for future chairs. Maintain an Event Binder with budget, resource and planning information, which includes post-event evaluation.

GRADE PARENTS

The Grade Parent serves as the liaison between the classroom teacher, the Head of School and other parents of the class. The Grade Parent facilitates a community spirit in the School that respects and appropriately utilizes parents' special talents and the time they have available. Each person in the parent community should feel valued as a contributing member; we accept the reality that some parents will have more time and labor than others to contribute. Grade parent meetings are open to all and take place on the first Wednesday of each month at 8:15 am in the library.

Specific responsibilities of the Grade Parent include:

- Assist the teacher in organizing and recruiting parent assistance for projects
- Organize Back-to-School party in August.
- Organize (with teacher) drivers for class field trips.
- Help with class community service events.
- Meet monthly with the Head of School and other Grade Parents.
- Attend all Parent Association meetings.
- Communicate with parents in the grade.

The Maple Street School Grade Parent Association for 2019-2020 is as follows:

Co-Presidents:

Kacie Howe (Charlotte 5th, Caroline 2nd, Killian K): kaciechrishowe@gmail.com

Vibeke Borgia (Henriette 8th, Tor 6th, Pernilla 5th, Freyja 2nd): vibeke.borgia@gmail.com

Kindergarten

Caroline McBee (Cooper 5th, Tyler K): caroline.mcbee@gmail.com

Kate Haller (Peyton 4th, Finley K): katerecupero@yahoo.com

First

Alison Schwab (Quinn 4th, Carrington 1st): alisonschwab@hotmail.com

Anna Johansen (Halle 1st): annajo@gmail.com

Second

Courtney Weir (Brooke 2nd, Katherine 1st): Courtney@theweirs.net

Elizabeth Lynch McTiegue (Nora 6th, Will 2nd): kelynych24@yahoo.com

Third

Amanda Baer (Cat 3rd, Andrew 1st): gibbybear@gmail.com

Molly Rodenberg (Caroline & Charlotte 3rd, Lillian 1st): molly.rodenberg@gmail.com

Fourth

Rachel Stoll (Levi 4th): philenorbooks@gmail.com

Abby Daley (Buck 4th): afdaley@gmail.com

Fifth

Susan French (Raven 5th): sandjfrench@yahoo.com

Jen Thomas (Anna 5th): jenthomaspt@gmail.com

Sixth

Kate Stauffer (Clara 6th, Edward 5th): kate@zinnia.net

Emily Shriebl Scott (Ryder 6th, Liv 1st): eschriebl@yahoo.com

Seventh

Meredith Morin (Luke 7th): meredith.morin@gmail.com

Katie Cyr (Hilary 8th, Charlie 7th): katiecyr21@comcast.net

Eighth

Beth Vickers (Clara 8th, Willem 5th, Emily 2nd): beth_vickers@vermontel.net

Nancy Wise (Chase 8th): npwise@yahoo.com

FUNDRAISING

Every year, the advancement committee of the Board of Trustees works to raise funds to augment the budgetary needs of the school that are not satisfied by tuition income alone. The school depends on these non-tuition sources of revenue to provide a full program for its students. Central to this task is the Annual Fund campaign. Maple Street School also offers opportunities for donors to become sponsors. In addition, the Parent Association organizes a series of community events, including the Maple Street School spring auction, to help support the scholarship fund and school programming. Your support of these events is critical

SCHOOL TRIPS

Educational trips are important components of Maple Street School's program. We seek to take children off campus to expose them to events and places that provide a worthy experience. Teachers have the responsibility of selecting and organizing trips and defining the programming. When trips are taken, we do everything to ensure oversight and the safety of children.

Parent drivers generously have donated transportation costs on day trips. Program and museum entrance fees are covered by a departmental budget. Older students have a trip fee included in tuition, which is designed to cover the cost of all excursions and Trip Week in the spring.

JISP/KAP/MINIKAP

The Junior Instructional Ski Program, Kids Alpine Program, and Mini Kids Alpine Program are offered by the Bromley Outing Club for a nominal fee. Maple Street parents coordinate our participation in the program. The School releases children at Noon on Fridays from January through March to allow them time to develop skills and enjoy the winter sports in this area. Students may elect to ski, snowboard, cross country ski or skate. A skating program offered by Riley Rink will also be coordinated by parents. We ask that you help us see that all children enjoy one of these activities during release time. Information is provided in the Weekly News.

NON-DISCRIMINATION POLICY

Maple Street School admits students of any race, color, religion, national or ethnic origin, age, gender, sexual orientation or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the School. We do not discriminate on the basis of race, color, religion, or national or ethnic origin, age, gender, sexual orientation or disability in the administration of its educational policies, admissions policies, or scholarship programs.

ADMISSIONS POLICY

The following are principles of good practice:

Maple Street School:

- will, during the admissions process, take all reasonable and lawful measures to maintain the confidentiality of reports and information received from other schools concerning students and parents.
- will not offer a place to a student without first receiving an official transcript (or its equivalent) from the student's present school.
- will allow each candidate reasonable time to accept the offer of a place.
- will make clear all dates concerning the admission procedure and ensure adherence to those dates.
- will inform the family of the complete costs of the forthcoming school year.
- will require adequate documentation of family financial resources before awarding financial aid based on need.
- will insure that admissions staff speak accurately and comprehensively about the strengths of Maple Street School and not allege weakness in other schools.

FINANCIAL AID ADMINISTRATION POLICIES

Maple Street School:

1. shall not discriminate in the administration of its financial aid policies because of race, color, religion, national origin, nor sex or age in such a way which would violate existing state or federal laws or regulations.
2. shall strive through its publications and communications to provide students and families with factual information about the total yearly cost of attending its institution and about its aid opportunities, financing opportunities, policies, and procedures.
3. shall recognize that the primary responsibility for financing a student's independent school education rests with his or her family.
4. shall use a uniform methodology to assist annually, in a consistent and equitable manner, each family's ability to pay for education.
5. shall require adequate documentation of family resources when determining need.
6. shall not use financial need as a consideration in determining a student's eligibility for admission.
7. shall notify accepted aid applicants of financial aid decisions before expecting a binding reply to the offer of admission. (See Tuition Policy for procedures.)
8. shall allow applicants sufficient time to select from the offers of financial aid from all the schools to which they have applied.

9. shall make every effort to meet the demonstrated need of all admitted or enrolled financial aid applicants within the limits of the funds allocated by the Board of Trustees.
10. shall not set different standards of behavior and academic performance for its financial aid recipients.
11. shall continue to fund a student until graduation unless he or she no longer demonstrates need.
12. shall have a review procedure for families who wish to request additional funding.
13. shall refrain from and discourage others from making any public announcement of the amount of financial aid awarded to a student.
14. shall safeguard the confidentiality of all financial information supplied by a family.

ENROLLMENT

In February, the School offers admission to returning students for the following year. On March 1st, returning students' places should be secured by completing the enrollment on TADS and securing a deposit. After this time remaining admission spots will be offered to qualified applicants. If a class is filled, qualified candidates for admission are placed on a wait list. If a class is not filled, admissions will remain open.

ENROLLMENT AND TUITION POLICIES

1. A signed Enrollment Contract and Deposit (as indicated below) are required for enrollment. This deposit will be deducted from the tuition and will not be refunded.
 - a. Standard Enrollment Deposit - \$1,750
 - b. Student receiving Financial Aid- 10% of tuition paid in current school year, or a minimum of \$100.
2. The obligation to pay tuition and fees for the entire academic year is unconditional. The obligation to pay tuition and fees will not be affected by illness, withdrawal, suspension, dismissal or absence of the Student from School for any reason. No portion of such tuition and fees paid or outstanding shall be refunded or cancelled, notwithstanding absence, withdrawal, or dismissal of the Student from the School for any reason. Where a town pays tuition, if absence, withdrawal, or dismissal of the Student causes the School to return the tuition payment to the town, or causes cancellation of unpaid future town tuition, the Parents are obligated to pay the School an amount equal to the returned and/or unpaid town tuition in addition to the differential parent tuition.
3. The remainder of the tuition is paid either in two installments: the first 60% is due on July 1, and the balance on December 1, or through a 10-month payment plan. In order for a child to attend classes, tuition must be paid on time. If there is a delinquency prior to the December break, the family must rectify the delinquency before the child can return from the December break. If is a delinquency prior to the February break, the family must rectify the delinquency before the child can return from the February break.
4. Enrollment commits the parents to the payment of the full year's tuition unless a parent notifies the School of their intention to withdraw in writing prior to the following dates at which time partial tuition is owed.

➤ June 1	Enrollment Fee (the "EF")
➤ July 1	EF + 25% of tuition
➤ August 1	EF + 50% of tuition
➤ September 1	EF + 75% of tuition
➤ October 1	EF + 100% of tuition

5. Parents of applicants who wish to apply for financial aid must indicate this on the application form. Financial aid information can be obtained on our web page. It is up to the parents to apply to the School and Student Service for Financial Aid at <http://sssbynais.org>.
6. Parents notified of a Financial Aid award must inform the School within 14 days of their decision to accept or reject the offer. After this time, the funds offered may be allocated to another applicant.
7. If a family qualifies for a tuition voucher from their town, this payment will be used for tuition obligations before the School's financial aid allowance is used for the remainder of the tuition due.
8. Students are invited to return for the following year in February, at which time re-enrollment materials are sent to parents. Maple Street School reserves the right to dismiss a child without tuition reduction or refund, at the Head of School's discretion, at any time it is deemed in the best interest of either the student or Maple Street School community.
9. Exceptions to any of these policies must be approved by the Board of Trustees. Under extenuating circumstances, which prevent a child previously enrolled or matriculated from attending Maple Street School, the Board has the authority to release a family from all or part of the tuition.
10. No student may receive a diploma, nor academic credit given, nor will a transcript be issued to any other educational institution, until all financial obligations to Maple Street School have been met.
11. Maple Street School admits students of any race, color, religion, national or ethnic origin, age, gender, sexual orientation or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, religion, or national or ethnic origin, age, gender, sexual orientation or disability in the administration of its educational policies, admissions policies, or scholarship programs.

TOWN TUITION VOUCHER

If a family resides in a town that receives a tuition voucher, the family is obligated to request their tuition from the town. The required forms from Bennington Rutland Supervisory Union (BRSU) for the town of Winhall can be obtained through the BRSU website or through a link on our web page. If you are new to town, you must fill out the Declaration of Residency along with the Tuition Request Form. The Tuition Request form must be filed annually to receive the tuition. Please contact your town clerk if you reside in a different town or supervisory union that provides a voucher. Maple Street School will bill the town or supervisory union twice a year, and this payment will be used toward your tuition. Parents are responsible for the remainder of the tuition payment. Financial aid is available to those families who need assistance covering this difference. Please refer to our enrollment and tuition policy for details on a family's obligation to pay tuition.

In order to assist local towns with budget management and planning, Maple Street School has voluntarily agreed to cap the number of students receiving tuition vouchers from Winhall and Stratton. The current cap for Winhall is 50 students, and the cap for students from the town of Stratton is seven. These are caps related to the number of tuition vouchers we will accept from each town, not enrollment numbers. If a student applies to Maple Street School and, due to the enforcement of the "voucher cap," is unable to receive a tuition voucher, that family may still enroll at Maple Street School, but will be placed on the "tuition voucher waitlist." Once a family from the same sending town graduates or leaves the school - thus freeing up an open space within the cap numbers - the first family on the voucher waitlist is able to avail themselves of the tuition voucher from their town. In summary, if we hit the cap for Winhall or Stratton, a

waiting list for vouchers will be maintained and priority given to currently enrolled students on the waitlist. The number of enrolled students who receive vouchers fluctuates from year to year.

DIVERSITY STATEMENT

We believe that there are many ways to understand and experience life and that these ways are shaped in part by gender, class, ethnicity, race, religion and sexual orientation. We also believe that a diverse and inclusive community strengthens, expands and empowers us all. By teaching children to appreciate and respond to differences, we are preparing them for the complex and multicultural world in which we live. By exploring similarities and differences, by examining stereotypes, and by acknowledging the range of perspectives that comprise any truth, we create a learning environment that validates each child, promotes community, and provides an honest framework for understanding the world. Within the school day, our faculty are always seeking ways to make each student feel welcome and to share with all students the beauty of a diverse planet by promoting the following classroom practices:

- Celebrating the connections we make through our similarities
- Honoring our differences
- Debating intelligently
- Honoring different perspectives
- Learning throughout our lives
- Promoting curiosity
- Studying different cultures, family traditions, and celebrations
- Asking questions
- Sharing authentic experiences
- Self-reflecting
- Problem-solving
- Moving beyond our apprehensions, to identify the source of our fears and biases
- Teaching empathy

TECHNOLOGY - RESPONSIBLE USE POLICY

The primary focus of the Maple Street School Technology Program is educational. Students use technology in the classroom and through responsible and guided self-discovery in creative ways not only to acquire, understand, and apply knowledge, but also to stretch that knowledge through analysis, synthesis and evaluation. The Internet, an important source of information about the world and a potent means of communication with others, will be used in a manner that supports collaboration, respect and life-long learning. To support students in these pursuits, Maple Street School has the right to place reasonable restrictions on the material accessed or posted on the Internet and information maintained on its devices.

The use of Maple Street technology involves several important restrictions and responsibilities as noted in the policies that follow:

Hardware: Recognizing that computers and tablets are fragile and expensive resources, students must treat these objects with care. It is every student's responsibility to leave these devices in proper working order. In the event of accidental damage to hardware, the computer will be assessed by the Director of Technology, at which time responsibility for payment of out-of-warranty repair will also be assessed if applicable.

Students may not make deliberate attempts to maliciously disrupt, destroy or alter the computer system or information data on the technology. Computer hardware and software may not be modified without permission from the teacher. If a problem occurs with the device it should be reported to the homeroom teacher immediately.

Software: Duplicating copyrighted software, videos, or music is theft and will be treated in the same manner as theft of physical property.

Students may not copy or download copyrighted or licensed commercial software without permission from the Director of Technology who is solely authorized to give this permission. Students may not copy or download music or videos which they have not purchased or already own.

The Director of Technology must authorize any software programs added to any device used in school. Any unauthorized programs found on a device will be removed and may be a cause for disciplinary action.

Students may not download any software programs or packages whatsoever (that is any file containing but not limited to: games, enhancement programs, additional software, or those marked .dmg, .exe, or .pkg) without expressed consent of the Director of Technology.

Plagiarism and Copyright Infringement: Plagiarism is defined as taking the ideas or writings of others and presenting them as if they were one's own, or without giving proper credit to the author.

Students may not plagiarize, be it works found on the Internet or other sources. In addition, it is not permissible for students to access, copy, modify, destroy or even read the private works of other students.

Internet Access: Students using the Internet must follow the school's code of conduct.

Students may not obtain or make public material that is explicitly labeled as not intended for minors, or is pornographic, violent, or otherwise hurtful. Students may not post or send pictures of themselves or others that are explicit.

Due to the nature of the World Wide Web, parents must understand that their child may encounter material online that may be considered inappropriate (vulgar jokes, statements of belief that some may consider immoral, pornography, etc.) The student is responsible for not pursuing or passing on those materials that could be considered offensive.

Safety: Students should promptly report to a teacher or parents any message received that is inappropriate or makes them feel uncomfortable. **Please print a copy of the offending message or provide a screenshot.**

Students may not give out over the Internet personal information to someone whom they do not know. Students may not post personal contact information about themselves or other people, including their address, telephone number, school address, etc.

Inappropriate Language: Restrictions against inappropriate language apply to public messages (blogs or chat rooms), private messages (email or IM), and material posted on web pages.

Students may not use obscene or disrespectful language, nor post information that could cause damage or harm to others or a danger of disruption to the network.

Harassment: Engaging in harassment or cyber-bullying is unacceptable and strictly prohibited. [Cyber-bullying includes, but is not limited to: using technology to harass, intimidate, threaten or terrorize another person by sending inappropriate or hurtful email, IM, text messages, or digital pictures.]

Students may not engage in personal attacks, including prejudicial or discriminatory attacks, harassment or cyber-bullying. Students may not impersonate another person via email or IM.

Games/Non-Academic Applications: Students may not play non-academic computer games or use any non-academic applications at any time during the school day*, unless given permission by a teacher or staff member.

E-mail/Instant Messaging (IM)/Blogs: Communication via computers follows the same guidelines as other kinds of communication. Hurtful, discourteous and disrespectful electronic communication is inappropriate and will not be tolerated. Additionally, private or public e-mail messages (chat rooms, blogs, etc.) should follow ordinary rules of appropriate public language and should not contain any language or content which the author would not be willing to share at a school meeting.

Students may not send or receive non-academic e-mail/IM during the school day. School day is 8:00 a.m. – 3:15 p.m.

Consequences:

Violation of the Maple Street rules concerning the use of technology will result in disciplinary actions similar to those that would result from similar violations in other areas of Maple Street life. Students should understand that no computer is anonymous in cyberspace. Each transaction and Internet access generates an electronic fingerprint and/or IP address, which can be traced.

Consequences for violation of any of the above noted policies include, but are not limited to:

Removal of software, re-formatting of hard drive, "lock-out" of non-educational software, loss of use of internet connection, or loss of take-home computer. Any unlawful computer activities may be brought to the attention of the proper authorities. In addition, violations of this contract will be handled in the following ways:

- ⇒ **1st offense:** Student will be required to meet with the Director of Technology and the Head of School to discuss the violation. Consequences for violating the Responsible Use Policy will be based on the severity of the situation. Parents will be informed immediately of the violation and the student may face a possible loss of technology and/or internet privileges at school. The school is hopeful that any first offense of the Responsible Use Policy is a learning opportunity for the student and there will be no repeat offense.
- ⇒ **2nd offense:** After an investigation is complete, the student and parents will be required to meet with the Head of School. Depending on the severity of the second offense, consequences can range from the loss of computer privileges to a suspension from school/dismissal from school.

BULLYING, HARASSMENT AND HAZING POLICY

The Maple Street School seeks to maintain a healthy and safe environment for every member of the school community. The school community includes, but is not limited to, all students, parents, school employees, contractors, unpaid volunteers and other visitors. Members of the Maple Street School community are expected to treat each other with mutual respect and to accept the rich diversity, which makes up the community.

Students are not normally held accountable for school rules when at home or on weekends or vacations. However, students and employees are expected to behave at all times in a fashion that reflects positively on Maple Street School. If a member of the Maple Street community is away from the school and behaves in a fashion that would constitute a danger to members of Maple Street School community in regard to bullying, harassment, and/or hazing, he/she may not be allowed to return to Maple Street School. Any form of bullying, harassment, or hazing, including that which occurs through electronic communication or other media, may be considered a danger to members of our school community. Action would be taken following this process outlined in the next few pages and determined by the Head of School, allowing for the student and family to respond to the issue.

To this end, it is a violation of the policies of Maple Street School and illegal under state and federal law for anyone to bully, to harass, to haze or to discriminate against others. The rule is the same for electronic communications and other media.

3.6.1 Definitions

16 V.S.A. §11(32) defines bullying as:

Any overt act or combination of acts directed against a student by another student or groups of students and which:

- A. is repeated over time
- B. is intended to ridicule, humiliate, or intimidate the student; and
- C. occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity.

16 V.S.A. §11(26) defines harassment as:

- A. An incident or incidents of verbal, written, visual, or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, gender identity, 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.
- B. "Harassment" includes conduct which violates subdivision (A) of this subdivision (26) and constitutes one or more of the following:
 - (1) Sexual harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature when one or both of the following occur:
 - (2) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
 - (3) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 - (4) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written

or visual material, and taunts on manner of speech and negative references to racial customs.

- (5) Harassment of members of other protected categories, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, gender identity, marital status, sex, sexual orientation, or disability and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories. There are 11 categories of illegal discrimination and harassment. They are based on a person's: race or ethnicity, color, creed or religion, gender, ancestry, place of birth, age, disability or handicap, sexual orientation, marital status, and/or national origin.

Sec. 2. 16 V.S.A. § 11(a)(30) defines hazing as:

“Hazing” means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with an educational institution; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of a student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off the campus of an educational institution. Hazing shall not include any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that:

- (6) the goals are approved by the educational institution; and
- (7) the activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

Conduct and Consequences

The main goals of Maple Street School's disciplinary system are to educate students about the value of their own integrity, and about their responsibilities to themselves and the community. Equally, the disciplinary system must protect the community. The ultimate responsibility for discipline rests with the Head of School. Any member of the community who does not meet the expectations of the school will be referred to the Head of School.

Policy on the Prevention of Bullying of Students

Maple Street School recognizes that all students should have a safe, orderly, civil and positive learning environment. In order for an action to be considered bullying, incidents must be repeated over time, directed at a particular student, and intended to ridicule, humiliate or intimidate. In some cases, acts of bullying may constitute unlawful harassment, where the conduct is based on or motivated by a student's or student's family member's actual or perceived protected category. Any allegations of harassment will be addressed under Maple Street School's Policy on the Prevention of Harassment of Students.

Reporting Bullying Complaints

The Head of Maple Street School will annually designate two employees to receive complaints of bullying and harassment. For 2019-2020, these employees are Joy Stewart and Conor Welch. The contact information for these designated employees can be found on our website.

Response to a Bullying Complaint

- A. Notification: Upon receipt of a complaint of bullying the designated employee will immediately notify the school administrator of the complaint. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be promptly notified that a complaint of bullying has been filed and be provided with a copy of this policy.
- B. Investigation: Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, school vacations, or other witness absence/unavailability, the school administrator shall:
 - a. No later than one school day after the filing of the complaint with a designated employee initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator.
 - b. No later than five school days from the filing of the complaint with the designated employee, the investigator shall submit a written determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes bullying.
- C. Consequences for Violations of This Policy
 - a. If, after investigation, the school finds that the alleged conduct occurred and that it constitutes bullying, the school may take prompt and appropriate disciplinary and remedial action reasonably calculated to stop the bullying and prevent any recurrence of bullying. Examples of remedial action include: mediation between the parties, education and counseling for the bully, and safety planning.
 - b. Violations of the bullying policy shall be based on relevant surrounding facts and circumstances, including but not limited to a consideration of prior instances of similar behavior and the student’s overall disciplinary history -be subject to the following potential discipline and/or remedial action(s):
 - c. Awareness/Education/Counseling;
 - d. Acts of restitution;
 - e. In-school suspension;
 - f. Out of school suspension; or,
 - g. Expulsion.
 - h. Safety Planning:
- D. A safety plan shall be developed in all instances where a student has been the target of bullying that results in physical harm and/or the student is known to be expressing suicidal ideation as a result of bullying. A safety plan shall not be considered a substitute for in-school procedures and policies that apply to students experiencing mental health crises.
 - 1. A safety plan should be considered in instances where the targeted student is known to have difficulty accessing the educational programs at the school as a result of bullying.
 - 2. A safety plan may include such measures as checking in with the target and his/her parents on a regular basis, identifying a safe in-school person for the target to seek out when s/he feels threatened, informing teachers. It should pay particular attention to interactions/ dynamics between identified students and rearranging the schedule of the perpetrator, and providing additional supervision in areas ordinarily subject to lesser supervision.

- E. Parental notification: Upon completion of the investigation, the school administrator will notify the parent(s) or guardian of the complainant and accused individual(s) of the outcome of the investigation. In cases where the school determines that bullying has occurred, a school administrator may seek a waiver of the confidentiality rights of the perpetrator(s) in order to inform the complainant of any specific disciplinary action taken.
- F. Appeal of Discipline Decisions: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with Maple Street School's disciplinary policy.

Reporting to Other Agencies

- A. Reports to Department of Children and Families: When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.
- B. Reports to law enforcement: Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed to local law enforcement without prior parent approval except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
 - a. Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials. Such conduct includes but is not limited to: physical attacks resulting in bodily harm, sexual assault, and simple assault.
- C. Continuing Policy to Investigate: Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute bullying. 834 C.F.R. § 99.36(c) (requiring proof of an "articulable and significant threat to the health and safety of others). There is no affirmative obligation imposed by the health and safety exception requiring disclosure by the school district under these circumstances, only the option for disclosure.

Dissemination of Information, Training, and Data Reporting

Annually, prior to the commencement of curricular and co-curricular activities, Maple Street School shall send the family handbook to parents or guardians, staff members, and contracted employees, which articulates their policy and prohibition against bullying as well as the procedures concerning reporting and investigating bullying and the possible disciplinary consequences for bullying. In addition, the Head of School shall develop and initiate age-appropriate programs to annually inform students about the substance of the policy and procedures in order to help prevent bullying. The Head of School will also implement training for school staff within the context of an annual professional development program. Such training shall be designed to enable staff to prevent, recognize, and respond to bullying.

Policy on Prevention of Harassment of Students

Maple Street School shall promptly and effectively address all complaints of harassment in accordance with the procedures established by this policy. In cases where harassment is substantiated, the school shall take prompt and appropriate remedial action reasonably calculated to stop the harassment. Such action may include a wide range of responses from education to serious discipline. Such serious discipline may include termination for employees and, for students, expulsion or removal from

school property. Nothing herein shall be construed to prohibit punishment of a person for conduct which, although it does not rise to the level of harassment as defined herein, otherwise violates one or more of the school's other disciplinary policies or codes of conduct.

Procedures Following a Report

- A. **Notification:** Upon receipt of a complaint of harassment (whether oral or written) the designated employee shall immediately inform the school administrator of the complaint. In addition, the designated employee shall immediately provide a copy of this harassment policy to the complainant and accused individual. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be: (1) promptly notified that a complaint of harassment has been filed and provided with a copy of this policy; (2) notified if an alternative dispute resolution method will be offered and, if it occurs, of the outcome of any such attempt; and (3) notified in writing of the results of the complaint investigation. All notification letters shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. A school administrator may seek waiver of confidentiality rights of the accused in order to inform the complainant of any disciplinary action taken in cases where the school determined that harassment or other misconduct occurred.
- B. **Investigation:** Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, no later than one school day after the filing of a complaint with a designated employee, initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.
- a. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment. When the initial determination concludes that an accused student has engaged in harassment, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies.
 - b. All levels of internal review of the investigator’s initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the Maple Street School, be completed within 30 calendar days after the review is requested.
 - c. Action on a substantiated complaint: If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment and prevent any recurrence of harassment. Such action may include warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee.
- C. **Alternative dispute resolution:** At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for

resolving complaints. The following should be considered before pursuing alternative dispute resolution methods: (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.

- D. **Appeal:** A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the District's/Independent School's discipline policy, applicable statutes, or collective bargaining agreements.
- E. **Independent review:** A complainant may request an independent review if s/he: (1) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment, (2) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or (3) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem. The complainant shall make such a request in writing to the Head of School. Upon such request, the Head of School shall promptly initiate an independent review by a neutral person as described under 16 V.S.A § 570a(b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation. Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Commissioner. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District/Independent School. The District/Independent School may request an independent review at any stage of the process.
- F. **Retaliation:** It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.
- A. **Confidentiality and Record Keeping**
 - A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with Maple Street School's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
 - B. The Head of School shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the School in a confidential file accessible only to authorized persons. All investigation records, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept for at least six years after the investigation is completed.

Reporting to Other Agencies

When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911 et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.

If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under the State Board of Education rules for licensing action, the Head of School is encouraged to report the alleged conduct to the Commissioner. If a complaint of harassment involves a physical assault, sexual assault, stalking, disorderly conduct (including disorderly conduct by electronic means) or any hate motivated crime based upon the alleged victim's actual or perceived membership in a protected category the principal should promptly report the alleged conduct to the state or local police. Nothing in this policy shall preclude anyone from reporting any other type of incident and/or conduct that may be considered a criminal act to law enforcement officials.

Dissemination of Information, Training, and Data Reporting

Annually, prior to the commencement of curricular and co-curricular activities, Maple Street School shall send the family handbook to parents or guardians, staff members, and contracted employees which articulates their policy and prohibition against harassment as well as the procedures concerning reporting and investigating harassment and the possible disciplinary consequences for harassment. In addition, the Head of School shall develop and initiate age-appropriate programs to annually inform students about the substance of the policy and procedures in order to help prevent harassment. The Head of School will also implement training for school staff within the context of an annual professional development program. Such training shall be designed to enable staff to prevent, recognize, and respond to harassment.

Adopted by the Executive Committee of the Board of Trustees, June 2014

EMERGENCY RESPONSE PLAN & RISK MANAGEMENT PLAN

MAPLE STREET SCHOOL

322 Maple Street, Manchester Center, VT 05255

Main Phone: 802-362-7137 Fax: 802-362-3492

Directions from Manchester Police, Fire and Rescue: 1.25 mi. South on Rt. 7A to traffic roundabout. Left onto Equinox Terrace. Drive to the end, and make a right onto Maple Street.

Head of School: Cricket Mikheev Cell: 917-923-3741

Business Manager: Bettina Tuttle Cell: 802-779-8191

Director of Communications: Meredith Morin Cell: 603-520-2425

Board Chair: Amy Panitz Cell: 802-236-1311

Number of Students 2019-2020: 115

Number of Classrooms Total: 12

Manchester Fire Chief: 911

Manchester Police Chief: Patrick Owens

Manchester Rescue Squad: 911

Northshire Medical Center: 362-4440

Equinox Village (evacuation location): 802-362-4061

EMERGENCY RESPONSE PLAN

The purpose of this plan is to clarify the roles, responsibilities and procedures that will be followed by Maple Street School if an incident occurs that involves fire, police and other state and town agencies. It is the policy of Maple Street School to respond quickly and effectively to any threat to the safety of its students and staff.

CRISIS RESPONSE TEAM

For all emergencies at Maple Street School, the following members of the faculty and staff will assume roles on the crisis team:

Official Spokesperson, Internal Communications & Emergency Liaison: Cricket Mikheev and/or Meredith Morin

School-to-Parent Notification: Cricket Mikheev and/or Jonathan Jacobs

Student Supervision/Caregivers: All homeroom teachers and specialists

Checking out students to parents: Joy Stewart

Faculty volunteer helping police/fire personnel/security: Geoff Chamberlain

Spokesperson Assistants:

Kristen Bowen

Traffic and Crowd Control:

Conor Welch

General Incident Command System

Incident occurs

Closest adult assesses situation

Closest adult:

- gets help
- calls 911
- informs crisis response team

Crisis Response Team takes over

- establish school command center
- establish off-site parent staging area as necessary

Post-incident protocol

SPECIFIC EMERGENCY PROCEDURES

Emergency Procedures in Reaction to a Medical Emergency

Should a medical emergency of a life-threatening nature occur, the teacher in charge should appoint another teacher or student to call 911 immediately, and then administer first aid. The teacher should then appoint another teacher or student to notify the Head of School. The Head of School and Crisis Team will gather students in one area and take attendance. The Head of School will contact the parents of the student experiencing the emergency.

Emergency Procedures in Reaction to a Fire/Evacuation

The Fire Alarm system should respond to fire and will produce the evacuation alarm sound, immediately notify the Fire Department and, in the event of actual fire, activate the sprinkler system. Each teacher is responsible for his or her current students leaving the building in a quiet, orderly fashion. If safe, gather first on the outdoor basketball court where students are accounted for by the Student Supervisors in a manner that does not impede fire fighters in their response to the fire. As appropriate when directed by the Head of School, guide the children to the designated safe place, which is Equinox Village.

Emergency Procedures in Reaction to a Bomb Threat

The Head of School will be immediately informed of the call and any specific information about the alleged threat. The Head of School will then notify the Police and the Fire Department of the threat to the facility. Head of School will then notify the faculty and initiate an evacuation order.

The student body will evacuate to the Equinox Village garage while a search of the building is conducted. Teachers should look around their rooms as they leave the building for anything unusual. If there is an object, don't touch it, but report it to the Head of School.

The designated phone person will call parents, inform them and ask them to pick up their children at Equinox Village (or other off-site parent staging area as established by the Crisis Response Team). All faculty will keep a master binder with phone numbers for all Maple Street School families.

Homeroom teachers will take charge of the children. Kristen Bowen will take responsibility for the checkout list as parents pick their children up. Teachers, except for members of the Crisis Team, will stay with the students.

The Police may ask teachers to volunteer to participate in the building sweep. This is completely voluntary.

The Head of School in collaboration with the Police and Fire Department and the school's Crisis Team will determine when the building is safe to reenter. If necessary, the Administrative Assistant will notify radio stations that school is closed, a message will also be posted electronically several ways by Jonathan Jacobs. In that event, no students will return to the building, but remain at Equinox Village until picked up by parents. If school does reopen, the students who have not been picked up by their parents and the teachers will return to school for the remainder of the day.

All media inquiries concerning the bomb threat should be directed to The Head of School or the Communications Director.

Emergency Procedures in Reaction to a Violent Incident

In the event that there is a threat of violence from outside the building, any staff member can institute a lock down or evacuation, call 911, and contact other faculty via intercom or cell phones. A lockdown means locking doors and keeping children inside the classroom. An evacuation means that students are led to the evacuation location (Equinox Village garage). In the event of a lock down, stay where you are and await further instruction.

Emergency Procedures in Reaction to an Intruder or Hostage Situation

In the event of an intruder or hostage situation in a school building or on school grounds personnel shall follow the General Incident Command System procedure, generally followed by a lock down and/or evacuation. This means locking doors and keeping children inside the building or deciding that an immediate evacuation is the most prudent decision to save lives. In the event of a lock down, stay where you are. Wait for further instruction from Police/Fire personnel, Assistant to the Head of School, or Head of School. In the event of an evacuation, please proceed to Equinox Village garage and await further instruction from Police/Fire personnel or Head of School.

Emergency Procedures in Reaction to a Threat Received Technologically

In the event that there is a threat received at school by a member of the Maple Street community via a form of technological equipment (i.e. cell phone, computer, etc.), the community member will immediately contact the closest adult who will follow the General Incident Command System protocol.

Emergency Procedures in Reaction to the firing of a weapon

Each teacher has the responsibility of moving children away from obvious danger, such as an armed person. Should a gunshot be heard, assess where it is coming from and exit in the opposite direction. Fortunately, each classroom has two doors and teachers can decide to evacuate to the outside immediately, remain in classroom, or proceed to the hallway and exit through another doorway. Always move your students away from the danger. As appropriate, guide the children to the designated safe place/rally point, which is Equinox Village.

Emergency Procedures in Reaction to a Reverse Evacuation

Should outside the school become unsafe for any reason, such as fire, lightning, or disaster, students should be escorted immediately into the building. If appropriate, Head of School will notify the Fire Department. Each teacher is responsible for his or her current students entering the building in a quiet, orderly fashion. If safe, gather inside Hunter Hall by class where students can be accounted for by the faculty and/or administration.

Emergency Procedures in Reaction to an Emergency Off Campus

Faculty leading off-campus field trips should take Emergency Permission Slips for their class with them. If a school group experiences an emergency off campus, the teacher in charge should seek emergency help immediately. The teacher should contact the Head of School as soon as possible to let him know of the situation and allow him to communicate effectively with the parents.

Emergency Procedures in Reaction to an Emergency at another local school

The Head of School will be contacted by the Manchester Police Department as deemed appropriate.

POST EMERGENCY

After an emergency occurs:

- The Head of School will call the Board Chair, who will inform other Board members as to the nature of the emergency.
- Faculty, staff, and students who witnessed the emergency may be asked to write down their account of the events that took place.
- The sprinkler valves (to turn off the system) are located in the utility room next to the music room.
- The fire alarm panel at the front door is activated by a key at the front desk and will need to be reset.

RISK MANAGEMENT PLAN

The presence of an organized, coordinated team to deal with unusual circumstances has been found to be effective in providing valid information to those members of the community who need it, as well as clear statements to the press. An effective team will allow the school to focus on resolving the issues involved, using its resources to the fullest, and getting back to the education of children, or business as usual.

Members of the Risk Management Team are:

Head of School: Cricket Mikheev

Business Manager: Bettina Tuttle

Communications Director: Meredith Morin

In the absence of the Head of School, an administrator will be asked to join the Risk Management Team.

In the event of an accident or incident of great damage to the school property and/or population, the members of the Risk Management Team would coordinate their actions to:

1. understand what had happened;
2. decide on the procedures to be followed in dealing with the situation, assign areas of responsibility and respond to the members of the community, keeping staff informed;
3. make plans to resume a normal school schedule.

Staff members are asked to use the Risk Management Team as a resource for information.

To avoid multiple stories in circulation, members of the Maple Street community are asked to direct press inquiries to the Head of School and Communications Director. One member of the Team will be selected to deal with public announcements. Depending on the magnitude of the event, one or more persons will be given charge of informing our parents and staff and student community of the status of events. The Business Manager will deal with issues of insurance.

ACCREDITATION AND PROFESSIONAL MEMBERSHIPS

Maple Street School participates in a number of independent school organizations. We are officially accredited by the New England Association of Schools and Colleges (NEASC) and have recently been approved by the State of Vermont for general education and certain special education categories.

We are members of the:

Association for Independent Schools of New England (AISNE)

Council for Advancement and Support of Education (CASE)

Elementary School Heads Association (ESHA)

Independent Schools of Northern New England (ISANNE)

National Association of Independent Schools (NAIS)

Vermont Independent School Association (VISA)

Vermont School Board Association (VSBA)

CDC GUIDANCE FOR INFLUENZA

The Center for Disease Control (CDC) publishes information to help schools promote a safer environment for their students and staff and reduce exposure to influenza during the school year. We want Maple Street School to be a safe and healthy environment for all, and we plan to follow these recommended guidelines designed to decrease the spread of regular seasonal flu and other flu strains, while limiting the disruption of day-to-day activities and the vital learning that goes on.

CDC and the medical community will stay in close touch with Maple Street as we approach flu season. We will follow their recommendations. For more information on CDC influenza recommendations and how to best prevent the spread of the flu, visit: <https://www.cdc.gov/flu/protect/preventing.htm>.

VT LAW FOR INDEPENDENT SCHOOLS

16 V.S.A. § 166. Approved independent schools

The statutes were updated in November, 2018, and contain all actions of the

2018 legislative session. Please refer to Title 16 Education, Chapter 003 State Board of Education, Subchapter 001: General Provisions: Please refer to:

<https://legislature.vermont.gov/statutes/section/16/003/00166>

FACULTY & STAFF BIOGRAPHICAL INFORMATION

Suzanne Alfano, *Seventh Grade Homeroom and Upper School Science Teacher*

B.S. Fordham University, Mrs. Alfano received her Bachelor's Degree from Fordham University in English Literature with a minor in Economics. Mrs. Alfano has worked as a substitute teacher for the Bennington Rutland Supervisory Union and completed her Teach-Now certification program as an intern at Maple Street School. She, her husband, and their three children (one recent Maple Street School graduate and two current Maple Street School students) live in Dorset.

Jeffrey Barclay, *Director of Admissions and Athletics*

B.S. St. Lawrence University, M.S. University of New Hampshire. Mr. Barclay joined the faculty at Maple Street as its first Director of Athletics and teacher of physical education in 2004. In 2009, he moved into the Admissions office, while continuing to coordinate the physical education and athletics programs. Previously, Mr. Barclay was a teacher and department chair for P.E. at the Ambrit Rome International School in Rome, Italy, and he was Director of Athletics at Far Hills Country Day School in Far Hills, NJ. He also held full-time teaching and coaching positions at Brewster Academy in Wolfeboro, NH, Pace Academy in Atlanta, GA, and St. Christopher's School in Richmond, VA. Mr. Barclay and his wife, Beth, have three children, all of whom graduated from MSS.

Kristen Bowen, *Assistant to the Head of School*

B.S. Southern Vermont College. Kristen has been involved with Maple Street School since its conception, and officially began her career at Maple Street School in 2006 teaching upper and lower school science. She was delighted to join the administrative team in 2014 as Assistant to the Head of School. Kristen is an amateur photographer, naturalist and mother to three Maple Street students, the classes of 2016, 2018 and 2022.

Kelli Calder, *Student Services Coordinator*

B.S. Lock Haven University, M. Ed. The College of Saint Rose. Ms. Calder holds a Level 2 teaching license from the State of Vermont and has been teaching for over 20 years. Ms. Calder began her teaching career at The Bennington School, in VT where she worked with adolescent boys who presented with both learning disabilities and behavioral difficulties. From there, Ms. Calder moved on to teach in the public school setting as a special educator for the Arlington School District in Arlington, Vermont. During this time, she worked with students in grades 3-12 who presented with various disabilities and was the recipient of UVM's Outstanding Vermont Teacher Award. Ms. Calder has been a private tutor on and off for over 24 years including 4 years as a tutor at Maple Street School. As an experienced special educator, Ms. Calder believes strongly in the importance of collaboration and consultation with her students' families and their classroom teachers. When she is not working with children, Ms. Calder enjoys hiking, kayaking, XC skiing, snorkeling and kickboxing. She is the proud mother of a current Maple Street 6th grader and a Maple Street graduate.

Maureen Chaffee, *Third Grade Teacher*

B.S. University of Vermont. Prior to joining Maple Street School in 1999, Ms. Chaffee was a classroom teacher at the Bahrain Bayan School in Isa Town, Bahrain. She has also held elementary teaching positions at the Dothan Brook School in Hartford, Vermont; the Mater Christi School in Burlington, Vermont; Fletcher Elementary School in Fletcher, Vermont; and the St. John Fisher School in Portland, Oregon.

Tracy Duddy, Learning Specialist

B.S. Kutztown University, M.S. Gwynedd Mercy University. Prior to joining the Maple Street School community this fall, Mrs. Duddy taught elementary school for 10 years, followed by four years as an elementary school counselor, in the North Penn School District in PA. Tracy has also been involved with various parent/teacher associations in PA, CT, and VT. Mrs. and Mr. Duddy and their three sons moved to Vermont three years ago and their son, Michael, is a Maple Street School graduate. Tracy and her family are enjoying the Vermont lifestyle by skiing, hiking, playing paddle tennis, golf and running.

Geoffrey Chamberlain, Sixth Grade Homeroom and Upper School History Teacher

B.A. Middlebury College, M.A. Castleton State College. Mr. Chamberlain received his bachelor degree from Middlebury College in English with concentrations in US History and Nautical Studies. He went on to receive his Masters of Arts degree in teaching from Castleton State. He has worked in many educational settings, both public and independent including Burr and Burton Academy, Manchester Elementary School, and Stratton Mountain School. He also served as an international teacher in the World Teach program in Sakonnakhon, Thailand teaching middle and high school level English classes at the Rajabhat Institute.

Sue Haviland, 5th Grade Homeroom, Upper School Math

B.A. Middlebury College, M.Ed. Seattle University. Mrs. Haviland received her bachelor's degree from Middlebury College in 1989 and her master's in educational administration from Seattle University. She spent four years teaching math at Frankfurt International School before moving back stateside to join us at Maple Street School. Throughout her teaching career, Mrs. Haviland has woven her interests in leading wilderness trips and coaching into her school days after her being in the math classroom. She has coached soccer, field hockey, cross country, lacrosse and basketball and loves all types of backcountry trips. She and her husband built a high ropes course at a former school. She is passionate about working with students on issues about the environmental and equity and inclusion. Ms. Haviland and her husband, John, like to travel and explore the outdoors. They, along with their spoiled black lab, live in Dorset.

Jonathan Jacobs, Director of Technology and Facilities

B.A. Mount Saint Mary's University, M.Ed. University of Maryland. Jonathan came to Maple Street in 2014, moving to Vermont from Maryland with his wife Lisie and their four children, Nathaniel, Max, Andrew, and Rosie. Prior to moving to Vermont, Jonathan served many different roles at his Alma Mater, St. Vincent Pallotti High School in his hometown of Laurel, MD, for 16 years. He spent 9 years teaching art and technology at the high school level before moving into the position of Assistant IT Director. His three boys are all Maple Street students (one recent graduate and a child in 7th and 3rd grade), and Rosie is often seen waving in the halls to all her friends at the end of the day. When not at Maple Street, the Jacobs' enjoy hiking, mountain biking, skiing, snowboarding, and exploring all that Vermont has to offer.

Elizabeth Lindenberg, French Teacher

B.A. Brown University, M.Ed. New York University. Ms. Lindenberg taught French at the Aiken Preparatory School in South Carolina for two years and in New York City schools while at NYU. In addition, Ms. Lindenberg studied French at the Université de Montreal for a year taking non-degree courses in French before coming to Maple Street in 2001. Lizzie's son is a current Maple Street student and a star of the school's Chess Team

Julie Mackey, Seventh Grade Homeroom and Upper School Science Teacher

B.A. Pennsylvania State University, M.Ed. University of Maryland. Ms. Mackey received her bachelor's degree from Penn State and then went on to receive her master's degree in education from the University of Maryland. Ms. Mackey has extensive experience as a high school science teacher, teaching at Walt Whitman High School in Maryland and Stratton Mountain School in Vermont. She has served as an instructional design consultant as well, integrating her knowledge of science into a holistic curriculum and serving as the coach of the science bowl team. She is an avid athlete having coached and played lacrosse, tennis and golf, and her community service passion is habitat for humanity.

Cricket Mikheev, Head of School

B.A. Carleton College, M.A. Columbia University, M.Ed. Teacher's College Columbia University, Ph.D. Teachers College Columbia University, Post Doc Institute for Psychoanalytic Training. Dr. Mikheev began her tenure as Maple Street School's fourth Head in 2019. She came to Maple Street from her position as Head of the Lower School (grades Pre-K-5th) at Sewickley Academy in Sewickley, Pennsylvania, just outside Pittsburgh. Dr. Mikheev holds a Ph.D in school psychology from Columbia University's Teachers College, as well as a Master's in Independent School Leadership from the Klingenstein Center at Teachers Columbia University. She earned her Bachelor's Degree in Russian Literature from Carleton College and her Master's Degree in Slavic Languages and Literature from Columbia University. She has worked in all levels of education, from Pre-K through college. She has supervised curriculum efforts in Pre K/K programming, science, social studies, math, Readers and Writers Workshop, conflict resolution, differentiated instruction, and assessment. She has taught toddler classes, wellness to middle schoolers, and educational assessment practices to graduate students. Dr. Mikheev and her husband, Artem, live with their four children in Manchester, two of whom attend Maple Street School.

Meredith Morin, Director of Advancement and Communications, Spanish Teacher

B.A./B.S. Syracuse University; MBA University of Utah. With more than 20 years in educational administration, Ms. Morin came to Maple Street School to lead Advancement efforts in the winter of 2016. A dual major Syracuse in magazine journalism and anthropology, Meredith worked in publishing as an editor for a daily Colorado newspaper and as a freelance magazine writer for several years, before turning her focus toward educational marketing and communications. After working at the University of Utah's business school as the marketing and communication director, Meredith and her husband, Mike, moved back East, where Meredith led communications for Tilton School in N.H. Ten years ago, they moved to Vermont to work at Stratton Mountain School. At SMS, Meredith led marketing and communications for seven years. Meredith is the mother of two Maple Street students in the classes of 2018 and 2021.

Allison Putnam, Second Grade Teacher

B.S. Skidmore College. Ms. Putnam received her bachelor's degree from Skidmore College in education studies with minors in psychology and dance. Ms. Putnam has worked at the Greenwich Country Day School in both the second and third grades, and gained teaching experience in Lake Avenue Elementary and Okte Elementary schools as well. She earned an award from the Framework for Integrated Teaching for designing developmentally appropriate curriculum for elementary learners that integrates food, fitness, and farming. She is an avid dancer and talented baker, and is passionate about creating a joyful learning environment where elementary students can be not only academically strong, but strong in character as well.

Joy Stewart, Dean of Faculty, Kindergarten Teacher

M.Ed., B.S. University of Vermont. Joy Stewart taught kindergarten at the Arlington School for eight years before coming to Maple Street. She has also served as the upper school math teacher and chair of the math committee. Joy is currently the school's Dean of Faculty and is also responsible for creating the school's complex academic schedule.

Leslie Sullivan, Art Teacher

B.A. in Art Education, University of Vermont. Ms. Sullivan joined the Maple Street School faculty in 2001 with 15 years of experience teaching art to children. She taught at the Berlin-Boylston School System in Boylston, Massachusetts; at the Greenville School in Scarsdale, New York; and at the Convent of the Sacred Heart in Greenwich, Connecticut.

Marilyn Thompson, First Grade Teacher

B.S. University of Rhode Island. Ms. Thompson joins the Maple Street School faculty after having taught first and second grade for 11 years at The Mountain School of Winhall. While there, she also served as a Title I and ESL tutor. Prior to The Mountain School, she taught kindergarten and first grade at Manchester Elementary-Middle School. Ms. Thompson is also a learning team leader and helps design programs for students who need differentiated instruction. She has special interests in teaching place-based environmental science and Asian studies. Before moving to Vermont, Ms. Thompson worked in several different educational settings in Rhode Island.

Karen Thomson, Fourth Grade Teacher

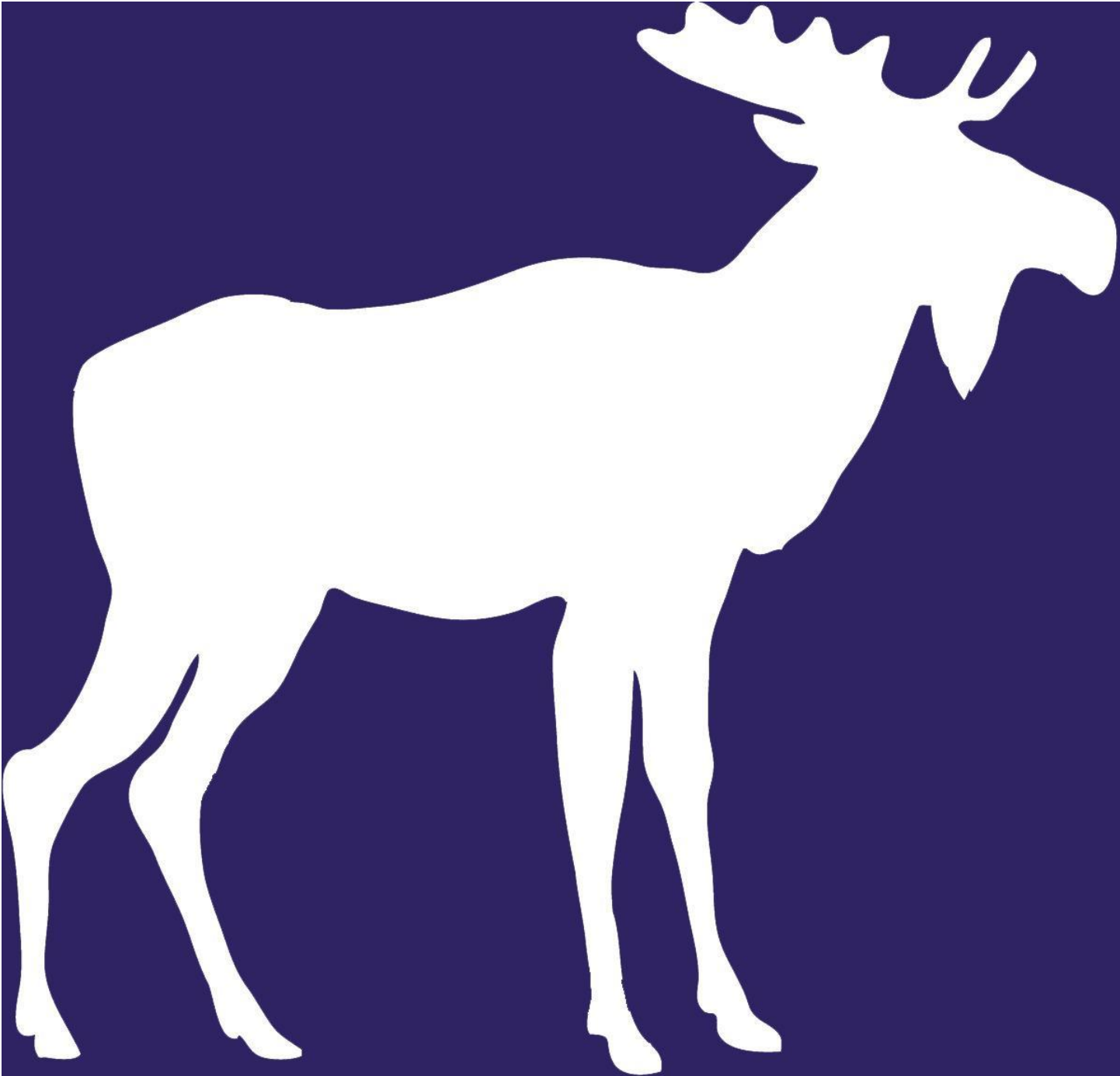
B.A. Dartmouth College, Apprentice Program Maple Street School. A geography major at Dartmouth, after graduating Ms. Thomson spent 20 plus years working in various marketing positions including two companies in which she was a founding member of the management team. Eleven years ago, she changed careers following a life-long dream to become a teacher. For nine years she taught third and fourth grade at the Meadowbrook School of Weston outside of Boston, Massachusetts. While at Meadowbrook, she helped develop the school's multicultural curriculum and was a long-time member of various administrative committees including Admissions and the Lower School Language Arts Committee. She also served as a leader of the school's community service trips to South Africa and Costa Rica and chaired the search for a Lower School Head.

Bettina Tuttle, Business Manager

B.A. Ithaca College. Bettina joined Maple Street School in 2004, when her husband, Mark and two girls, Jordan and Kristina moved to Vermont from Colorado. Ms. Tuttle had over twenty years of office management experience both in Colorado and Washington D.C. before joining Maple Street. Bettina loves the outdoors, and usually is seen in the early morning hours running the local streets.

Conor Welch, Sixth Grade Homeroom and Upper School English Teacher

B.A. St. Lawrence University, MFA The New School. Mr. Welch received his bachelor's degree from St. Lawrence University in English and then went on to receive his master's degree in creative writing. He has taught at Melrose High School, The Renaissance Charter School, and Portland Community College. He continues to write and publish fiction and is passionate about the outdoors.



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