



Family Handbook 2015 – 2016

We are respectful, responsible, and safe learners.

Thomas Fleury, Principal
332 Ethan Allen Parkway, Burlington, VT 05408
802-864-8479

C.P. SMITH SCHOOL
332 Ethan Allen Parkway
Burlington, VT 05408
(802) 864-8479

Thomas Fleury
Principal

Kate Guilmette
School Counselor

Dear Parents/Guardians,

On behalf of the entire staff of C.P. Smith School, I welcome you and your child/children to the 2015-2016 school year. I hope it is a safe and supportive one for all members of our school community. This handbook is provided as a resource of helpful information to answer your questions and address your concerns.

You play a key role in helping your children be successful as learners and citizens. We at C.P. Smith believe that the most effective education for your child comes from a collaborative partnership between home and school. We want to work with you to provide your children with a learning environment that is a wonderful blend of academic rigor and joy. Many opportunities exist for you to support your children by becoming involved in our school community, and we invite you to take advantage of these opportunities throughout the school year.

The foundation of an effective home-school partnership is communication. Therefore, if you have any questions or concerns for me or members of our staff, please do not hesitate to contact us.

Thank you for all you do to make our school community a vibrant and welcoming place for all and one in which all members are respectful, responsible, and safe.

Sincerely

Thomas L. Fleury
Principal

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**C.P. Smith School Staff
2015-2016**

Pre-School

Mr. David Clark

Kindergarten

Mr. Adam Deyo

Ms. Vi Nguyen

Grade 1

Mrs. Lynn Slack

Mrs. Shelley Spinner

Grade 2

Mrs. Judith Carpenter

Mrs. Patricia Kissell

Mrs. Brittany Young

Grade 3

Mrs. Nicole Bahrenburg

Mrs. Kelly Mancuso

Mr. Josh Safran

Grades 4

Ms. Kim Brockway

Grade 4-5

Mrs. Sarah Erkson

Grade 5

Mrs. Carol McHugh

Mr. Dale Pecor

Administration

Mr. Thomas Fleury

Mrs. Tina Desautels

Art

Ms. Sandra Hawkes

Afterschool Program

Mr. Elijah Phillips

Ms. Molly Bosley

Custodians

Mr. Andrew Awhaitey

Mrs. Susan Baxter

Educational Assistants

Ms. Ann Arcovitch

Ms. Stephanie Debarge

Mrs. Elizabeth Freeman

Mrs. Connie Guyette

Mrs. Kim Hamlin

Ms. Donna Haskins

Mrs. Carolina Kilbourn

Ms. Marcie Lussier

Mrs. Ann McKay

Educational Assistants (cont.)

Ms. Naomi Mitsuda

Ms. Elissa Monahan

Mrs. Maureen O'Brien

Ms. Bailey Osborne

Ms. Amy Stetson

English Language Learners (ELL)

Ms. Amy Limoge

Ms. Meghan Warda

Food Service

Mrs. Suzanne Lamphere

Mrs. Lisa Moody

Ms. Alisha Lussier

Interventionists

Mrs. Danielle Carey (Literacy)

Mrs. Christine Harvey (Math)

Mrs. Karyn Vogel

Learning Center

Mrs. Sharon Hayes

Mrs. Sherry Kavanaugh

Music

Mrs. Danielle Hurley

Physical Education

Ms. Christine Souliere

School Counselor

Ms. Kate Guilmette

School Nurse

Ms. Christine Armstrong

School Psychologist

Ms. Catherine McKelvey

Social Worker

Ms. Christina Pasnick

Special Services

Ms. Danielle Brigham

Mrs. Colleen Quaglietta

Mrs. Penne Wheeler

Mrs. Marcelle Whitcomb

Student Support

Mrs. Lori Dolson

PTO MISSION STATEMENT

To actively partner with faculty, staff, and families and to directly enhance the educational and social experience of all students.

PTO Officers 2015-2016 School Year

Co-Presidents: Mrs. Karen Mitchell-Ruben and Ms. Sue Chayer

Vice President: Mrs. Kerri Crafts

The P.T.O. meets on the second Monday of each month, usually in the Ellie B. McNamara Memorial Library of the school. The meetings start at 5:30 p.m. While fundraising is a part of the work of the PTO, this group is involved in many aspects of the school, and the discussions that take place at meeting help create a more collaborative learning environment for our children.

Please contact P.T.O. Presidents Mrs. Karen Mitchell-Ruben (kmitchell2ruben@yahoo.com or 399-2684) and Ms. Sue Chayer (suechayer98@gmail.com or 363-3451) for more information or to volunteer.

The school also has a Family-School Partnership Team (FSPT) which works to remove barriers to participation which may exist among some or all families. Please contact Mr. Fleury for more information.

C.P. Smith School Song

Looking back in time to 1959
They opened the doors to our school
The building was new, the kids learned and grew
And left a part of themselves when they moved on

From red brick and mortar came learning and order
Smith School came to life through the years
From the past to the future, the knowledge, the culture,
The triumphs, the laughter, the tears

C.P. Smith, your spirit goes on and on,
Echoing through your halls will be the children's song
C.P. Smith, there'd be a list too long
To mention the names of those who have given of
Themselves to C.P. Smith School

The kids of the 90's are looking ahead
To the 21st century
Take pride in what you do, be yourself and be true
And hold on to these memories

Refrain

POLICIES AND PROCEDURES

ASSESSMENT

Regular classroom assessments happen on an ongoing basis in each classroom. These include observations, quizzes, projects, homework, student conferences, tests and experiments that are part of instruction and provide teachers with rich information about what students know and understand. Ongoing classroom assessment also helps teachers adapt to individual learning needs and plan for future instruction.

In addition, there are national, state, and local assessments, which are administered to students in our school district.

The goals for each are:

National Assessment

Purpose: For national comparison and equity

State Assessment

Purpose: Accountability; Guiding policy for improving schools; Guiding statewide staff development priorities; Guiding research and evaluation

School or District Assessment

Purpose: To set school or district improvement goals; for action or strategic planning; to guide curriculum development and revision; to determine staff needs; to document the progress of cohort groups from year to year; for public reporting.

Assessments planned for 2015-16:

Kindergarten

POA (Primary Observation Assessment)
Bridges Math Assessment
Fountas & Pinnell Reading Assessment

Grades 1 & 2

Bridges Math Assessment
Fountas & Pinnell Reading Assessment

Grades 3-5

Fountas & Pinnell Reading Assessment
Bridges Math Assessment
McGuffey Spelling
NECAP (New England Common Assessment Program)
NAEP (National Assessment of Educational Progress) Grade 4
SBAC (Smarter Balanced Assessment Consortium)

Please contact your child's classroom teacher if you have any questions about these assessments.

ATTENDANCE

Attendance on a regular basis is crucial toward your child's development in school. We realize that there are times when absence is unavoidable. Students should arrive at school at 8:10 a.m. or at or after 7:45 a.m. if participating in the breakfast program.

If your child must be absent or tardy, please call 864-8479 by 7:45 a.m. If we have not heard from you by 9 a.m. a staff member will telephone you at home or work to confirm the absence, for safety reasons.

Please inform the office in writing if your child must leave for a dental, doctor or other appointment during the day. Please indicate who will pick up your child. That person should come to the office and wait for the child and then sign him/her out of the building.

If an extended absence is anticipated, parents or guardians should inform the school secretary and their child's teacher in writing in advance. Your child's teacher will determine the need for our of class work to be completed before or during the absence.

If your child is frequently absent or tardy, we will contact your to make a plan for improving her/his attendance. We follow district and state guidelines related to absences and tardiness, including notifying parents/guardians in writing at 5, 10, 15, and 20 day intervals.

BICYCLES

The school encourages students to ride their bicycles to school when distance and weather permit. However, the school cannot be responsible for theft or vandalism to bikes. To insure the safety of all children, students are required to walk their bikes, scooters, or skateboards while on school property. Helmets are also highly recommended for safety reasons.

DIVERSITY IN THE BURLINGTON SCHOOLS

Our school community is composed of people from many countries and cultures. We celebrate this diversity in our classrooms and as a school community.

Each member must be free from fear, pain and oppression in order to function as an individual and for us to thrive as a school community. Failure to fully see and appreciate others for any reason – race, gender, culture, nationality, language, ethnicity, religion, age, health, sexual orientation, physical difference, or socio-economic background – results in the diminution of the whole and prevent us from fulfilling our mission: *“The Burlington Board of School Commissioners has as its mission, through its schools and its staff, to educate students for the present and to prepare them to participate in, influence, and shape the future.”*

DRESS CODE

Your child is expected to wear clothing appropriate for school activities. Clothing should be comfortable for learning and play. Parents are encouraged to monitor their children's choice of clothing. To ensure your child's safety and to maintain a positive learning environment, the following clothing items are not permitted at school:

- High heels
- Inappropriately short skirts or shorts
- Halter tops or tops with spaghetti straps
- T-shirts with inappropriate words or advertising
- Midriff tops
- Underwear should not be visible

If you child is wearing any clothing item that is questionable, you will be called to bring appropriate clothing to school.

In addition, please have your child wear sneakers or shoes that do not have black soles. The black soles leave marks on the floors. Please remember that your child needs sneakers for Physical Education class. Sneakers with “heels” are not safe for P.E. activities. Shoes that have wheels are also not allowed at school.

Children may not wear hats in the school building except on a designated “Hat Day”. Reminders of when these days take place will appear in the school newsletter. As with all clothing, hats with inappropriate words or advertising may not be worn.

EDUCATIONAL SUPPORT SYSTEM

The school has in place an Educational Support System to meet the academic, social, emotional, and physical needs of all students. This system helps to remove barriers to participation in the school program by identifying and providing support services that are needed. As part of this work, the school has an Educational Support Team (EST) which meets regularly to discuss specific students' needs and concerns. The team reviews data collected and submitted by teachers and may decide to collect additional information as it works to identify appropriate interventions and accommodations needed at the classroom level. Parents/guardians are involved in the process and their permission is sought before formal testing and other services are recommended by the team.

Sometimes, it is determined that additional testing is necessary for special education services to be provided through an Individualized Educational Program (IEP) for a student. In this case, a student must have a disability that affects his/her learning for which services can prove helpful to him/her and his/her educational program. If a child is eligible for special education services, s/he is assigned a case manager, who works closely with the student and his/her other teachers and parents/guardians to assure an appropriate education in the least restrictive environment.

In other cases, a Section 504 plan may be appropriate. Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination against persons with disabilities and requires schools to provide eligible students (those with diagnosed physical or mental impairments that substantially limit one or more major life activities) with appropriate education in the least restrictive environment, reasonable accommodations to participate in the general educational program, and opportunities to participate in extracurricular activities. If you feel the school is not complying with Section 504 in terms of your child's education, please contact Mr. Thomas Fleury, Principal, regarding the matter and the grievance procedure.

A School Safety Team (SST) also meets regularly to review and revise as necessary the school's emergency management practices and procedures and discuss individual and school situations that may be at the crisis level. While sometimes responding to crisis situations, the team's focus is also on prevention, as it strives to maintain a safe and supportive learning and work climate for all.

A Behavior Support Team (BST) exists to review data and support students needing interventions to increase rule-abiding behavior.

For more information about the school's Educational Support System, please contact the school.

EMERGENCY PROCEDURES / SCHOOL CLOSINGS

If it becomes necessary to close schools for the day, announcements will be made on local radio stations after 6:30 a.m. The Burlington School District also uses a notification system for school closures and emergencies. This allows us to send a telephone or email message to you providing important information about closures and emergencies. This system will automatically call the numbers you provide us. We will be sending home a form each year for you to update your emergency information.

The Burlington School District has in place a Crisis Response Plan in order to encourage that our schools are as safe as possible. The plan covers a wide range of emergency situations that may cause a disruption in the normal school routine. Procedures are in place to respond to fire and smoke, utility disruptions, bomb threats, and serious accidents or natural disasters.

In the event that the building has been evacuated, and we are not able to return to it--or inclement weather prevents children from waiting outside--we will escort the children to Hunt Middle School or the Miller Community Center. A sign will be posted on the front door of our school to let parents/guardians know where they should pick up their children. In addition, efforts will be made to contact parents/guardians to pick up their children. If there is an early closing or school is cancelled as a result of a bomb threat, the Burlington School District is committed to making up the loss of instructional time.

A lockdown drill is performed five times a year in the Burlington schools. During this drill, students learn how to hide in their classrooms in case there is a safety emergency within the building. We practice this type of drill with the help and support of the Burlington Police Department. On-site and off-site evacuation drills are also practiced on a regular basis as required by state law and district policy.

EMERGENCY TELEPHONE NUMBERS

Please keep the school informed of current home and/or cell telephone numbers as well as emergency phone numbers we may call, if necessary. A number at work or a neighbor's number will be most helpful. The emergency number will be used for individual emergencies only, such as illnesses or accidents. Please inform the school of any changes in emergency contact information.

FIELD TRIPS

A properly planned, well-conducted, and carefully supervised field trip is a vital part of the curriculum of any classroom. To be effective, a field trip will be closely connected to the classroom curriculum.

Proper conduct will be stressed. Students are representing not only our own school, but the schools of the whole area, and good conduct and pleasant manners will make it easier for other students to make similar trips.

Permission slips signed by a parent or guardian are required of all students going on a field trip. Teachers typically inform parents/guardians of field trips well in advance. Please return a signed permission slip for your child by the date required.

Adequate adult supervision is essential. For grades K-5, one adult for every 4-8 students is recommended. Obviously, the unique circumstances of each trip must be considered and might affect the supervisor/student ratio. Parents are often asked to chaperone for a field trip. The teacher will provide guidelines to follow. Buses are used for the transportation of classes to and from field trips.

School Board policy does not require written permission for walking trips in the school neighborhood. Teachers will inform you in advance of any plans to take children off school grounds.

HARASSMENT POLICIES AND COMPLAINT PROCEDURES

The Burlington School District 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. Harassment is a form of unlawful discrimination that is not tolerated by the district. It is the policy of the Burlington School District to prohibit unlawful harassment based on race, color, creed, national origin, sex, sexual orientation, gender identity, gender expression, marital status, or disability, to the extent required by law. The purpose of this policy is to prohibit conduct or communication directed at a person's protected characteristics as defined below. Conduct includes but is not limited to the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display or circulation of written or visual material, taunts, or manner of speech or dress and negative references to customs related to any of these protected categories.

The Burlington School District will address all complaints of harassment promptly and take reasonable steps to end harassing conduct in accordance with its policy, Prohibition of Student Harassment, JBAA.

To achieve a safe and supportive environment and comply with its policy and the law, the district prohibits harassment of students and staff members.

Prohibited harassment is an incident or incidents of verbal, written, visual, or physical conduct, including electronic, based on or motivated by a student's or a student's family member's actual or perceived race, color, creed, national origin, sex, sexual orientation, gender identity, gender expression, marital status, 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.

- **Racial Harassment:** 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, taunts on manner of speech, and negative references to racial customs.
- **Creed (or Religious) Harassment:** conduct based on or motivated by a student's or a student's family member's actual or perceived creed or religious beliefs or practices, including manner of dress.
- **National Origin Harassment:** conduct based on or motivated by a student's or a student's family member's actual or perceived national origin, including manner of dress.
- **Sexual Harassment:** conduct that includes unwelcome sexual advances, requests for sexual favors, and other verbal, written, visual, or physical conduct of a sexual nature.
- **Sexual Orientation Harassment:** conduct based on or motivated by a student's or a student's family member's actual or perceived sexual orientation.
- **Gender Identity Harassment:** conduct based on a student's or a student's family member's actual or perceived gender-related identity or gender-related characteristics, intrinsically related to an individual's gender or gender identity, including but not limited to appearance or behavior, regardless of the individual's assigned sex at birth.
- **Gender Expression Harassment:** conduct based on or motivated by a student's or a student's family member's actual or perceived gender expression, including but not limited to appearance or behavior, regardless of the individual's assigned sex at birth.
- **Marital Status Harassment:** conduct based on or motivated by a student's or a student's family member's actual or perceived marital status or the status of being an unwed mother or father.
- **Disability Harassment:** conduct based on or motivated by a student's or a student's family member's actual or perceived mental or physical disability, including manner of speech or movement, cognitive ability, receipt of educational services outside of the general educational environment, or other manifestation of a person's disability.

Reporting Harassment: All students, parents/guardians, and other school community members are encouraged to report incidents of misconduct or student harassment to a school employee or one of the two Designated Employees at our school. *Any adult school employee who sees or hears harassing conduct or receives an oral or written report of harassing conduct **must** immediately inform a Designated Employee. The Designated Employees at C.P. Smith School are: **Thomas Fleury, Principal, and Kate Guilmette, School Counselor.** They may be contacted at 864-8479 or tfleury@bsdvt.org or kguilmette@bsdvt.org. At the district level, **Henri Sparks, Program Director for the Office of Diversity and Equity, may also be notified.** He may be contacted at 864-8585 or hsparks@bsdvt.org.*

Investigation: A Designated Employee who is not the subject of the complaint or another designated individual shall begin an investigation upon notice of the complaint. When the investigation is complete, the complainant and the accused will be notified.

Consequences: If an individual is found to have engaged in misconduct or harassment, s/he will receive education, training, discipline up to and including suspension, expulsion, or termination, banning from school property, or other consequences that are appropriate to the offense and designed to prevent future harassment.

Independent Review: A complainant may make a written request to the Superintendent of Schools for an independent review of the matter if the complainant (1) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the matter because the school believed the alleged conduct

was not possible harassment; (2) is dissatisfied with the final determination made after the 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 independent review shall be conducted by a neutral person in accordance with the policy.

Retaliation: Retaliation against anyone who files a harassment complaint or cooperates in making or the investigation of a complaint is strictly prohibited, a basis for separate disciplinary actions, and illegal pursuant to 9 V.S.A. 4503(a).

Privacy: Complaints—and any resulting consequences—will be confidential, as permitted by investigative needs, duty to act on certain results, and consistent with the Family Education Rights Privacy Act (FERPA).

Alternative Complaint Process: Complaints of harassment can also be filed with the Regional Director, Office for Civil Rights, United States Department of Education, 5 Post Office Square, 8th floor, Boston, Massachusetts, 02109-3921. Email: OCR.Boston@ed.gov. Telephone: (617) 289-0111 or (877) 521-2172 (TDD); or the Vermont Human Rights Commission, 14-16 Baldwin Street, Montpelier, Vermont, 05633-6301. Email: human.rights@state.vt.us. Telephone: (800) 416-2010 or (877) 294-9200 (TTY).

For additional information or a full copy of the policy, Prohibition of Student Harassment (JBAA), please contact the school's main office or visit the district website at [http://bsdweb.bsdrv.org/Board/Board Policy.php](http://bsdweb.bsdrv.org/Board/Board%20Policy.php).

Prohibition of Discrimination and/or Harassment of Employees and Others: Discrimination and/or harassment of an employee protected by the laws listed below, on the basis of his or her race, color, creed, national origin, ancestry, place of birth, age, sex, sexual orientation, gender identity, marital status, or disability is a form of unlawful discrimination and is prohibited by district policy and as provided for in Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, et.seq; Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000D, et.seq.; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000C, et. seq.; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681, et. seq.; The Age Discrimination Act of 1975, 29 U.S.C. 623, et. seq.; The Americans with Disabilities Act of 1990, 42 U.S.C. 12101, et. seq.; and Fair Employment Practices, 21 V.S.A. Chapter 5, Subchapter 6; and Public Accommodations, 9 V.S.A. 4500 et. seq., all as they may be amended.

Prohibited harassment includes verbal or physical conduct including but not limited to comments, slurs, jokes, innuendos, cartoons, pranks, physical contact, etc. directed at a protected characteristic of the protected person where submission to the conduct is explicitly or implicitly a term or condition of employment, or submission or rejection of the conduct is used as a component of the basis of an employment decision or has the purpose or effect of substantially interfering with a person's work or education performance or creating an intimidating, hostile, or offensive work environment.

If you believe you may have been discriminated against or harassed in violation of this policy, there are Complaint Procedures – Internal available for your use to resolve this matter. A complaint may be initiated by contacting the building principal or program director where appropriate or the Burlington School District Human Resources Director at the Ira Allen Administration Building, 150 Colchester Avenue, Burlington, Vermont, 05401. Telephone: (802) 864-2150 or 1 (800) 253-0191 (TDD). All complaints alleging either harassment or discrimination will be investigated, and reasonable steps taken to end inappropriate conduct. Complaints may also be filed with the Regional Director, Office for Civil Rights, United States Department of Education, 5 Post Office Square, 8th floor, Boston, Massachusetts, 02109-3921. Email: OCR.Boston@ed.gov. Telephone: (617) 289-0111 or (877) 521-2172 (TDD); or the Vermont Human Rights Commission, 14-16 Baldwin Street, Montpelier, Vermont, 05633-6301. Email: human.rights@state.vt.us. Telephone: (800) 416-2010 or (877) 294-9200 (TTY).

Complaints of discrimination and/or harassment will be promptly and effectively investigated. If it is determined that discrimination and/or harassment occurred, the consequences can range from education, banning from school property, and discipline measures, including termination. Retaliation against a person who makes or participates in an investigation of a complaint of discrimination or harassment is prohibited and can be the basis of separate discipline.

For full copies of the applicable policies, please make a request at your building's main office or refer to the district's website: [http://www.bsdtvt.org/Board/Board Policy.php](http://www.bsdtvt.org/Board/Board%20Policy.php). Applicable policies include ACAA, Sexual Harassment; ACAD, Equal Employment Opportunity and Non-Discrimination; and ACAG, Prevention of Harassment on the Basis of Protected Characteristics- Employees and Others.

BULLYING

In 2004, the Vermont Legislature passed a law defining bullying. The law required school boards to include a definition of bullying in their discipline policies and ensure that building administrators are notified when acts of bullying occur.

Bullying was defined by this law as any overt act or combination of acts directed against a student by another student or group of students and which is:

- Repeated over time;
- Intended to ridicule, humiliate, or intimidate the student; and
- 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 school-sponsored activity.
- Occurs in relationships where there is an imbalance of power (physical strengths, social status, age).

The Burlington School District takes bullying seriously. The district has defined procedures for responding to incidents of bullying and has developed plans to teach students respectful behaviors. Our school provides age-appropriate training to students about our policies relating to harassment and bullying.

HOMEWORK GUIDELINES

Homework is a daily opportunity to reinforce academics, and should have a positive impact on your child's education and future success. Please review these guidelines with your child(ren) and keep them for future reference.

Homework:

1. Is assigned by the teacher.
2. Is the link between home and school.
3. Is intended to teach responsibility, self-discipline, and good study habits.
4. Is intended to support academic goals and attainment of standards.
5. Should review and practice what students have learned and/or explore subjects more fully.
6. Should be completed as independently as possible. Teachers can learn important information from student errors.

Guidelines:

1. Each teacher will provide parents/guardians with written classroom homework guidelines.
2. Accommodations and modifications will be made for individual student needs.
3. Feedback on homework will be provided to students.
4. Duration of homework may vary in time but should not exceed:
 - K – 15 min.
 - 1st – 15 min.
 - 2nd - 20-30 min.
 - 3rd – 30-40 min.