



# Parent Handbook 2023-2024

Southshire Community School  
24 Bank Street, PO Box 865  
North Bennington, VT 05257  
802-442-4601  
[Southshire.org](http://Southshire.org)

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# **SOUTHSHIRE COMMUNITY SCHOOL**

## **Introduction**

Southshire Community School is a family-oriented elementary and middle school, approved by the Vermont State Board of Education for grades K-8. The school seeks to encourage a child's natural curiosity and cultivate a lifelong love of learning.

Southshire was founded in 1987 by Alison Caldwell, Ann Fitzgerald, and Coleen Healy as an offshoot of The Prospect School. The founders wanted to continue the educational philosophy of Prospect while adding more academic rigor.

Today, Southshire educates between 25 and 35 students a year, organized in three groups based on age and academic level. Each group has its own teacher, and together the teachers develop an emergent curriculum appropriate for the age range and interests of each group. Students may straddle two groups for different subjects, depending on what works best for their learning. At various times of the day students come together as a whole or break out into smaller groups based on interest or activity. Teachers work as a team to create a successful learning environment. Each teacher has a vital role in every student's development at Southshire.

As a not-for-profit entity, Southshire is governed and overseen by its Board of Directors, composed of parents, staff, and community members. A list of Directors is provided in *Appendix A*.

In accordance with federal civil rights law, Southshire Community School does not discriminate based on race, color, sex (including sexual orientation), gender (including gender identity), disability, age, religion, or national or ethnic origin in the administration of its educational, admissions, or employment policies or practices.

## **Philosophy and Mission**

We believe children are natural learners, and learning comes from within. Children have an insatiable curiosity, with a drive to explore and manipulate their environment, a need to think for themselves, and a desire to express themselves. Through this process of exploration and expression a child recognizes the person that he or she is, defines his or her style of learning, discovers new interests, and begins to understand and occupy a place within the world.

We believe each of us is a person of value, and each of us has contributions to make to others. We want our classroom to be a community of individuals respecting and appreciating differences, somewhere people feel safe expressing themselves, and a place where children are encouraged in their movement towards responsible choices.

Our mission is to help children to become individuals with critical thinking skills, who value themselves and others as creative contributing members of a community, who see themselves as problem solvers, who love learning for its own sake, and who view learning as a lifelong process.

This mission is achieved by:

- Giving children the freedom to explore their own interests both individually and as a group in a safe and stimulating environment.
- Allowing children to progress at their own pace while holding out to them an expectation of excellence.
- Providing a curriculum which has meaning and context for them.

- Teaching to the whole child: recognizing and working with the physical, emotional, and social aspects of each child.

Parents and siblings are welcomed into our community as important and necessary members. Adults are encouraged to share their special interests, talents, and abilities with the children in order to reinforce our belief that learning is a natural process that belongs to us all.

## **Curriculum**

We implement our philosophy with emergent thematic curricula. In an emergent thematic curriculum, a child's existing knowledge, interests and needs give direction to the material. These emergent curricula are developed alongside traditional curricular subjects such as math, reading, writing, art, social studies, and science. The thematic, emergent curricula serve to integrate these traditional subjects and extend them in a rich learning environment. As themes emerge, teachers develop the curriculum that reinforces the child's interests while expanding the scope of inquiry. Children gain information and develop skills in a manner that has personal meaning and is relevant and useful to them. They remain active participants in the learning process, and view learning as a natural and enjoyable process. They see that others value their interests and ideas. They build self-esteem while developing themselves as students.

Each day children have time to use paint, clay, crayons, markers, sand, water, wood, yarn, fabrics, blocks, Legos, and dress-up clothes in a thoughtful, exciting, and sustained manner. To be creators, children need to explore a range of materials. These materials offer an important avenue to learning, self-discovery, self-expression, and self-discipline.

A child cannot fail at Southshire. Progress is evaluated through the participation of parents, child, and teacher, not by testing and grading. Progress is based on the achievement of standards of excellence that are realistic for each individual child.

Southshire is approved by the Vermont State Board of Education, and our curriculum meets state standards.

## **PARENT INVOLVEMENT**

The strength of the school community depends on parent involvement. Parents serve many functions and participate to different degrees.

In the spirit of community, all members of Southshire Community School are expected to participate in the following:

- *Parent-Teacher Conferences:* Parents must attend Parent-Teacher Conferences in the fall and spring, for each child enrolled. This is an opportunity for teachers and parents to discuss the social, emotional, and educational progress of each student in an in-depth way. Cumulative progress, specific events and future goals are discussed.
- *Annual Membership Meeting to elect Board Members:* All parents must attend this meeting or cast their vote by proxy. The Board of Directors is composed of parents, staff, and a minimum of one outside community member. Parents are urged to nominate themselves to the Board.
- *Regularly Scheduled Parent Meetings:* Throughout the school year, Parent Meetings may be scheduled to discuss important or timely topics. Participation in these meetings by a wide range of school community members is important for a meaningful discussion.

- *Fall and Spring Workday:* Each family is required to participate in at least two annual school clean-up days. A family can choose to opt out for a fee rather than attend workday. The school will use the funds to hire out the work.
- *Fundraisers:* Parents should participate in at least two of the yearly fundraising events or direct one fundraiser.

Southshire Community School belongs to the children, staff, and parents. Together we make it the strong stable community we want it to be.

### **Committees**

The strength of the school community depends on parent involvement. Southshire parents serve many functions and participate to different degrees. One of the important ways Southshire parents help our community is through participating on a committee. Committees are such an important part of this school's success. We ask that each parent sign up for a committee of their choice. Each of you has your own unique talents and strengths, and we need each parent to join a committee. The committees are listed below.

***Buildings and Grounds Committee*** - The goal of members in this committee is to provide and maintain a safe and sound building and grounds in support of school operations.

***Finance Committee*** - *Members of this committee ensure sound fiscal operation of school.*

***Fundraising Committee*** - Supplement tuition revenue with additional fund development activities.

***Outreach and Community Relations and Community Enrichment Committee*** - The goal of members in this committee is to strengthen the public brand and perception of Southshire. They also develop external community engagement and extra-curricular opportunities for students.

***Policy & Handbook Committee*** - Document and articulate the standards and processes that provide smooth operation of Southshire.

***Long Term Planning and Alumni Committee*** – Members of this committee envision and articulate the future of Southshire. Members also work to strengthen connections and engagement with Southshire alumni.

### **Visiting**

Parents are invited to visit the classroom anytime. In fact, many parents are involved in enriching our program. Don't hesitate to come to school.

## **ADMISSIONS AND TUITION**

### **Admissions Policy**

Through the admissions process, we hope prospective parents and students come to understand the school's philosophy and practice. In turn, we desire to develop a trusting and supportive relationship with parents and students.

Prerequisites for admission:

1. The child's grade is within the range that the school serves, K-8.
2. The child's needs and abilities are compatible with the composition of the group the child will be joining and be consistent with the school's capacity to serve its students.

3. The child visits the classroom and independently participates in at least one day of school.
4. Parents understand the philosophy and teaching practices of the school.
5. Parents are willing to be active members of the school community. This includes attending Parent Conferences and Workdays and supporting at least two fund raising events.
6. Parents complete the admissions form and meet with a teacher to discuss their child.
7. Transcripts from previous schools are requested for transferring students.

Both the child's classroom visits, and the information provided by the parents assist the Admissions Committee in making its determination.

The Admissions Committee tries to maintain a balance in the composition of the group while meeting the needs of the individual students.

In accordance with federal civil rights law, Southshire Community School does not discriminate based on race, color, sex (including sexual orientation), gender (including gender identity), disability, age, religion, or national or ethnic origin in the administration of its educational, admissions, or employment policies or practices.

### **Tuition Policy**

Southshire Community School celebrates economic diversity within the school community. Every effort is made to keep our tuition affordable. We urge those families who are able to pay more to pledge a yearly payment above the annual tuition cost. Southshire is a 501(c)3 charitable organization and this additional donation may be tax deductible.

Contracts for re-enrollment are due April 1<sup>st</sup>. Each family is issued a contract. Parents sign the contract and pay a deposit. Payment plans are available. If tuition payments are ten days late, a late fee is added to the payment. The deposit is insurance against unpaid invoices for tuition, afterschool, and other fees.

Invoices are expected to be paid in a timely manner to prevent the accrual of large amounts due to the school. Accrual of excessive amounts due may restrict access to school services. The deposit may be used at the school's discretion to pay any remaining amounts due at the end of the school year. If deposited funds remain at the end of the year, the family may choose to roll the deposit over to the following year or request a refund of the deposit.

### **Delinquent Tuition Policy**

Tuition payments that lapse for more than thirty days will be considered delinquent. If payment is delinquent the family will be contacted. If the family is unable to meet its financial obligation as outlined in the contract, parents must speak with the Finance Committee to resolve the issue.

Southshire Community School reserves the right to terminate a family's contract if a family does not meet its financial obligation to the school. If necessary, the school will seek to collect delinquent tuition through small claims court.

Tuition should be paid directly to the school in two payments in July and December, or monthly, unless other arrangements with the Southshire Finance Committee have been made.

## **Questions**

Please contact the Treasurer directly with any questions about your tuition contract or payment. You can make your payments to [bookkeeper@southshire.org](mailto:bookkeeper@southshire.org). Please do not contact the teaching staff.

A current list of fees is provided in *Appendix B*.

## **ANNUAL FORMS**

Each August parents receive a packet of forms that must be filled out and returned to Southshire by August 25<sup>th</sup>.

These forms include:

- *Emergency Information Form*: It is vital that we be able to reach a student's parents as quickly as possible. This form must be updated yearly.
- *Permission Form*: The school must have a current signed parental permission form before a student can leave the building to go swimming, on field trips, media release or have a photo taken.
- *Immunization Form*: Southshire is required to maintain updated immunization records for all students. Your child's doctor can update the school form, or you can provide the school with a copy of your child's immunization record. If you have chosen to not have your child immunized, the school can provide you with a state exemption form. If your child is a new student, the school is required to have a complete immunization record on file.
- *Transcripts*: If your child is transferring to Southshire please contact your child's former school and have your child's records forwarded to Southshire.
- *Parent Participation Form*: This form clarifies the responsibilities of parents to the school. The strength of the school community depends on parent involvement. This form informs you of your responsibilities and your signature on the form communicates back to the school that you understand your responsibilities.

If Southshire has not received all the required forms by August 25<sup>th</sup>, the school will send you a reminder. Students cannot attend school unless the required forms are on file.

## **THE SCHOOL DAY**

### **Basic Yearly Schedule**

A typical year at Southshire includes annual milestones such as theatrical productions and celebratory meals, weekly rituals such as swim and ski, and normal days with grounding routine. A general outline of a typical Southshire year is provided in *Appendix C*. A school calendar with specific dates is provided in the Parent Packet ahead of the school year.



## **Basic Daily Schedule**

The daily schedule may shift to include foreign languages, art, music, special projects, and students' emergent interests.

Check-in days provide an opportunity for each student and their teacher to review current work assignments, progress, and challenges. New goals are developed jointly by the student and teacher. Each group has a weekly check-in day that is established at the beginning of each year.

## **Arrival**

Parents are welcome to visit with their child until 8:25. Arrival time is an important transition time for the children. During this time, teachers need to be available to the children. It is not an appropriate time for parents to meet with teachers. If you need to conference with a teacher, please call for an appointment. Morning Group begins promptly at 8:30.

## **Late Arrivals**

Everyone is late sometimes, but at Southshire, Morning Group begins at 8:30 every day. The door to the meeting room is closed during this time. We ask that late arrivals wait in the main building rather than come in the barn and disrupt the group. If your child is late, you are welcome to sit with them in the main building or let Summer know they are in the building. They will need to wait until the group comes back from the barn. Parents are welcome to join Morning Group, unless doing so creates a disruption.

## **Sharing Time**

At 8:45, the children move into two separate age groups for sharing time. This sharing time helps to ease the transition between home and school. Children often report an event they have experienced or heard about and are welcome to bring objects from home to share. In general, toys from home are set aside after sharing and are brought home at the end of the day.

Group discussion time occurs throughout the day in a safe and structured manner within a variety of group configurations. The goals of discussion times include providing children with the opportunity to learn to speak in a group setting, to learn to listen and attend to the words of other children, to create thought, to share and build collective knowledge, to develop an understanding of group conventions.

Sharing time is guided thoughtfully by teachers, mindful of the importance of respecting the privacy of families and children. At times children choose to share personal experiences. When the experiences reflect a child's concern with personal issues, teachers contact the child's parents, share the child's concern, and request parental input. We believe it is important and necessary that children have an opportunity to share thoughts, experiences, and knowledge and that they have the experience of problem solving within a community context. Children need to know their voices are important and that they are respected by others.

Please note, we have a "no weapons" policy. This includes toy weapons as well as real weapons.

## **Snack**

Snack time is 10:00. The children are often famished at this time. For the younger students it is helpful to have their snack packed separately from their lunch so they are confident with what they should be eating during snack.

## **Lunch**

Lunch begins between 11:30-11:45. Most children are finished eating by the end of lunchtime, 12:15, and are free to move into recess. Children who need more time are welcome to linger over their lunch until

12:30. Teachers circulate throughout lunchtime, encouraging children to eat, helping to open containers, chatting informally with children, and helping to maintain a friendly, relaxed, and calm atmosphere.

The following are lunchtime guides:

- Children may sit at any table, but once lunch begins, they are encouraged to stay at the table.
- Trading food is not allowed.
- Children must eat the healthy portion of their lunch first. Desserts are always eaten last.
- Uneaten food goes home so parents are aware of their child's consumption. It cannot go in the trash. Scraps are composted but not meat and dairy.
- Food is always available for children who forget their lunches. Our current choices include chicken noodle soup, vegetarian soup, Annie's Mac and Cheese, peanut butter and jelly, cheese sticks, or yogurt.
- Drinks are available throughout the day. Children can drink whenever they are thirsty without asking permission.
- Children are expected to remain seated at their lunch table until recess dismissal.
- When lunch is dismissed, children wash their tables, sweep the floor as needed, clean themselves, put away lunch boxes, and go into recess.
- Lunch must be sent to school ready to eat. Teachers do not have the time to cook or heat up lunches for students.
- On "Wacky Wednesdays", students draw a card to determine a random seating location for lunch. This helps students try something new and sit next to new people.
- Kids are not allowed to leave campus during lunch. Parents are welcome to come for lunch, but we do ask that parents provide us with notice.

In response to parents' concerns that their children eat lunch, we make every effort to check on children while they eat. If you or your child has any lunchtime concerns, please let us know.

### **Dismissal**

School dismissal is at 2:30 with a student time until 2:50-3:00. Children should be picked up by 3:00. In the beginning of each year, parents need to provide the school with the names of those persons who will be picking up the child. If your child is to be picked up by someone else, the school needs to be notified in writing or your child will not be released until you are contacted.

### **HOLIDAYS AND BIRTHDAYS**

Southshire believes in celebrations and the children celebrate many holidays. We invite families to share their specific traditions and rituals. We also honor children on their birthdays.

On their child's birthday parents are invited to send in a special birthday treat for the whole school to enjoy. Children with summer birthdays are welcome to share their birthdays during the school year.

### **PARKING**

Parents and visitors should always park at the rear of the building. Do not park near the handicap ramp or alongside the building. This obscures visibility. We want our children to be safe. Do not leave your car idling. Please enter the driveway carefully and drive slowly.

## **NY STATE BUSING**

School busing is provided by the State of New York for New York students. Call your local superintendent for information.

## **EMAIL**

If you would like to send an email message to a broad sweep of the parent body, please seek prior approval from the Head of School or Board Chair. The parent email list is private and is intended for approved school business only.

## **SNOW DAY CLOSING OR DELAYS**

For closing due to the weather, we follow the Southern Vermont Supervisory Union Schedule (SVSU, <https://www.svsu.org/>). We follow SVSU so that we do not have to independently assess the safety of road conditions.

We also have a text notification that begins at 6:30AM. All local radio stations announce school closings and delays. If the internet is up and running, we will notify you via email and social media as well.

## **CHILDREN'S BELONGINGS**

### **Cubbies and Hooks**

Each child has a cubby for bags, books, and other personal belongings. They also have a hook for hanging jackets, snow pants, and other outer layers. Please label your child's clothing!

### **Clothing**

Children should keep a change of clothing at school. The clothes are kept in the bin in the downstairs bathroom. They also need one pair of inside shoes or slippers.

During cold weather children go outside to play and they should be dressed appropriately. They need a snowsuit or warm jacket and snow pants, hat, gloves or mittens, and boots. They should have outdoor clothing that they can put on and take off independently. Frequently children do not recognize their own clothes and labeling is essential.

### **Lost and Found**

If your child has lost a hat, glove, boot, etc. it may be in our lost and found, adjacent to the cubby room. For each belonging that is placed in lost and found a child is expected to complete a five-minute chore to encourage them to be accountable for their belongings.

Please inform a teacher whenever removing an item from lost and found, or have your child sign the lost and found book in the box.

### **Cell Phones**

Cell phones are a distraction to the educational environment.

For children that have phones; students are expected to keep their cell phones in their school backpack during the entire school day. Phones should be put on the silent or power-off mode and placed in the student's backpack and cubby. Students are required to ask permission to use their phones. They may be asked to use their phone for an assignment, in which the teacher will clarify that it is an acceptable time.

Non-compliance with cell phone rules may result in confiscation. Teachers may keep the cell phone in the office and give it back to the student at the end of the day.

## **EXTRACURRICULAR PROGRAMS**

Extracurricular programs offer an exciting change of pace and space for the students. These activities also extend the learning environment by taking students away from school to new places. Students look forward to the extracurricular programs that extend the physical and arts education programs at Southshire in a fun way.

### **Participation**

For a student to participate in extracurricular programs they must complete the minimum weekly assignments. Parents will be notified if a student is unable to participate. As an educational institution, we focus first on academic learning.

Please support our mission!

Students participating in extracurricular programs are representatives of the school. We expect them to abide by the same expectations outside of the classroom as they do inside.

We do not allow cell phones, computers, and hand-held games during any extra-curricular program.

### **Swim**

Swim Program sponsored by the Bennington Rec Center. Swim will take place in the spring. Children need bathing suits and a towel. The school depends on parents to help us transport the children to the pool. A parent sign-up sheet will be sent out in the spring.

### **JISP: Ski & Snowboard or Skate**

**SKI & Snowboard:** For a modest fee, children aged five years or older as of January 1st can join the weekly winter ski/snowboard program hosted each Friday at Bromley Mountain. The program includes lessons and ski time.

Participants leave the school at 11:30 each Friday from January through March. Parents who volunteer to provide transportation are eligible for reduced rate ski passes. Students who ski do not participate in Tuesday swimming during the ski season.

More information is sent home to parents in the late fall of each year.

Program website: <https://bromleyoutingclub.org/boc/programs/jisp/>

**Skate:** For a fee of \$139 for a package of 8 lessons children can join the weekly winter skate program hosted each Friday at Riley Rink. The program includes rental skates and entrance to the rink.

Participants leave the school at 11:30 each Friday from January through March.

### **Music Program**

Southshire contracts with local musicians to provide music classes for all the children. Additional, individual lessons are available after school for a fee. Information about these lessons is sent to parents each school year.

## **HEALTH & SAFETY**

We aim to provide a healthy environment that supports learning. To this end, we have implemented the following policies related to student health.

### **Illness**

Do not send your child to school if they have ANY of the COVID symptoms. If your child has a fever of 100.4°F / 38°C or higher, they must stay at home for twenty-four hours after the fever subsides. If your child is vomiting or has diarrhea, please keep your child at home for twelve hours after the last occurrence. If your child is on antibiotics, we ask that your child take the medicine for at least twenty-four hours before returning to school. Certainly, any child who is not well enough to play outdoors would be better off at home.

If your child needs to take medicine during the school day, a note should be sent with your child and the medicine must be given to a teacher. If your child is going to be absent or late, please call the school by 8:30 that day.

### **Medicine**

All medicines must be given to a teacher for distribution. This also includes fever reducers, homeopathies, herbal remedies, allergy meds, and cough drops.

### **Head Lice**

Please check your child's head regularly for lice and nits. We have a no lice, no nit policy. If your child arrives at school with lice or nits, the parent or the emergency contact person will be called immediately and told to come and pick-up the child. The child will rest quietly outside of the group until the parent or other contact person arrives. We have not had a lice outbreak in decades by following this policy.

### **Immunizations**

When a child enrolls at Southshire Community School, parents are requested to forward to the school all medical records including proof of immunization. If a child is transferring from another school, official transcripts are requested. These include all medical records and immunization records. A child cannot attend Southshire without updated immunizations unless the parent submits an exemption form. Forms are available at the school. Throughout a child's attendance at Southshire immunization records must be kept current. These records are kept on file at the school and copies are forwarded to the State Department each year.

### **Vehicle Safety**

All children up to the age of eight, or less than four feet and nine inches tall, must ride in a properly used child restraint. All children between the ages of eight and sixteen must ride in a properly used child restraint and/or safety belt system. Parents of children 5'2" or taller can opt in to allowing their child to ride in the front seat of a vehicle. This option is at the discretion of the driver. Southshire depends on volunteers for transport and the same expectations of student behavior at school apply in the car.

## **Smoking**

Southshire has a no smoking policy. Smoking is not allowed on school property or in your car if you are transporting students.

## **EVALUATION AND ASSESSMENT**

### **Student Evaluation**

The student is an active participant in the learning process at Southshire. Progress is evaluated by a partnership of student, teacher, and parents. Progress is based upon the achievement of goals and standards of excellence that are realistic for the student.

They become realistic because the student is an active participant in the learning process. The expectations of the Vermont Agency of Education for learning and achieving at each grade level are closely attended to at Southshire.

As an approved independent school that accepts students for whom the district of residence pays tuition, Southshire will use the assessment or assessments required by that district to measure attainment of standards for student performance of those pupils. In addition, the school shall provide data related to the assessment or assessments as required by the Vermont Agency of Education.

Each week, children meet individually with a teacher during check-in to review their work and support them in planning and setting new goals. If a child is having difficulty accomplishing learning tasks or has other social or emotional needs, the parent is consulted. New learning goals are established when previous goals have been met. At Southshire, each child's individual learning goals and work expectations are considered a key part of the academic program. Expectations are held with continuity and reflect individual children's learning style, ability and need.

If we discover your child has a learning, social, or emotional disability or other special needs that we are not able to support, we reserve the right to review their admission.

### **Parent Reports**

Teachers use a combination of observation and narrative to evaluate, capture and report student progress. Observation includes sustained, daily observation of individual students at work and at play. Observations are shared among teachers during staff meetings to enrich an overall assessment of the student. These observations are part of a process of "descriptive inquiry" that consolidates multiple observations by multiple teacher-observers at different times and of different activities, words, and works of an individual student. Narratives are crafted based on these collective and sustained observations to help reflect on students' progress and challenges. This culminates in twice annual Parent Reports which are a written summary of the curriculum that has emerged and developed and the specific student's experiences and growth within it that leverages the incremental narratives. Whole-child progress along academic, social, and emotional dimensions are reviewed in this document. This provides a basis for discussion and development among teachers, parents, and students as a team.

### **Parent Conferences**

Parent conferences are scheduled twice a year, once in October and once in February. Parents, teachers, or students may request additional conferences at any time.

Students conference with teachers weekly during Check-in. If a child would like a parent present, please request a time with the teacher.

Parent Reports are sent to parents twice a year, once in February and once in late June.

## **DISCIPLINE, CONFLICTS, AND REPORTING**

### **Discipline Policy**

At Southshire our goal is to encourage self-discipline. It is our experience that self-discipline is the only effective discipline. Self-discipline requires that the children participate in the decision-making process so that students can feel that they matter and are in control of their existence. It is learned from identifying problems, finding solutions, and living with the consequences. As teachers, we find ways of giving responsibility in the classroom so that the children can recognize that they are contributing members of the school community. For example, the children have chores that they are responsible for on a weekly basis. They are also involved in the setting up and breaking down of activities and snacks. Often group meetings are held in which all the children's voices are heard and respected. All children are encouraged to participate in the group process.

Discipline is a positive and interactive process that leads to growth. Discipline in terms of limits and controls adds reassuring structure to children's lives and helps them to organize their relationships to other people. Our goal is for children to develop inner discipline by experiencing support and expectations that are appropriate to their developmental levels.

### **Conflict Resolution**

All relationships generate disagreements and differences. At Southshire we strive to work through conflicts cooperatively. When a conflict occurs, all parties are invited to participate in a mutual search for some acceptable solution. Any of the parties involved may suggest possible solutions that are then evaluated. A mutually acceptable decision is made as to the best solution. Those involved then decide how it is to be carried out.

Cooperation is not the opposite of conflict. Rather, it establishes a climate in which conflict can happen and can also be resolved creatively and productively by avoiding the negative effects of win/lose power struggles.

The following steps are used in the conflict resolution process at Southshire:

STEP 1: Identifying and Defining the Problem

STEP 2: Generating Alternative Solutions

STEP 3: Evaluating the Alternative Solutions

STEP 4: Decision Making

STEP 5: Implementing the Decision

STEP 6: Follow-up Evaluation, Reflection and Learning

Please see Appendix D for further discussion of Southshire's conflict resolution and mediation process.

### **Disruptive Behavior**

Embedded in the philosophy of Southshire Community School is the recognition that a classroom must provide a safe, harmonious, respectful, and predictable atmosphere. A primary responsibility of the teaching staff is to create and maintain an atmosphere that enables all students to invest themselves in their learning and to express themselves in a confident and relaxed manner.

- If a student threatens or behaves in a violent manner toward another student or a teacher, the student's parents will be contacted immediately. The parent will remove their child from the school for the remainder of that school day. The school will attempt to notify the parents of the affected student in a timely manner before the end of the school day.
- If a student willfully and violently destroys or attempts to destroy school property, the student's parents will be contacted immediately. The parent will remove their child from the school for the remainder of that school day.
- If a student is removed from the classroom on two consecutive days, the student may not return to Southshire Community School until the teaching staff and the parents meet.
- The conflict resolution procedure will guide resolution of all instances of disruptive behavior.

### **MANDATED POLICIES**

In compliance with State and Federal requirements, the following policies are included in the Southshire Community School Parent Handbook:

- Appendix E: Policy on the Prevention of Harassment, Hazing and Bullying of
- Students Appendix F: Notification of Rights under FERPA for Elementary Schools
- Schools Records Management



## **APPENDICES**

### **Appendix A: Board and Staff List**

#### **Board of Directors**

- Stephen Meurs – Chair  
P: (518) 857-5241  
E: smeurs@hotmail.com
- Coleen Healy – Head of School/Head Teacher  
P: (802) 377-1270  
E: col@southshire.org
- Chris Callahan – Treasurer  
P: (860) 380-0448  
E: Chris.Callahan@uvm.edu
- Rhys Daunic – Secretary
- P: (917) 892-1210  
E: rhys@themediaspot.org
- Hilary Clark – Community Representative  
P: (347) 228-4634  
E: hilaryclark@gmail.com
- Sarah Stanishweski – Parent Representative  
P: (814) 558-7676  
E: sarahflyons@gmail.com
- Sarah Kipper  
E: sarahflyons@gmail.com
- Sarah Bebus  
E: sarabliz@gmail.com

#### **Teaching Staff & Administration**

Teachers work as a team to create a successful learning environment. Each teacher has a vital role in every student's development at Southshire.

- Coleen Healy – Teacher, Younger Group/Head of school  
P: (802) 377-1270  
E: col@southshire.org
- Deb Lemaire – Teacher, Middle Group  
P: (802) 733-8967  
E: deb@southshire.org
- Patrick Jehle – Teacher, Older Group  
P: (908) 723-1273  
E: patrick@southshire.org
- Donna Menneto – Bookkeeper  
P: (802) 379-5821

- E: Bookkeeper@southshire.org
- Summer Lampron – Manager of Operations
- P: (802) 733-4724
- E: Summer@southshire.org

### **Appendix B: Fees**

\*Busing for Swim & Field Days \$20 per child

\*Rec Center Pool Fee \$27 / Child / Year, invoiced start of year

\*Cooking Supplies for Hot Lunch \$5 per child each occurrence.

\* Workday Buyout \$125 / Family / Day (Spring & Fall) invoiced as needed.

NOTE: The enrollment deposit is used to ensure payment of amounts due. If invoiced balances remain at the end of the school year, the deposit may be used by the school

### **Appendix C: A Typical School Year at Southshire**

August

- Welcome packets sent to enrolled student families
- Teachers begin preparation of school
- Board nominations begin (for September meeting)

September

- First day of school – The first Wednesday after Labor Day
- Music begins – Second week of school
- Parent Potluck and Annual Member Meeting (Board Elections)
- Begin Annual Fund Fundraiser
- Bulb Sale Fundraiser

October

- Swim Starts
- Indigenous Peoples' Day – No School
- Workday – Fall
- Annual Fund Letters Sent
- Parent Teacher Conferences
- Lantern Walk
- \*Halloween Party / Parade /Trick-or Treat for UNICEF
- Start Turkey Raffle Fundraiser

November

- Veterans' Day – No School
- Turkey Raffle Fundraiser
- Thanksgiving Hot Lunch
- Thanksgiving Break – No School
- Jingle Bell Walk-a-Thon Donation Letters Sent
- Start Winter Theater Production prep

December

- Winter Theater Production
- Jingle Bell Walk-a-Thon
- Solstice Party
- Holiday Break – Follows SVSU schedule

January

- Martin Luther King Day – No School

February

- Valentine’s Day Party
- Winter Break
- Parent/Teacher Conferences

April

- Spring Break
- Flower Power Fundraiser

May

- Spring Workday
- Field Day
- Start Spring Theater Production preparation
- Memorial Day – No School

June

- Spring Theater Production
- Last day of school

**Appendix D: Conflict Resolution Policy**

Southshire has developed a conflict resolution policy that applies to conflict among any members of the school community (students, teachers, parents, etc.)

The following steps are used in the conflict resolution process at

Southshire:

STEP 1: Identifying and Defining the Problem

STEP 2: Generating Alternative Solutions

STEP 3: Evaluating the Alternative Solutions

STEP 4: Decision Making

STEP 5: Implementing the Decision

STEP 6: Follow-up Evaluation, Reflection and Learning

Conflict resolution may occur in phases. This anticipates that it may not be possible to fully resolve a conflict solely among those initially involved. The phases are differentiated based on the person or group who provides facilitation of the conflict resolution process: parties involved, primary teacher, head of school, board chair, or, finally, board of directors. These phases are described more fully below. Each phase should employ the steps noted above.

**PHASE 1: THE PARTIES INVOLVED** - The parties directly involved in the conflict follow the steps above to resolve the conflict. This may be students who have a conflict with each other, a student who has a conflict with a teacher, a parent who has a conflict with a teacher, etc.

**PHASE 2: PRIMARY TEACHER(S)** - If resolution is not successful in Phase 1, that matter should be brought to the primary Teacher(s) of the child/children involved. If the matter is significant, there should be communication with parents about the conflict and any resolution, at the discretion of the primary Teacher(s). If the conflict is with a specific teacher or is otherwise not resolved in this phase, proceed to Phase 3.

**PHASE 3: HEAD OF SCHOOL** - If resolution is not successful in Phase 2, the matter should be brought to the Head of School. If the matter involves a child and is recurrent or otherwise significantly disruptive, a parent conference may be required at the discretion of the Head of School. If the conflict is with the Head of School or is otherwise not resolved in this phase, proceed to Phase 4.

**PHASE 4: BOARD CHAIR** - If resolution is not successful in Phase 3, the matter should be brought to the Board Chair. If the conflict is with the Board Chair or is otherwise not resolved in this phase, proceed to Phase 5.

**PHASE 5: BOARD OF DIRECTORS** - If resolution is not successful in Phase 4, the matter will be considered by the Board of Directors. The Board of Directors will consider the matter, following the steps outlined above and provide a final resolution which will be binding.

Behaviors that are affecting the group are brought back to the group and discussed in a supportive manner. At the end of each phase, an intentional opportunity for reflection and learning should be provided. This may be simply among the parties involved but could also be a point of discussion at a weekly teacher staff meeting, a monthly Board meeting, or a Membership meeting if confidentiality is not limiting.

Embedded in the philosophy of Southshire Community School is the awareness that the school has a responsibility to support the children, parents, and teachers in developing an awareness of social conventions. Learning to work comfortably and cooperatively with others is a skill a person develops. The school is a community and the action or behavior of one person affects others. When a community member becomes tangled in behavior that is disruptive or uncomfortable, that person is given time to think about what has happened, how he or she is feeling, and what other choices could have been made. We all learn to be accountable for our own behavior and learn to resolve conflict.

## **Mediation**

If a family contacts a member of the Board, and the Board member refers the family to the above procedures and the family does not utilize the process within a period of two weeks of having expressed their concern to the Board member, a mediator may be designated by the Board to meet with the parent and teacher(s). The mediator will have no association with the school.

The first mediation session will last no longer than two hours with the goal of concluding with a mutually agreed-upon resolution that may include a plan of action. The plan of action will be reviewed by all parties for compliance and efficacy in an agreed-upon time frame not to exceed two weeks from the date of the session.

Should a resolution not be reached at the close of the session, a second session may be scheduled. This session, too, will last no more than two hours and will be scheduled within a week of the first session. If a

mutually agreed-upon resolution cannot be reached by the close of the second session, the family may be asked to withdraw from the school.

A resolution may include a decision by the family to withdraw from the school.

During these sessions, the mediator may close or terminate the process, having determined that the discussion is not proceeding in a satisfactory manner. If either party fails to comply with the agreed-upon resolution, a final mediation session may be scheduled.

The mediator will communicate the results of the session to the Board Chair or a designated board member.

## **Appendix E: Policy on the Prevention of Harassment, Hazing and Bullying of Students**

### **I. Statement of Policy**

Southshire Community School (hereinafter “School”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the School to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the School to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The School shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

### **II. Implementation**

The Head of School or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students)

2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the School that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the School shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the School's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

### **III. Constitutionally Protected Speech**

It is the intent of the School to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

#### **IV. Definitions.** For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **“Bullying”** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
  - a. Is repeated over time;
  - b. Is intended to ridicule, humiliate, or intimidate the student; and
  - c. (i) 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; or  
(ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

- B. **“Complaint”** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
- C. **“Complaint”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
- E. **“Employee”** includes any person employed directly by or retained through a contract with the School, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.
- F. **“Equity Coordinator”** is the person responsible for the implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the School and for coordinating the School’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing the implementation of the School’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to Designated Employees.
- G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, 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.

Harassment includes conduct as defined above and may also constitute one or more of the following:

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
  - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
  - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

- (2) 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 cultural customs.

(3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity 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.

H. **“Hazing”** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

(1) Which is intended to have the effect of or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

(1) The goals are approved by the educational institution; and

(2) 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.

With respect to Hazing, **“Student”** means any person who:

(A) is registered in or in attendance at an educational institution;

(B) has been accepted for admission at the educational institution where the hazing incident occurs; or

(C) intends to attend an educational institution during any of its regular sessions after an official academic break.

I. **“Notice”** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the School, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

K. **“Pledging”** means any action or activity related to becoming a member of an organization.



- L. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
- M. **“School administrator”** means a superintendent, principal or his/her designee assistant principal/technical center director or his/her designee and/or the School’s Equity Coordinator.
- N. **“Student Conduct Form”** is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

**Designated Employees:**

The Head of School and Teachers at Southshire Community School have been designated by the School to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c (7) and under federal anti-discrimination laws. Contact information is provided in Appendix A. Based upon “Model Policy on the Prevention of Harassment, Hazing and Bullying of Students”. Vermont Agency of Education. Accessed August 2, 2019.

<http://education.vermont.gov/documents/healthy-safe-schools-hhb-model-policy>

**Appendix F: Notification of Rights under FERPA for Elementary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords parents certain rights with respect to their student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Southshire Community School (“School”) receives a request for access.

Parents who wish to inspect their child’s education records should submit to the

Head of School a written request that identifies the records they wish to inspect. The Head of School will make arrangements for access and notify the parent of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents who wish to ask the School to amend their child’s or their education record should write the Head of School, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for

purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State.

Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell

National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Based upon “Model Notification of Rights under FERPA for Elementary and Secondary Schools.” United States Department of Education. Laws and Guidance. Accessed August 2, 2019. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html>.

### **Appendix G: Schools Records Management**

Student records include a variety of documents that the school keeps on a student over the course of their educational career. These documents are held in confidence and shared with professionals on a need-to-know basis. With parent consent these records can be released to other school districts that a student is transferring to.

If the school were to close due to any unforeseen circumstance’s parents should submit a written request to the Head of School asking for their student’s records to be released to another school district. Upon request, the Head of School will disclose the education records to the officials of another school district in which the student seeks or intends to enroll or is already enrolled. Parents also receive electronic and paper copies of their child’s narrative Parent Reports in February and June which can be forwarded to a school as needed.

### **Appendix H: Recommended Reading**

Southshire encourages parent learning as well as student learning. To that end, we have collected several books that help to understand our approach to education. Many of these titles are available in our lending library.

- Do No Harm: Progressive Education in a Time of Existential Risk, Steve Nelson, 2016
- The Myth of Laziness, Mel Levine, 2003
- A Mind at a Time, Mel Levine, 2002
- Starting Strong: A Different Look at Children, Schools, and Standards, Patricia Carini [1], 2001
- Her Story: Women that Changed the World, Ruth Ashby and Deborah Gore Ohrn, 1995
- Kids Are Worth It!: Giving Your Child the Gift of Inner Discipline, Barbara Coloroso, 1994
- Multiple Intelligences: New Horizons in Theory and Practice, Howard Gardner, 1993 & 2006
- Dumbing Us Down, John Taylor Gatto, 1992
- In Their Own Way: Discovering and Encouraging Your Child's Personal Learning Style, Thomas Armstrong, 1987
- The Incarnating Child, Joan Salter, 1987
- The Erosion of Childhood, Valerie Polakow, 1982
- Toward Wholeness: Rudolf Steiner Education in America, Mary C. Richards, 1980
- The Art of Seeing and the Visibility of the Person, Patricia Carini [1], 1979
- The Plug-In Drug: Television, Computers, and Family Life, Marie Winn, 1977 & 2002
- Understanding Your [One to Eighteen]-Year Old, Louise Bates Ames, 1976-1988
- (Several books) Deschooling Society, Ivan Illich, Marion Boyars, 1971
- How Children Learn, John Holt, 1967 & 1983 (revised)

- The Absorbent Mind, Maria Montessori [2], 1949
- From Childhood to Adolescence: Including 'Erdkinder' and the Functions of the University, Maria Montessori [2], 1948 & 1973 (English translation)
- Logic: The Theory of Inquiry, John Dewey, 1938
- Democracy and Education, John Dewey, 1916
- The Child and the Curriculum, John Dewey, 1902
- The School and Society, John Dewey, 1900

[1]: Southshire is an offshoot of The Prospect School of North Bennington, VT, which Patricia Carini co-founded in 1965. Southshire inherited much of its philosophy and practice from Prospect. The Prospect Archive of Children's Work is available online at <https://cdi.uvm.edu/collection/prospect>.

[2]: Southshire is not a Montessori school, but many of the themes and ideas articulated by Maria Montessori are also important to the school.

If you have a book to recommend, please let Coleen know.