

THE VILLAGE SCHOOL FAMILY HANDBOOK



*This is our school,
Let peace dwell here,
Fill all the rooms with happiness,
As many hands do make a house,
So many hearts do make our school.*

Village School Song

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MISSION STATEMENT

The mission of the Village School is to provide an education that fully integrates the arts with an academic curriculum, guided by observations of child development that promote the healthy growth of the whole human being—the head (thinking), the heart (feeling), and hands (willing). Further, the Village School strives to create a community that honors truth, beauty and goodness and encourages development of the inherent gifts of each school community member.

NON-DISCRIMINATION POLICY

The Village School strongly supports diversity and the honoring of all people, beliefs, and cultures both locally and globally. A core element of the Village School curriculum is to educate our students in the wide array of cultures and belief systems, both past and present, and to treat everyone's beliefs and culture with respect. As such, the Village School has a very strong non-discrimination policy and does not discriminate against employees or students based on mental or physical handicap or disability, race, color, gender, gender identity, national origin, ethnicity, sexual orientation, age, religion, marital status, familial status, economic class, source of income, physical characteristics, or linguistic characteristics of a national origin group.

PART I

THE FAMILY AND SCHOOL PARTNERSHIP

As Village School parents and teachers, we are joining together in a special partnership for the academic and social growth of our children. The following domains are areas of significant importance to the Village School Charter and are part of what make our school and curriculum unique. As parents and community members of our school you can help support your student and our staff in the ways suggested below.

A. Rhythm *Rhythm quite literally is life, within us and all around us. Think of the beating of our hearts, the breathing in and out of our lungs, think of the daily rhythm of day and night, waking and sleeping. There are lesser known physiological rhythms of specific organs within us, the liver, and the spleen. Then, of course, the rhythm of the week, of the weekend, monthly rhythms, and the phases of the moon reflected in the cyclical tides of the oceans, for instance. Let us not forget the yearly rhythm, the solstices, equinoxes, reflected in the seasonal changes each year. By doing the same thing at the same time each day the child develops both a security and understanding of what is to come next as well as a competence in it. More importantly, we as teachers are actually helping to develop the will forces and strong habits in our students. In the same way that brushing teeth has become a habit for most of us, even when we don't feel like doing it, doing the same verse, movement, or handshake, each day strengthens the child's will to do their work. Through establishing strong, positive habits, we help the children in all aspects of their lives, especially for those later years when, "I don't feel like it," becomes a common response. (From an article by Matthew Bigongiari, 5th/6th grade Village School teacher)*

One simple yet powerful way to link the school and home is through the establishment of a shared sense of order and rhythm.

At School

Our school day has a definite rhythm. Teachers begin each day with greeting each child at the door. All of the children then join together in a verse, song, or other opening activity. This opening aids the transition between home and school. The school day also ends with a verse or song signaling another important transition as the child returns to the family. Teachers use rhythm to help the day “breathe” through alternating activities that require intense scrutiny and focus with activities that are more outward and expressive. Seasonal changes are also important to the flow of the school year and are interwoven through festivals and main lesson adaptations.

At Home

Parents can reinforce this sense of continuity and rhythm in the home through a regular routine for meals, home study, and bedtime. Participating in the school celebrations and helping your children also “breathe” at home through shared chores, nature activities and family interactions reinforces what they experience in their school life. For example, many parents find a nightly routine of reading a story or having a quiet conversation eases the child’s transition into sleep. Twenty-first century lives can be hectic but we have learned that healthy rhythms bring strengthened will and calmness to everyday life.

B. Media and Technology

A second powerful link between our school and home is the judicious use of electronic media. From TV to smartphones to social media, our lives are dominated by 24/7 media exposure. According to the Kaiser Foundation, children and youth use four to five times the recommended amount of technology with serious consequences. While media consumption by itself is not the proven leading cause of any health problem in the U.S., it can contribute to numerous health risks, say experts. Richard Freed, author of “Wired Child: Debunking Popular Technology Myths” states that digital entertainment is now the “dominant activity in children’s lives”. In his twenty plus years of practice he has seen hundreds of young patients who struggle in school. He believes that many negative symptoms, failing grades and difficulties completing homework are caused by too much screen time.

In fact, technology overuse may be rewiring kids’ developing brains in ways that could explain the growing number of children diagnosed with anxiety and other psychiatric disorders. Brain imaging techniques show that video gaming stimulates the same pleasure pathways as drugs and alcohol. Video or internet game addiction, which is gaining recognition by mental health professionals, can be devastating to the entire family. In addition, the content of most television programs, video games, and movies show a glaring disregard for the innocence of childhood.

Electronic technology and media have the power to take us outside our bodies and outside time: they mesmerize and often addict us, and by their very nature – think of the word media – they mediate our experience of the physical world

Since a primary goal of the Village School Waldorf-inspired education is to ground students in their bodies, in three-dimensional space and in human interaction, our school aims to offer students unmediated experiences. The purpose of our Village School curriculum is to engage the students’ will and imagination. Please join us in protecting your children from overexposure to electronic media. Please join us in

protecting your children from overexposure to electronic media, including having them avoid wearing clothing with commercial imagery/characters.

At School

The root of the word technology is the Greek word *techne*, meaning “making,” “craft” or “art.” At Village School we think of technology in the broader sense of “the art of doing and meeting things well.” Students are taught to interact with the curriculum and the world in unique, creative and innovative ways. Teacher’s use of media in the classroom is designed to match developmental phases and to help application of self-initiated exploration and learning. Student’s use of electronic devices is restricted to educational collaboration, (see our “Electronic Devices” on page 10). We believe that our *conscious and mindful use of media* supports our core curriculum to foster the internal motivation and sensitivity needed in mastering media demands of the future.

At Home

We invite parents to join us in mindful participation in this domain by researching the latest studies on media use by children and by developing a **Family Use Media Plan** that fits your personal situation. Making a media use-plan for your family takes into account not only the quantity, but the quality and location of media use. There are many resources available for modeling your plan. The American Academy of Pediatrics has a website for plan development as do many other health-based child sites. We also hope that families will read and support school policies on the use of electronic devices at school. Thank you for supporting your students and the school by giving some real thought to this area.

C. The Village School Curriculum

A third powerful link between home and school grows from an understanding of the unique curriculum and instructional program here at the Village School. Waldorf-inspired education seeks to cultivate a lifelong love of learning, as well as the intellectual, emotional and physical capacities needed for self-confidence and successful, meaningful vocation in our evolving 21st century. Main subjects such as language arts, mathematics, history and science are taught in main lesson blocks lasting three to five weeks. These blocks are carefully chosen to match developmental phases of childhood and to fulfill complete cycles of learning in subject areas. Subjects are revisited several times, but each new exposure brings greater depth and new insights in learning. Certain activities which may be considered supplementary in mainstream schools are central to the Village School curriculum: art, music, handwork, gardening and foreign language, to name a few.

The Village School has integrated, in addition, components of more recent research such as Gardner’s Multiple Intelligences in areas of reading, writing, mathematics and science as well as curricula that is more culturally inclusive and reflective of sustainable practices. As a publicly funded charter, the Village School complies with all required state testing, more importantly, we strive to utilize testing that is supportive and necessary to student learning and to prepare students emotionally and intellectually for success in these requirements.

At School

As mentioned above, the elementary classroom teacher directs the instruction of the students through carefully planned morning “main” lessons that focus on a single academic subject for three to five weeks. The middle school teachers may adapt math and science lessons into larger units with “high interest”

projects. Village School teachers create their lessons in a pictorial and dynamic manner, drawing from many sources, thereby enlivening the lessons for themselves and their students. Using art, storytelling and dramatic gesture, the content awakens student interest and involvement. An emphasis is placed on student generated work: books, models, dramatic presentations, sculptures and musical performances, to name a few examples. Teachers make the decisions about what is taught with the intention of engaging the child's immediate interest. Additionally, for grades one through eight, in late morning and afternoon, specialty teachers add depth to the students' skills by leading them in the above mentioned specialties: handwork, Spanish, movement (P.E.), gardening and vocal and instrumental music.

At Home

Being aware of the significance placed in hands-on projects in the curriculum, parents can help by adding curiosity and enthusiasm to their children's work. Providing time, space and resource materials for the completion of classwork are quite beneficial to student follow-through. In addition, being aware of the current content of each main lesson block adds opportunities for family discussions and outings. Some teachers post lessons and homework on their websites and these can give further insight for parental support. The Village School does not have an expectation of parents becoming after-hours tutors or teachers, we take full responsibility for your child's school instruction. We do hope that enjoyable interactions bring depth to your family's home journey through our curriculum.

D. Respect for Self and Others

"The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue of each one is living."

- Rudolf Steiner

A fourth link, implicit in the school's name and mission, is developing respect for self and others. Teachers lead and share instruction in the classroom with students listening and responding through recitation, writing, movement, visual expression and discussion. Essential to the group learning process are the abilities to listen, interact, and work cooperatively. It is vital that the children here at school learn to live and work together respectfully and with sensitivity to others from the beginning. Protection of the dignity and self-respect of parents, children, and teachers is one of the core values of the Village School. One strong method of achieving success in this area is to require all students (and staff), to take full responsibility for their own behaviors. Honest ownership of actions and ownership of opportunities for growth bring huge rewards in the area of respect for self and others.

At School

Explaining the Boundaries

The school is a place in which respectful behavior from everyone in the school community is a basic expectation. Administration and staff clearly and carefully set expectations, boundaries and steps for solution in social and instructional interactions at the beginning of the school year. These expectations are routinely repeated as needed throughout the year.

Meeting the Boundaries

The next step is for the classroom teacher to share the school's core values and to guide the children in creating their own classroom code of conduct. This opportunity for children to engage interactively with the core values affords everyone the opportunity to understand these guiding principles and how their behavioral choices impact the classroom community. In addition, the faculty and staff have clearly stated behavior expectations for how all children will conduct themselves in the commonly shared areas of the campus such as in the breezeways, cafeteria, and playgrounds.

Testing the Boundaries

When a student challenges their classroom agreements or the school's behavior expectations, teachers and staff will exercise authority in teaching appropriate behavior according to the core values.

For example:

- *Reminders followed with request*— Students often need a few reminders regarding how things work when beginning to acquire new skills. Learning new behavioral skills is not unlike learning academic skills. While a few reminders may be expected, constant reminders do not constitute an effective process. Reminders will always be followed with positive requests when appropriate, e.g. "John, please return to your own book and finish your drawing now, thank you."
- *Choices* – Reminders and requests may need further support through clear, simple choice. "You may clean up now or you may clean up during recess time." Offering choices that fit within the boundaries of everyday classroom experience is often an effective way of enforcing classroom limitations. We believe that through practice, children can build their capacity to make good choices. A final choice may be a visit to the principal's office and may be made through non-participation by the student. This is still best presented to the student as their choice where they can work with owning this choice and why they felt it necessary to take this course. Parents will often be informed of this choice by their child so it can be discussed at home with further ownership by the student bringing useful insights to help remedy stress in their situation.
- *Meetings* – Understanding that confidential meetings with students is often the best way to examine and correct a respect challenge, teachers will also meet with two or three children to discuss an interpersonal problem, or a teacher might call upon the entire class to help problem solve certain situations. It is our belief that group development and agreement to solutions is generally much more effective than edicts that are handed down from the teacher.

At the Village School, we seek health in the social realm as one important outcome of the educational process. To achieve this outcome, teachers regularly choose to use class time for group discussions about social issues. Class meetings send an underlying message to children that our emotional well-being is as important as our intellectual development. On occasion, behaviors arise that require further special action. Each situation will be carefully considered by administration and staff to bring about the most useful and common sense solution for the student's growth and self-respect.

At Home

This more affective area of respect for self and others is obviously in the parent's complete domain in the hours outside of school and school activities. Family life is quite different in nature than the student

management required in guiding hundreds of children through the sophisticated schedules dealing with lessons, specialties, eating and play. It is quite useful, however, if there is some consistency in the concepts of personal ownership and the providing of clear and healthy choice. Please feel free to work with school staff and administration at any time to reinforce understanding of our methods, concerns with our procedures or simply to discuss new ways to work together in this area. Finally, please discuss with your child why it is important to honor the school's behavior expectations and how you support the Village School staff in their guidance of your child.

E. Sustainability

Taken collectively, schools are major consumers of energy, paper, food, water, cleaning products, and other resources, and generate waste, pollution, and greenhouse gas emissions. They also have the potential to use resources efficiently, become producers of their own power, and serve as models of environmental sustainability for their communities. This potential, combined with their ability to teach the next generation and communities of families by example, makes schools strategic actors in the drive to transform the world's energy and resource consumption from a destructive model towards more sustainable patterns of development. The Village School has always taken this domain seriously and worked both in the classroom and in our everyday school community to raise awareness and practice actions that contribute towards healthy sustainability. The Village School has received awards recognizing our commitment to address sustainability and best practices. *Partners for Sustainable School* awarded the Village School as an *"Oregon Green School." In 2017, we have been promoted to Green School's highest level: *Premier. Bring Recycling* certified our school as a "Re:think Business," and *Sustainable Oregon Schools* awarded us for "Healthy, Safe Students and Staff."

***Green School Policy: written by middle school students Cara, Felix, Sol, Avery, and Raina**

At the Village School every community member is committed to reducing waste and conserving resources. We save energy by turning off lights when rooms aren't in use, we recycle and reuse paper products, and we compost our food waste. We conduct waste audits and energy audits twice a year in an effort to practice, monitor and educate our students, staff and parents on the importance of waste reduction and resource conservation.

The Village School has high participation in walk, bike, and roll to school. We built a covered area to protect bikes to encourage community members to continue this tradition.

The Village School stresses the interdependence between human beings and the world. We show care and concern for animals, humans and the natural environment. We raise chickens and bees that help fertilize and pollinate our garden. Our garden produces food for the school lunches, which reduces packaging and transportation pollution, as well as educating students on self-preservation and the wonders of nature. When students appreciate nature, they are more likely to take care of it once they've left the Village School. Our kitchen also strives to source organic foods from local producers to cut down on pesticides, packaging and transportation pollution. We compost and we send edible food waste to local farms for animal food to cut down on unnecessary landfill. Lastly, our kitchen is totally vegetarian, a decision that was made due to it being cost effective and because of the intense stress and pollution animal agriculture puts on the environment.

At Village School, students and staff pledge to explore more avenues in conservation. By educating ourselves and teaching others, our school, community, and ultimately our world will become a healthier, cleaner place to live. We work together to save energy, build awareness, and model "green" behaviors. We are committed to doing our part to save the planet. We recognize this process as a community effort and would like to engage with other schools, working to lead the way in a successful endeavor to preserve the environment.

At School

The Village School has developed a unique Waldorf-inspired curriculum that weaves together phenomenological science and environmental awareness through all the grades in main lesson blocks such as farming, gardening, zoology, botany, mineralogy, world geography and earth science, to name a few. The curriculum seeks to have students understand the wisdom inherent in natural processes as a way to understand the fundamental principles of sustainability.

Despite the overwhelming dimensions of environmental challenges, all students are given the opportunity to approach this difficult content in ways that are lively and playful. For example, Village school students participate in the Community-Service Walk-a-Thon, a benefit for numerous environmental and social justice organizations. Many current and former students participate in environmental advocacy projects outside of school, with the encouragement of their peers and teachers.

In everyday practice The Village School weaves in many ways of reducing materials and resources such as energy and water through a culture of conservation and respect for the Earth. A primary example of this is the "Scratch Kitchen" program. This program is based on primarily locally-sourced, organic whole food that is produced on-site ("from scratch") by a dedicated staff and many volunteers. It uses durable trays, napkins, and flatware; milk poured from jugs (i.e., not single serve cartons); food that isn't consumed is composted for the school garden. Water and energy use are closely monitored. This diligence has led to reduction in energy use overtime.

Other resource conservation practices include supplying each classroom with reusable cups and water jugs, cloth towels, and non-electrical vacuums. The school relies almost entirely on paperless communication to parents and between staff including a weekly e-newsletter and recorded phone messages. The Village School supports active transportation, and encourages parents to walk and bike to school with their children to reduce carbon emissions.

Earth Day has evolved into Earth Month at The Village School where students concentrate on recycling, energy conservation and sustainable practice through games, competitions and assemblies featuring local and national presenters.

At Home

Again, of course, each family addresses this area in ways that fit and work for their particular circumstances. The school appreciates all the efforts that families make in this domain that both help our earth and stay consistent with our school perspectives. Here are some suggestions for everyday school participation. When packing snacks and lunches for your children, please consider sending waste-free lunches and snacks in reusable containers. If walking and biking is not an option for your family, look for opportunities to carpool with other families. When dropping off your child at the school, turn off your

engine to reduce idling. We hope that between our school practices and education and parents' home instruction, students will gain habits that live for a lifetime in helping create a sustainable future.

F. Wellness/Health

Our last link addressed in partnership is the attention given to overall wellness and health. The Village School strives to provide a holistic setting that promotes the health and positive well-being of our students and community. Our school sponsors two official Wellness Programs, the OEA Choice Trust funded "Head, Heart and Hands" which equips each staff member with the knowledge and methods for managing stress, improving emotional health, and incorporating physical movement into their lives, and our own, board approved, Village School Wellness Policy written for the NSLP, (National School Lunch Program). The School Wellness Policy addresses nutrition, physical activity, environmental, social and sexual health for all of our students. During the 2015-16 school year *The Physicians Committee for Responsible Medicine* awarded The Village School with the distinguished Golden Carrot Award!

At School

All students have recess periods and P.E. classes for a total of 85 minutes per week of instructed physical education. Students in grades K - 6 participate in weekly outdoor gardening classes. Grades K, 1 and 2 go on walks to a local park for 60 minutes per week of extra outdoor physical activity. Students in grades 3 and 4 have an additional 45 minute games class every week which is a teacher-led physical activity. Third grade students also go for an outdoor 20 minute walk every Monday morning.

Our Village School Kitchen prepares delicious meals from scratch, using mostly whole, organic and local foods. In order to maintain an affordable and sustainable program, all meals are vegetarian with a vegan option each day. The majority of our produce comes from local, organic farmers, and through Organically Grown Company, a locally owned and operated distributor. A cadre of volunteers prepares fresh fruits and vegetables each day for the salad bar. The Village School lunch program is serving as a model for other schools striving to improve their own food programs.

Through individual letters and the school-wide newsletter, we communicate to families about the benefits of regular physical exams, exercise, healthy eating, limited screen time and more. Based on input from our Parent Council, we host parent education events on topics such as healthy nutrition, conscious media use and non-violent communication.

Our Whole Lives, (OWL), is based on the guidelines for comprehensive sexuality education assembled by the U.S. Education Council. Clear messages about issues surrounding self-worth, sexual health (2nd-8th grade), responsibility, justice and inclusivity are shared with the students by trained instructors at the appropriate developmental stage of the class.

At Home

We know that every family has its own approach to food, exercise, outings and personal interactions. We so appreciate your reading through all of our domains of partnership and thoughtfully considering how our family and school collaboration can improve the lives of our students and children. Hopefully this section has been helpful in not only giving you more accurate information about our school but also how you can support your children at home, THANKS!

Dress Code / Wheels / Electronics /Public Display of Affection (PDA)

The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.

Clothing

- Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, or hate speech are prohibited.
- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- Shirts and dresses must have fabric in the front, on the sides, and under the armpit. No bare midriffs. Fabric must be at the base of arm pit.
- Fabric must cover breasts, genitals and buttocks, and must be opaque.
- Clothing must cover undergarments. It is okay if straps or waistbands are visible.
- Hats and other headwear, with the exception of religious attire, must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Inside the classroom, rules regarding hats/hoods are at teacher discretion.
- Clothing must be suitable for all classroom activities including movement, science labs, and other events such as field trips and other school sponsored activities.

Footwear

- Shoes must be worn at all times. Teachers may give permission for students to remove their shoes for particular games or activities in the classroom/school.
- Shoes must fit snugly on the foot. Shoes without a strap around the heel, such as flip-flops, are prohibited in grades K-4. For grades 5-8, if such shoes are worn, students must have another pair of shoes for Movement class and other physical education activities.

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender neutral and consistent with 4j racial equity policy.

Wheels

While we encourage bicycle riding, for safety reasons we ask that you inform your children that they may not ride their bicycles/scooters/skateboards on school grounds, during school hours (8am-5pm). In addition, skateboards, scooters, and unicycles must be "parked" as soon as students arrive on the school grounds. These may be locked on the bicycle racks or left in the classroom or office during the school day.

Electronic Devices

Cell phones and other electronic devices are NOT allowed during school hours. They must be powered off and stored in student backpacks or lockers. **If a student must make a phone call during school hours, they**

must get a pass from their teacher and use the phone in the office. If parents need to contact students, they can call the office and a message will be passed along to their student. This helps protect the learning environment from the distractions that can arise in the presence of these devices. When a student presents or uses a phone or electronic device without prior approval from the teacher or regular staff member, the device will be confiscated and returned to the student only after a conversation or email exchange with the parent. The second time a phone or device is out without permission it will be confiscated and will only be returned to the parent. To align with school culture and as a courtesy, after school, we ask that students and parents refrain from using their cell phone until off of campus.

Public Display of Affection (PDA)

Every student and staff member has a right to a safe, orderly environment for learning and working. When public displays of affection become a distraction or disruption to the learning environment, then appropriate boundaries will be communicated to students and parents, sometimes in the form of a Behavior Agreement. Here is what is allowable during recess/breaks, lunch, and passing periods: front and side hugs with hands on shoulders or above waist not lasting longer than 5 seconds; holding hands. Kissing, sitting on laps, laying on each other, hugging longer than 5 seconds is prohibited and subject discipline.

PART II

SCHOOL PROGRAMS

An Overview of the K-8 Curriculum

Kindergarten

We are a non-academic Kindergarten. Our primary focus is, in short, learning how to go to school: how to work together as well as individually, how to listen well and be respectful of others, how to work and play creatively within the safe boundaries of a group, and how to be ready to take in the gems of knowledge that will be presented during the next many years of school. In this foundation year, imagination and the natural seasons inspire and guide the work and play of the Kindergarten.

First Grade

Achieve mastery of main lesson work pertaining to fairy tales, folk tales and nature stories; introduction to literacy, letter formation, phonics, the writing process, story writing, poetry writing, letter writing, punctuation and capitalization; qualities of the numbers, introduction to the four processes in arithmetic, fact families, place value, charts/graphs, problem solving, skip counting and pattern recognition, simple plane geometric figures. Foundations of science education begin with exploration of nature in the immediate environment and may include observation of life cycles and gardening.

Second Grade

Legends and myths of helpers of humanity, animal fables, folk tales from North America and other continents, some North American native legends, literacy blocks which build on the work completed in grade 1: story, poetry, journal and letter writing, drafts and the process of writing, continued work with the four processes in mathematics and word problems, place value, number patterns and relationships, introduction to plane and solid geometric figures. Science topics include the study of local animals and continued exploration of the immediate environment.

Third Grade

Creation stories from around the world are first introduced; agriculture study; human habitats and house building; clothing and culture. Literacy lessons incorporate grammar mechanics, parts of speech, and paragraph structure. Mathematics includes multiplication tables, measurement, common fractions, time and money, redistributing (carrying and borrowing) geometry, and problem solving. In science our major focus is on earth sciences with an emphasis on agriculture, climate, and weather.

Fourth Grade

North American history as seen through the viewpoint of Oregon and its development from the time of its indigenous people, local geography and map making (starting from the intermediate surroundings and working up to neighborhoods, city, county, state and region), Norse mythology, and age appropriate literacy work that includes letter writing, verb tenses, abbreviations, personal pronouns, poetry, and alliteration. Math work will focus on reviewing arithmetic operations, times tables, story problems, long division, averages, fractions, decimals, simple factoring, perimeter, area, and volume. Science topics include the study of the

animal kingdom, simple electrical circuits, energy transformation and use, water cycle, salmon life cycle, local habitats and ecology.

Fifth Grade

Ancient history and myths from ancient India to ancient Persia, China, Mesopotamia, Egypt, and ancient Greece, including participation in the Greek Games; the lives and legends of Rama and Sita, Buddha, Zarathustra, Gilgamesh, Lao Tzu, Confucius, Khufu, Plato, Aristotle, Achilles, Odysseus, and Alexander the Great. Continued development of writing skills with attention to focus, voice, organization, mechanics and the modes; geography of North America with reference to vegetation, topography, agriculture, and economics; math blocks include decimals, fractions, mixed numerals, ratios and proportion, the metric system, geometry, estimation, data collection and analysis using number lines bars and line graphs; science topics may include botany and plant studies, simple machines, and dissolving rates.

Sixth Grade

Roman and medieval history, including the founding of Rome, the Republic, the Empire, the advent of Christianity, the Crusades, and the rise of Islam, and participation in the Medieval Games; pre-algebra, geometry, business math (percentages, interest, discount, etc.), ratio and proportion, and geometric drawing; astronomy, geology and mineralogy; European and Middle Eastern geography; physics (sound, light, heat, magnetism and electricity); age-appropriate language arts including writing for various purposes and debates.

Upper Grades: Seventh & Eighth Grade

In the 7th and 8th grades students spend equal class time with Math/Science/Art and Humanities/Language Arts/Drama teachers specializing in their content area. Each class has a homeroom teacher with whom they start each day and maintain in a two year loop.

Seventh Grade

Age of exploration, discovery, and invasion; the Renaissance and Reformation; modern topics and current events; Language Arts, including creative writing and other forms and modes of writing, novel study, free and structured sustained, silent reading, reading buddies with lower grade students, poetry, response and analysis of literature, more complex class plays involving critical analysis of thematic content with opportunity for original writing and production; Science includes chemistry and astronomy, physics (mechanics, magnetism, and electricity), human physiology and nutrition. Math work includes pre-algebra, geometry (Pythagorean Theorem, simple Euclidean proofs, laws of perspective drawing), powers, roots, integers, and formulae.

Eighth Grade

Health and the human body, introduction to organic chemistry, physics (acoustics, optics, hydraulics, aerodynamics, meteorology); math includes algebra and geometry (platonic solids, proofs, volumes of solids, laws of loci), binary opposition math, and the origins and development of the computer; art curriculum; language arts includes response and analysis of literature, novel studies, an introduction to the short story, letters, personal essays, modes of writing, free and structured sustained, silent reading; more complex class plays involving critical analysis of thematic content with opportunity for original writing and production, learning to discern and interpret various modes of media; social studies include Colonial America, the age of revolution (American, French, Industrial), United States Government, the American Civil War, contemporary history topics, and current events.

Specialty Subjects

Movement

Physical education is vital to the curriculum of the Village School at all grade levels. Grades 1-8 have movement classes every week. The goals of the movement program are that the students have fun and be able to recreate through play in order to lay the foundations for the development of a lifetime of enjoyable physical activity. Grades 1-8 focus on sport, games, and movement to develop spatial awareness and the capacity to form the many-sided judgments so necessary to critical thinking. Students learn to play both cooperatively and competitively. In grade 5, students participate with other Waldorf schools in the Greek Games. In grade 6, students participate with other Waldorf schools in the Medieval Games. In grades 7 and 8, students participate in a track meet.

Foreign Language

Students in grades 1-4 receive Spanish instruction twice a week, and students in grades 5- 8 participate in three lessons a week. The Spanish teacher strives to incorporate the same basic pedagogical principles as those that underlie the teaching of the main lesson blocks. Students learn through movement, games, reading and writing, songs and recitations. In addition, 6th through 8th graders create original compositions and enjoy culturally rich Latin American film. *Senderos: Teaching Spanish in Waldorf Schools* is the primary reference for the program.

Art

The art program integrates what is being learned academically. Art periods develop the child's visual, kinesthetic, and tactile capacities through painting, drawing, modeling, etc. The teacher nurtures the child's aesthetic awareness and creativity, and allows room for spontaneous self-expression.

Handwork

Handwork or handcrafts are, by definition, any work or creation executed primarily with the hands, sometimes with the aid of different tools, utilizing various media. Our goal is to help each student make beautiful, useful items that generate a feeling of inner wholeness and ability for creative expression. The secondary goal is to develop strong hand-eye coordination, manual dexterity, and a sense of pride for the child. These goals are accomplished in a progressive manner, following other areas of the curriculum. Beginning in Kindergarten with finger knitting, we move through the early grades with increasingly demanding knitting projects, crocheting, into hand embroidery, hand sewing, weaving, and culminating in machine sewing by sixth grade.

Music and Drama

Music and the dramatic arts are an integral part of every grade. Beginning in Kindergarten, daily singing helps teach tone recognition, melody, imitation, and rhythm. Moving through the grades, the children continue singing but are also introduced to the pentatonic flute in first grade and to the recorder in third grade. Students will continue with the recorder through sixth grade. By grades five and six, two and three part music for recorder and voice is done regularly. Students in grades three through five also have choir class. Students in grades six through eight learn to play guitar and Zimbabwean marimba. Drama is also an integral part of the Village School curriculum. All students in grades 1-8 perform in a class play each year.

Homework Policy

Forming good habits around homework expectations builds life-long skills essential to a child's success in life. Homework gives students the opportunity to demonstrate and practice learning with families. It is relevant to coursework and helps parents to know what is happening at school.

Although first graders do not have homework, we encourage parents to continue reading to their children as a night time ritual and to engage their children in games and/or other activities that expose children to numbers and counting. Second grade begins receiving homework after Spring Break.

In third grade, the family has primary responsibility for seeing that homework is completed. We ask that you support your child by finding a quiet place at home away from television and computers, by being available to clarify directions, by checking for neatness and completeness, and by assuring that your child turns in their homework on the due date.

In fourth grade, more responsibility for meeting homework completion expectations is placed on the student.

Students in the upper school grades may be given assignment planners as tools to help them manage their work with varying due dates and longer term projects.

Assisting students in developing this "homework habit" involves the student, teacher, parent and school. In order to establish and support good homework habits, we ask that families agree to the following:

Teachers will:

- Assign appropriate and relevant homework.
- Make sure that students and/or parents understand assignment task/s.
- Return homework in a timely manner with positive, constructive feedback, grade or score.
- When necessary, convene a parent-student-teacher conference to discuss homework concerns and agree upon a homework plan.

Students will:

- Complete assignments to the best of their abilities.
- Return assignments on time.

Parents will:

- Provide space without distractions such as TV or computers.
- Establish a consistent time for child to do homework.
- Review homework assignments and check for completion.
- Support homework interventions when needed.

At a parent-teacher conference or other meeting, parents will be asked to sign the Village School Compact specific to their child's grade. This compact outlines what teachers, students, and parents can do to provide optimum support for student success at the Village School.

Advanced Learner Program (ALP)

Mission Statement/Purpose:

The mission of ALP is to respond in a meaningful way to the needs of children who demonstrate *gifted or talented traits/high ability learners/* in the areas of Language Arts and Mathematics. Children will experience specialized, small group instruction in a setting that will both support and challenge them to grow and expand as individuals as well as engage them in a cooperative working environment with their peers.

Identification Process:

Students must meet the criteria in the Referral Checklist. The classroom teacher or principal can give you the checklist. If you would like your student tested for TAG (Talented and Gifted), please notify your student's classroom teacher and the principal.

Library Policy

Most classes have regular library visits and all Village School students can check out library books. The librarian and teacher help children select books based on interest and appropriate reading level. Students must have a current library use agreement contract on file to check out books, which states that students and parents/guardians agree to:

- Behave in a respectful, appropriate manner while visiting the library.
- Check out a limit of two books at a time (one for Kindergarten).
- Return the book on time or ask for a renewal.
- Promptly pay the replacement cost of the book if it is lost, stolen, or returned significantly damaged.

Books more than one month overdue or not returned by the end of the school year will be charged to the student's account. Please notify the office or librarian if you have book donations or would like to volunteer in the library.

Middle School Media Policy

The mission of the Village School is to provide an education that fully integrates the arts with an academic curriculum, guided by observations of child development that promote the healthy growth of the whole human being--the head (thinking), the heart (feeling), and hands (willing). While we still treasure and hold the mission of the Village School, students have now graduated to an educational experience that integrates technology as part of the curriculum. Our goal to work with the whole child still remains intact; however, there is a need to balance the curriculum toward high school readiness and a high level of digital citizenship.

How teachers will use media and screens in the middle school classroom

In the middle school classes (6-8), teachers will show digital media that enhances or enriches the curriculum. This media will include, but is not limited to, movies, documentaries, short clips, youtube segments, music, and podcasts. All media will be in accordance with Village School policy.

Village School teachers are both academic and social-emotional educators. We utilize media that will enrich the academic and social lessons presented to the students.

Teachers will use media from established educational websites as well as more general sites such as Youtube and Netflix. Media from general sites will be previewed by the teacher before sharing with students.

Teachers will make an effort to balance media and non-media activities within their classes and with shared classes. When a non-media alternative is available and would provide an equivalent learning experience outcome, then the teacher will seriously consider that option.

Grade 7 and 8-Teachers will notify parents ahead of time and allow them to opt out if they intend to share media with a rating of PG-13.

Grade 6-Teachers will notify parents ahead of time and allow them to opt out if they intend to share media with a rating higher than PG in grade 6.

Any non-rated media shown which may have content concerning to parents will be preceded by an opportunity to opt the student out and other curriculum will be provided.

Recorded music may be played during class work periods. Music will be chosen for its age appropriateness and to the degree that it uplifts the spirit. Effort will be made to assure that the music will be inclusive and supportive of all learning styles.

Here are some ways that the students might use technology in the middle school classroom:

Students may perform any of the following tasks on a computer in their 6/7/8 classroom:

- Research a topic on the internet
- Watch educational video provided by teacher
- Type a paper
- Create a brochure or powerpoint presentation
- Complete a science lab
- Answer math problems using an online curriculum
- Use internet to find images to use for Art inspiration/examples
- Students will continue to take local and state tests using computers.

As always, if you have any questions, comments, or concerns about use of technology in the classroom please refer to your student's classroom teacher.

PART III PROCEDURES AND SERVICES

Need to talk to the office? Here's a brief description of who does what:

Principal

Works with students, parents, staff, and community members to maintain a positive school climate and a safe environment in which all students have the opportunity to fully engage in the school. Oversees faculty/staff recruitment, hiring, and supervision; oversees curriculum; coordinates school disciplinary policy; communicates with school community; serves as liaison to 4J School District and charter school leaders; implements Board of Directors directives; serves on school committees.

Registrar & Records Coordinator

Manages student records, admissions, immunizations, and enrollment; processes all school payments, supply contributions, donations, meal payments and other school sales; school board liaison, human resources management, and coordinates substitute teachers. This person assists the Executive Director.

Executive Director

Provides financial, policy and legal oversight and direction to the Village School Board of Directors; oversees payroll, reimbursements, expenditures, fundraising, purchasing/ordering, grants, parent billing and donations, background checks, income eligibility forms, human resources/personnel, facilities maintenance, and supply inventory.

Communications & Volunteer Coordinator

Daily attendance and attendance tracking, office reception and assistance, student first aid & behavior, volunteer coordination including processing background checks and field trip drivers' information, supporting festivals and other school events; communications, including newsletter, website and family mailboxes and calendar management and scheduling. This person assists the Principal.

Health and Safety

Before and After School

The cafeteria opens at 8:00am for breakfast; please see the Village Kitchen section under Snacks and Meals for more information. The Middle School Wing (Grades 6-8) opens at 8:15am. Kindergarten-5th grade classrooms are opened by teachers by 8:18am. Class begins at 8:25.

In the afternoon, unless students are engaged in an after-school activity supervised by an adult, all students are expected to be off the grounds by 3:15pm. This is standard school protocol and is intended to ensure the safety of all Village School students. Parents are expected to make arrangements for children. Students are welcome to come to the office to clarify afterschool plans. We ask parents to try to arrange play dates ahead of time, so that students are not making arrangements in the office after school.

If you become unexpectedly delayed in picking up your child, please call the office. We will walk the message up to their classroom if possible, or their teacher will bring him or her to the office at 3:15pm.

Clothing and Personal Belongings

The Village School's day is active; therefore, clothing should accommodate an active student. Shoes should be comfortable and practical for the playground.

Students play outside every day, regardless of weather, and should have a complete set of rain gear at school. This should include a hat or hood, waterproof coat, rain pants, and boots. Each child has a clothing hook, and we suggest bringing a cloth bag with a complete change of clothes, including extra socks.

On days with movement class, students are expected to wear clothing that is comfortable and loose-fitting enough for ease of movement. For grades 1-2, indoor shoes can be worn for Movement class provided that they do not fall off when skipping or jumping. For grades 3-8, a designated pair of gym shoes should be kept at school for Movement. The shoes should have good traction and lace up.

Drop Off/Pick Up

We want students' transition between home and school to be conscious and meaningful. In grades K-4, we **require** parents (or the adult dropping off/picking up) to take the child to the classroom. It may mean a little extra trouble parking the car and walking in, but it allows time to say hello to other parents and to the teacher. Class times are as follows:

- 8:25am-2:45pm Grades K-4
- 8:25am-3:00pm Grades 5-8

Emergency Procedures

If a student, parent, or staff member has a serious injury or medical condition on site, office staff will assess the scene and call 911 if necessary. A helpful, calm environment is ideal in emergencies. If a child is involved in an emergency, the parent will be notified by telephone. If we are unable to contact the parents, we will call emergency contact numbers provided on your child's enrollment form. Please be sure to keep the office updated on any changes with student information.

Emergency Drills and Preparedness

The Village School's Safety Committee organizes the school's drills and school preparedness. Each month we practice an emergency drill such as fire, earthquake, lock-down, evacuation, etc.

School Snow Day Closures

The Village School will generally follow Eugene School District 4J's weather closure decisions. **We will always close or have a delayed start if 4J does.** However, **there are times when we may opt to implement a closure or delay based on other conditions, even if 4J does not.** On mornings when the weather seems questionable, we will post our school's status no later than 7:00 AM on our home web page: <http://www.happyvillage.org>

Main streets such as Willamette and Donald are sanded and plowed. However, the side streets such as 35th and 33rd are not. These are main drop off and pick up areas, which at times can make arriving to school safely

tricky. Our parking lots are not plowed. We shovel off exterior steps and ramps, but they still may be icy. Please allow yourself extra time in the morning to account for slowing down for safety. If you are unsure if there will be school due to weather conditions, many local TV and radio stations will report closures as soon as they receive notice. Please use local media to determine if there will be school.

Field Trips and Driving

Field trips are an integral part of our school curriculum. Because these trips are part of the program and occur during the school day, we will have the same behavioral expectation of students as in the classroom. If students behave inappropriately, they will receive the same consequences as if they were in the school building and, in addition, may be excluded from future field trips. The principal and teacher may, based on prior behavior, decide to exclude a student from participating in a field trip. Parents will receive a permission slip prior to the trip describing the purpose of the trip, where the student will be traveling, and when the student will leave and return. Students will not be allowed to participate without signed permission slips.

The Village School may ask parents to drive on field trips. Parents who volunteer to drive on field trips must supply current driver's license, proof of insurance, and registration to be copied and kept on file in the office. Criminal background checks are also required. All adults who serve as field trip drivers and/or supervisors must maintain a standard of exemplary conduct and behavior. That includes, but is not limited to:

- Adhering to the posted speed limits.
- Refraining from smoking in the presence of students while on the trip.
- Ensuring that each child and the driver have and use a seat belt.
- Neither consuming nor providing for another any alcohol or judgment-impairing drug substance prior to or during the event.
- Avoiding unplanned stops; following the route and stops designated by the teacher.
- Ensuring that children sitting in front of an airbag meet age, height, and weight requirements.

Child Abuse and Neglect

Any school employee having reasonable cause to believe that any student has suffered abuse, or that any adult with whom he or she comes in contact has abused a student, is mandated to report it immediately to DHS—Child Welfare Services or a law enforcement agency. Staff members are not allowed to inform parents of such reports.

Contagious Diseases

If a child becomes ill at school with symptoms such as vomiting, fever, rash or diarrhea, the school will call parents or emergency contacts to pick up the child as soon as possible. Children with symptoms of other contagious diseases, including strep throat, conjunctivitis, or impetigo will be excluded from school until 24 hours after prescribed treatment has begun. Children with lice must be treated before they may return. With such cases, the entire class will be checked for lice. Students who have had lice must be checked in the office before returning to class. The school will post notices outside the classroom door if there is a contagious disease or lice in that classroom.

Medicine

Oregon state law requires that any medicine that children need to take while at school must be administered by a Village School staff member. **Please bring all medicines you would like your child to take while at school to the office and complete a medication form.** This includes over-the-counter medicines such as Tylenol, cough medicines, or cortisone creams. All medicines must be in their original containers. Prescription medicines must be prescribed for the child who is to receive the medicine at school. Only the dosage listed on the package will be administered. There are no exceptions to medicine handling procedures.

Security

You must first notify the office if your child is to go home with someone other than the people listed as emergency contacts in your enrollment paperwork. **We will not let children leave school with anyone you have not clearly designated.** Be sure to keep the school informed with the most current information about who will be picking your children up. If your child has a play date with another family after school, please let your class teacher know about the arrangement in advance.

Visitors & Volunteers

All visitors and volunteers must check in at the office and use a designated computer to sign in and out. They must pick up a badge to wear and record their volunteer hours in the office. This system helps volunteers to log hours and provides the school with an accurate list of who is on the school grounds in case of emergencies. Village School families are requested to contribute and record at least 40 hours of volunteer work at the school each year and single parent households, 20 hours. It is this support that allows us to offer such strong programs with limited financial resources. Thank you!

Meals and Snacks

The Village Kitchen Meals

The Village School offers a unique food service program to our students, faculty, and parent community. We provide daily breakfasts and lunches which are made from scratch, on-site, using mostly local and organic ingredients. The school partners with many Willamette Valley farmers, producers, and distributors to bring high quality, whole foods into our kitchen where they are lovingly prepared by our healthy lunch ladies and volunteers.

Menus are available on a monthly basis on the school website or in the office. They are also posted in the cafeteria and on school bulletin boards. We offer vegetarian and vegan options daily. All recipes are available upon request. Any dietary restrictions must be documented through the school office.

Breakfast service begins at 8:00am in the cafeteria. A five minute warning will be given to students at 8:15am and then at 8:20am students will leave the cafeteria for their classrooms.

The school works with the USDA National School Lunch Program which enables families who qualify to receive meals at a free or reduced price. Families can complete the Free And Reduced Meals (FARM) application to qualify for a free or reduced price for breakfast and/or lunch. We encourage you to complete an application even if you think you do not qualify, this information also helps our school qualify for Title I funding.

Meals may be purchased in the school office or on-line for a small transaction fee. All meals purchased and consumed are recorded through Meal Time, our food service billing program. Families will be notified when balances are low.

This wonderful food service program is dependent upon numerous volunteers who assist in food preparation, meal service, dish washing and the like. To volunteer or for more information regarding the Village Kitchen, please contact Toña Aguilar and Stacey Black at kitchen@eugenevillageschool.org.

Snacks

All students should bring a healthy snack from home daily, with the exception of the Kindergarteners. We encourage families to provide nutritious, non-sugary snacks. Studies show that sugar has a negative effect on health and learning. Please do not send candy or soft drinks to school with your child. Please send a cloth napkin to school with your child for use during snack and lunch.

Attendance and Tardy Policy

Education enables and empowers all children. With the help of the community, regular school attendance affords every child the opportunity to learn something new, to build self-esteem, to reinforce positive values, to interact with others, and to become an effective, productive citizen.

The Village School works hard to create a rhythm in the classroom that will lead to a successful day for each child. The first half hour of the day provides transitional activities that prepare children for the rest of the day. The teacher meets each child and greets him and her personally. The class then does opening exercises and uses movement and rhythm to awaken the body and mind and to integrate the individual with the group. Children who start the day with this kind of engagement are less likely to retreat and are more likely to have a successful day. If they miss this, children miss the opportunity to start the day on time and to engage with the group.

Please call the office as soon as possible if your child will be absent or tardy.

Attendance Policy

Students who attend school on a regular and timely basis have greater opportunities for increased learning. Especially at the Village School, where instructional materials are created by both the teacher and the students within an in-depth Main Lesson block, regular attendance becomes even more important.

Excused absences

- **Approved absences include the following:** student illness, medical appointment for the student, death in the family, observance of a religious holiday, or court appearance for the student. After 4 consecutive absences, a formal doctor's note may be requested by the principal.
- **Illness:** The parent must call the school on or before the day of the absence. Whenever possible, medical appointments should be arranged before or after school. If absent, students may be

expected to make up work. Parents should check with the teacher regarding their child's make-up work.

- **Planned absence:** Parents should make every effort to arrange vacations during school vacation time. If a student must miss school, parents should notify the school in advance and fill out a Planned Absence Request Form (available in the office). Parents and/or students should arrange for the student to make up work missed.
- **Other absence:** Please contact the office if your child will miss school for any other reason.

Unexcused absences

- Any absence that is not excused by a parent on the day of absence or prearranged before the absence is considered unexcused. State law requires the school to contact students' homes to verify unexcused absences. Attendance and tardiness are monitored on a regular basis and maintained in a District-wide database. The Village School will notify parents when their child's tardies or attendance problems become excessive. Failure to resolve the problem will result in a series of interventions which may range from meeting with the principal to a truancy referral involving a Lane Education Service District truancy officer.

Extended Absence

State law requires schools to withdraw students who have been absent 10 consecutive days. If there is a wait list for the class of the withdrawn student, the vacancy will be filled to maintain funding. To avoid excessive absences, please schedule vacations during designated school vacations. See policy on "Enrollment After Ten Day Absences" for more information.

Tardy Policy

The Village School community depends on everyone arriving on time with the proper materials to fully participate in the rhythm of the day. Arriving late and unprepared is unfair to others and yourself. Classes start promptly at 8:25am for all grades, so please allow enough time for students to greet the teacher and settle in beforehand. Because we start our day together thoughtfully, we do not want your child to miss the opportunity to begin each day with the class. **If a child is late for school, parents must sign them in at the office and pick up a tardy slip.**

When children in grades K-4 are late, parents will be asked to wait with their child in the breezeway until the teacher indicates that they may enter the room. Students in grades 6-8 are also asked to wait in the hallway until it is appropriate to enter. Teachers will not let a student into class without a tardy slip, which ensures that our attendance records will be accurate. Thank you for your cooperation with this process.

What is considered an excused tardy?

- A doctor/dental appointment or illness (although appointments should be made for times before or after school whenever possible)
- Family emergency

All other causes of tardies, such as oversleeping or running late, will be considered unexcused, even if the parent notifies the school or signs the student in.

Consequences for Repeated Late Arrival

1st, 2nd, and 3rd tardy: Students warned by teacher

4th tardy: Student is warned **and** parent is notified. Monitoring of the student's improvement is now provided by the principal in collaboration with the classroom teacher.

5th tardy: Parent and student conference with principal

6th tardy: Student performs service project at school and/or is denied an in-school privilege/activity; parent notified

7th tardy and above: Student performs service project(s) at school and/or is denied multiple in-school privileges/activities; parent notified

Communication between School and Home

Website

The school website is maintained through the office: www.eugenevillageschool.org.

Newsletter

The office staff produces a newsletter, the *Village Voice*, every week. Submissions must be emailed to village@4j.lane.edu or hand delivered to the office by Thursday afternoon. This is where you will find articles about school events, a list of upcoming events, including class parent evenings, committee meetings, Board meetings, Parent Council meetings, volunteer opportunities, current fundraisers, and school activities such as festivals and announcements. The newsletter is posted on our website and emailed to families. Paper copies are available in the office.

Family Mailboxes

Every family in the school has one mailbox inside the main office, labeled by the student last name. Flyers, class communication, and other information can be found in this mailbox. Two-household families can receive two copies of items in the same family mailbox: simply inform the office. Please try to stop by and pick up your mail at least once a week—we like to see you!

Teachers

It is important for Village School parents to be closely connected to the progress their children are making at school. To this end, teachers provide information on how the school's unique curriculum is aligned with the state standards. A wide range of opportunities exist that allow parents to review progress and interact with their children's teachers, through home visits, regular progress reports, semi-annual parent/teacher conferences, district and state assessment results, comprehensive reports and recommendations at the conclusion of each school year, calls home as needed, or recommendations for Summer School as needed. Teachers will inform parents about goings on in the classroom through parent meetings, class newsletters,

email lists, blogs, bulletin boards, phone trees, or other methods. Please contact your class teacher and set up a time to meet if you have something that needs attention. Your teacher wants to know important information that will help him/her to understand and help your child. Some teachers will be available for homework help on the phone in the evening—just ask your class teacher what the policy is in your child’s class if you want to call them at home.

Support Services

Title I

Title I is a federally funded grant available to provide extra support in reading, math, and more. The Village School receives funding based on the number of children who qualify for free or reduced lunches. The funds are used to hire teaching staff, including a Title I Coordinator and Instructional Assistants who work with learners in grades 1-5, and a math tutor for grades 6-8. A school-wide planning committee with various stakeholders helps to set school improvement goals and parent involvement activities. Professional development for teachers and extended learning opportunities for students are other areas that are supported by the Title I program funding.

Special Education Services Provided by 4J School District

Our students can receive services from the 4J School District. Please contact the office for more information on these special services.

Testing

The Village School is a public charter school, and therefore participates in all mandatory national, state, and district level testing.

After School Care

Beginning at 2:45pm on schools days, Monday to Friday, Village Care is provided. To register or find out more, please contact the coordinator, Nisha Calkins at: villageschoolaftercare@eugenevillageschool.org.

Admissions & Enrollment

Parent Information Meetings

Parents wishing to enroll their children at the Village School are asked to attend a Parent Information Meeting in February to become familiar with the school’s educational approach and be willing to support their children’s full participation in all school activities.

These meetings are held in the evening and on weekends and include a tour of the school and may include a chance to meet teachers. It is requested that all prospective parents attend a meeting before completing an enrollment application.

Meeting dates will be posted on our website. If you are unable to attend a meeting due to distance, hardship, or other factors, you may view a short DVD about our unique school available in the office.

Lottery

In the event that there are more applicants than spaces available in a class, a lottery will be held to distribute the spaces fairly. The lottery for the 2018/19 school year will be held on March 16th. If a student receives a spot through the lottery we will call the family. If a student is placed on the waiting list, we will send a postcard by mail. The lottery results are posted outside the school the evening of the lottery.

Please note: The Village School lottery is separate from the Eugene School District 4J lottery.

Enrollment from Out of the 4J School District

Proof of residency is required for all enrolling students. Students must be current residents of the 4J School District to be placed on an in-district lottery list. The Village School's enrollment policy requires applicants from within the 4J School District to be given the first opportunity to enroll in available spaces at the school. However, Oregon's charter school law allows students to apply to the school from out of district without an inter-district transfer, and at no cost. Applicants from out-of-state who are planning to relocate to Eugene will be placed on the out of district list until they become 4J residents. Please contact the office if you have questions.

Siblings

Each year our current students complete a re-enrollment form to confirm their place in the following year's class. Families may also apply for sibling enrollment using the form. Families will then be given a sibling application to complete. Siblings must reside in the same household in a family relationship, i.e. related to the currently enrolled student through biological kinship, marriage, notarized domestic partnership, adoption, or legal guardianship. If a situation falls outside of these criteria, a notarized statement explaining the sibling relationship may be considered. The process for enrolling siblings is described below.

Lottery for Siblings and Children of Staff

As of June 28th, 2017, a priority list was established for each grade consisting of siblings of enrolled students and children of staff (who work less than 75% FTE based on a 192 day schedule) in the order of their standing on their respective wait list for 2017-18. This list is separate and distinct from each class's wait list. Subsequently, applicants who attain priority status will be added to the bottom of this list in the order in which they attain this status. Any applicants who attain priority status at the same time, such as during the enrollment process, will be subject to a lottery for placement on the priority list. The priority list will be maintained for each class cohort from year to year; for example, applicants on the priority list from 2016-17 for 2nd grade, if not enrolled, maintained their position on the list for 2017-18 for the 3rd grade, as long as they re-applied for enrollment.

At the time of the enrollment lottery *wait* lists for the subsequent year will be formed beginning with the priority list as it stands at the time of the lottery, followed by lottery results of non-priority applicants residing in the 4J school district, and followed by lottery results of non-priority applicants residing outside the 4J school district. Once the wait list is established for a year, any new applicants are added to the bottom of the list in the order in which they apply. Children of staff (who work 75% FTE or more based on a 192 day schedule or are returning from Sabbatical) at the point of applying for enrollment will be moved to a position on the

waitlist above all others on the waitlist who are not children of staff working 75% FTE or more or returning from Sabbatical.

Other Enrollment Information

With the exception of the priority list for siblings and children of staff, The Village School does not carry the waiting list from a previous academic year to the next one. In other words, those interested in applying to the school for the following academic year must submit a new application each year in order to be entered into the lottery.

Class Cap Policy

The Village School class caps will be set by majority vote of the Board of Directors every year in January for the coming school year and may be reviewed or reset by a majority vote of the Board based upon budget. Students will be added to each class until it is full to capacity throughout the year from the waiting lists, on a first come, first served basis.

The Board may determine from time to time by majority vote that a class be closed to new enrollees in order to preserve the educational and social integrity of the particular class.

Early Entry Testing

The Village School prioritizes students who are five on or before September 1 of the year they are to begin Kindergarten. Parents wanting early entry for their children whose birthday falls after that date must contact the 4J School District for Early Entry Testing. It is the parent's responsibility to complete the testing and get the test results to us before the student can apply.

Re-Enrollment Process

Upon completing re-enrollment paperwork in January, students currently enrolled will be guaranteed a place at the school the following year.

- 1. Fill out a Re-Enrollment form.** Parents MUST submit a re-enrollment form by the deadline in order to be guaranteed that current students as well as new sibling enrollment is made for the following year. The Village School is not responsible for saving or reinstating spaces lost due to late submission of re-enrollment forms.
- 2. Within a week you will receive a confirmation** note listing your children enrolled for the next academic year. If you do not receive this note, contact the office immediately to make certain your enrollment paperwork was received.

Enrollment after Ten Day Absence

Students planning absences exceeding ten days will be un-enrolled at the beginning of their extended absence, and their spot will be filled by another student on the waiting list. In the event of a planned absence of 10 days or less, the administrators will have discretion to retain a student's enrollment spot for 1-2 additional days beyond the 10 day absence period in the event of delays due to unexpected family and medical emergencies including illness and injury, adoptions, and unplanned travel emergencies, including weather related delays.

Fundraising Priorities

Administrative support will be given to fundraising activities that benefit:

- The entire school (including purchases of durable items lasting more than 5 years for any particular class)
- Charitable causes outside the school (i.e. nonprofits supporting community, natural resource conservation, projects benefiting a distressed population including wildlife)
- The 8th grade trip conducted during the year of their 8th grade.

Projects requiring special approval:

- Projects that benefit a particular subgroup of the school, either on a one-time or extended basis (i.e. extended fund raising for a particular class trip outside of the period that the class is in eighth grade (non-durable items or services))
- Projects that aim to sell products that do not meet environmental or sustainability goals

Fundraisers requiring special approval are subject to an administrative processing fee, Parent Council assessment, and/or requirement that the fundraising group maintain a separate bank account sponsored by the Village School for purposes of supporting the fundraiser.

Guidelines for Parent Questions, Concerns, and Conflicts

At The Village School it is our desire to foster a healthy, effective communication process that supports the learning environment for the students at school and fosters a collaborative working relationship between home and school.

Community Communication Guidelines

The following communication guidelines are intended to support the direct resolution of questions, concerns, and conflicts that arise. (These guidelines support Direct Resolution, Level 1 of the Village School Complaint Process).

1. If you have a question or concern about the school or your child's class, **FIRST** bring your question or concern to the adult most directly involved with the situation. Set up the time and space for a thoughtful dialogue; avoid discussing sensitive topics in public, in front of students, or by e-mail.
2. "Say what you mean, but don't be mean." The method of respectful inquiry supports a healthy dialogue: bring your concern as a question rather than an accusation or judgment. Assume positive intent; there are always other perspectives to a situation. Make time for all involved to speak.
3. Avoid gossip. Be mindful when speaking about or for people who aren't present in the conversation. When encountering gossip, encourage participants to pursue positive communication for resolution of the concern.

4. Bring sensitive questions or issues in a face-to-face conversation. Body language and voice intonation are very important for the accurate understanding of another. If a face-to-face meeting is not possible, a phone call would be the next choice for a conversation. However, if a phone conversation is attempted and is not progressing positively, one participant should request that the conversation be postponed until a face-to-face meeting can be scheduled in a timely manner.
5. In most cases, email should be used for the dispersal or clarifying of information or to set-up a time to talk. E-mails can be easily misunderstood, resulting in further miscommunication. In the same manner, phone messages left on a voicemail are best for setting a time to talk, not relaying sensitive information that is left in a message.
6. In most cases, these steps will result in resolution of any miscommunications or concerns. In the rare situation, if you feel that the above steps have not addressed your concern, please bring your concern to the Principal and ask him/her to support resolution of the concern (VS Complaint Process - Level 2 Administrative Resolution). This may include a meeting to hear the outstanding issues and/or facilitated meeting with all parties in attendance.

By working together we can create a healthy communication process that promotes understanding, trust, and successful problem solving. If you have any questions about this communication protocol, please speak to one of the administrators.

For Issues Concerning the Classroom

- Speak **first** to your child's teacher and try to find resolution at this level using the guidelines above.
- If you are unable to find resolution in speaking with your child's teacher, schedule a time to speak to the Principal (Please see VS Complaint Process Level 2 Administrative Resolution.)
- In the rare event that resolution is not reached after meeting with the Principal and appropriate parties, you may seek Formal Resolution by contacting ART who will consider approaches to resolving concerns and conflicts. (Please see VS Complaint Process Level 3 Formal Resolution.)

For Issues Concerning School Operations and Policies

- Contact the School's Executive Director for operational matters and the Principal for educational topics.
- In the rare event that resolution is not reached after meeting with the appropriate administrator, you may seek Formal Resolution by contacting ART who will consider approaches to resolving concerns and conflicts. (Please see VS Complaint Process Level 3 Formal Resolution.)

For Concerns of a Legal Nature

Contact an administrator immediately. Ideally, the concern should be put in writing and given to the school representative upon that contact.

Complaint Process and Levels of Resolution

The objective of this policy is to perpetuate a climate of collegiality, mutual trust, and respect by resolving differences in a timely, objective and equitable manner.

Basic Principle: Each level of resolution is to be followed in the order listed below. A school administrator may elect to be present during any level of the resolution process after Level 1 as appropriate.

Level 1: Direct Resolution

The Direct Resolution consists of a face-to-face meeting or meetings between the parties involved. Direct communication, with respect and sensitivity, is the groundwork for all conflict resolution. Speaking to the person directly is the best way to clear any conflict or challenge. A clarifying question is often all that is needed to solve an issue. A face-to-face conversation offers the opportunity for mutual understanding that does not exist in emails or text messages. It supports active listening skills, brings clarity to communication as less is left open for interpretation, and provides the “give-and-take” that can aid resolution.

If a request for Direct Resolution meeting is made to a Village School employee, the request will be responded to within two working days. Efforts will be made to bring people together for the meeting within two weeks of receiving the request (sooner if possible). Parties may request the presence of an administrator or other staff member to support healthy communication. If the parties have met in an attempt at Direct Resolution and resolution not been reached, Level 2 of the process can be activated.

If there is a bona fide safety concern such as harassment, bullying, discrimination, retribution, or intimidation, then the process moves to Level 2. Otherwise, if the complainant refuses to pursue Direct Resolution, administrative action may or may not be taken.

Level 2: Administrative Resolution

If you are not satisfied with the Level 1 outcome, the Administrative Resolution process may begin:

1. Complainant completes The Village School complaint form then submits it to the principal.
2. The principal or designee will hear your concerns and attempt to reach a resolution. This may include arranging another meeting between the parties involved and/or conducting a formal investigation into your concerns and report his/her findings and decision in writing.

Level 3: Administrative Relations Team (ART-School Board Members) or Designee Resolution

This process consists of the submission of the particulars of the matter to a sub-committee of the Board known as ART or designee. The submission consists of a written narrative by all the parties, including the principal or designee. The ART or designee will review the written submissions and may request interviews with any or all of the parties. Based on this information, ART or designee shall:

1. Determine if the appropriate conflict resolution process has been followed (see steps/levels above and “Parent/Community Communication Guidelines” pg. 25 in *Family Handbook*) **ART shall only address a conflict that has been addressed under the appropriate conflict resolution policy.**

2. Review the particular conflict(s) as requested and as permitted by law, and address the conflict appropriately, which may include one or all of the following:
 - Remand the conflict back to the Administrator(s), with a directive to find a reasonable and quick resolution.
 - Remand the conflict back to the two parties, with ART or designee mediating the conflict.
 - Make a written recommendation to the Board of Directors in Executive session. A formal written response from the ART or designee shall be given to the Complainant.
 - If the Complainant is dissatisfied with the outcome, he/she may make a written formal appeal to the Board of Directors. The Board of Directors or a committee thereof shall then have a hearing with the Complainant in Executive Session, if permissible by statute. The decision of the Board of Directors is final.
 - **SEE COMPLAINT PROCESS FLOWCHART AT THE BACK OF THE HANDBOOK**

PART IV

SERVICE TO THE SCHOOL

Parents and teachers founded the Village School, and that partnership has expanded to include parents volunteering in school governance, in classrooms, as members of committees, and in many other school activities. We ask that each family contribute at least 40 hours per year to the needs that the school might otherwise be unable to meet. Single parent households are requested to contribute 20 hours per year. Your creativity and talents will help the school in a variety of ways.

Parent Participation

In the School

Our School depends on the ongoing volunteer support of its families to function: your contribution of time and creativity help fuel the unique experience that we offer to students. Some of the innumerable services that parents provide to the school include kitchen and garden assistance, grounds keeping, supervision support, Title I academic support, school governance, and more. Parents may work directly or indirectly with students, teachers, other parents, and administrative staff.

Volunteer efforts are guided and coordinated by the school's Volunteer Coordinator. The Volunteer Coordinator seeks out and organizes the volunteer opportunities, and maintains a database of parent availability for different school tasks and needs. The office staff ensures that all volunteers who work directly with children undergo Criminal Background checks. **A Volunteer Code of Ethics and Confidentiality Agreement must be read, initialed, and signed before volunteering in the school. The form is available at the office.**

In the Classroom

Parent participation is fundamental to the ongoing health and development of our school. Parents can help support the class teachers in many ways, both in and out of school. Your class teacher may ask for help in a variety of areas, from making phone calls to organizing class trips to helping keep the classrooms clean. Parent support will be organized and projects needing helpers will be announced at class meetings. Each class has two designated Class Coordinators, whom the teacher can call upon for help. Parent and family phone numbers will be made available shortly after the start of the school year.

Each parent records their volunteer hours each time they perform a service for the school. Please ask the office for assistance with this process. **A Volunteer Code of Ethics and Confidentiality Agreement must be read, initialed, and signed before volunteering in the classroom. The form is available at the office.**

There are also a number of fun family events during the school year, and the success of these events depends upon parent involvement! These activities include the Dia de los Muertos Festival, the Talent Show, the Winter Concert, Math Night, the Heart of the Village Celebration, Author's Night, May Day, and more!

How Can I Help?

- Contact your Class Coordinator for information about what your teacher may need.
- Contact the Village Kitchen.
- Contact the Village School Library
- Look for volunteer opportunities in the *Village Voice* newsletter.
- Contact the Volunteer Coordinator, Carrie Mack, to find out about all the volunteer opportunities.
- Talk directly to your child's teacher or the school administrators.
- Contact the Principal, Carla La Fleur, about special projects around the school.
- Join or assist a school committee.
- Participate in the Parent Council.
- Become a member of the Board of Directors.
- Become a Crossing Guard, Recess Helper, or Lunch Helper.
- Be creative! Take initiative! Your inspiration motivates others!

**Remember, the quality of our children's school depends upon the quality of its volunteers.
Your help is invaluable and greatly appreciated!**

Parent Council

The Village School Parent Council provides a forum for parents to share ideas and a channel for contributions to the school community. All Village School parents are members of the Parent Council and are invited to attend the monthly meetings. In addition to being a forum for parent discussion and education, the Parent Council fundraises for and supports school projects throughout the school. For example, Parent Council helped build a bike shelter, established a Parent Resource Library hosts an annual staff appreciation day, offers educational programs, e.g. documentary on healthy eating, and much more! Your participation and creative energy is strongly encouraged. Look for information about upcoming meetings in the *Village Voice*.

Board of Directors

The Village School Board of Directors has ultimate legal and financial responsibility for the school. The Board is composed of teachers, parents, and community members. Primary Board responsibilities include maintaining the legal and financial security of the school, long-range planning and development, and creating and overseeing the implementation of policies and procedures of the school that are consistent with the school's pedagogy, community vision, and its charter. The Board elects a President, Secretary, and Treasurer from among its members. The Board meets monthly throughout the school year. Dates, times, and agendas are posted on our website. Meetings are open to the public and parents are welcome to attend. Look for information about upcoming meetings in the *Village Voice*.

School Committees

Ad hoc committees form as the need arises. Throughout the year you may have the opportunity to join an ad hoc committee dedicated to completing certain tasks, such as long term development. The following committees meet regularly: Site Committee and Emergency Response Committee. Please see the office or the *Village Voice* for upcoming meetings.

PART V

BEHAVIOR EXPECTATIONS AND DISCIPLINE GUIDELINES

THE VILLAGE SCHOOL CODE OF CONDUCT

Be Respectful

Be Responsible

Be Safe

Philosophy of Code of Conduct

Every student and staff member has a right to a safe, orderly environment for learning and working. The Village School Code of Conduct enables the students and staff to set and agree upon fair and consistent expectations while at the same time working together to create a positive and peaceful school climate. When there are clear expectations, students and staff can make responsible decisions and model appropriate behavior.

Guiding Principles for Succeeding at the Village School

- Remember that you are an important member of the community.
- Be respectful of yourself and others.
- Be a good learner and listener.
- Be caring toward others.
- Be safe.
- Be responsible.
- Be honest and fair.
- Be positive and have fun.

School Rules and Expectations for Student Behavior

All students are expected to adhere to the following expectations for success at the Village School:

- Students will show respect and courtesy to all students and adults.
- Students will show respect for school and personal property.
- Students will follow classroom, playground, and hallway rules.
- Everyone will maintain an emotionally and physically safe learning environment.

Discipline Guidelines

The Village School is committed to providing a SAFE, SECURE, and PEACEFUL school. Students must develop behavior, which shows respect for authority and respect for the rights of others. Students will be held accountable for their behavior and will learn there are positive and negative consequences for their actions.

The following guidelines will be followed by all staff members. In looking at a student's past behavior and facts of an incident, the principal may assign a different penalty from the guidelines below. The principal has the

final decision for disciplinary action.

Level 1

The principal and staff will make an effort to work out conflict in a restorative justice manner with the objective of restoring harmed relationships and teaching students to learn from mistakes. However, the severity or frequency of offenses in this category could generate Behavior Agreements and/or grounds for suspension.. Type 1 violations may be dealt with by administration, teachers and staff through counseling with students, the use of detention in the form of loss of recess, loss of enrichment time, or by time after school. Parents will be notified if after school detention is necessary. Community Service may be substituted for detention in some instances.

OFFENSE	CONSEQUENCES INCLUDE
Use of an electronic devices during school: cell phones, iPods, mp3 players, etc.	1st offense: Confiscation student may pick up after school. 2nd offense: Confiscation parent must pick up after school. 3rd offense: Confiscation, parent meeting, loss of privilege
Bicycle, skateboard violations	Confiscation, Loss of privilege
Profanity directed at students	Detention, Loss of privilege
Scuffling: shoving, grabbing, bumping	Detention, Loss of privilege
Violation of cafeteria rules	Detention, Loss of privilege
Violation of health, safety rules	Detention, Loss of privilege
Violation of playground rules	Detention, Loss of privilege
Violation of hallway rules	Detention, Loss of privilege
No show for detention	Parent contact, Additional detention
Gambling	Parent contact, Detention
Violation of Computer Use/Internet	Parent contact, Detention , Loss of privilege, Restitution
Dress Code violation	Parent contact, if no change of clothes on campus, sent home to change
Public Displays of Affection	Parent Contact, Detention, Loss of privilege

Level 2

The principal may suspend on first occurrence. The number of days of suspension will be based on severity or frequency. Service to the school may be required in addition to the consequences below.

OFFENSE	CONSEQUENCES INCLUDE
Harassment, threats, intimidation, including use of Internet to threaten/harass (cyberbullying)	1-5 day suspension
Physical, emotional or property damage based on race, religion, gender, age, disability, political affiliation, immigrant status or sexual orientation	1-3 day suspension, Police report/Arrest
Serious Violation of Computer Use/Internet Policy,	1-3 day suspension, Police report/Arrest

including use of Internet to threaten/harass (cyber bullying) – electronic files and databases are considered school property	Restitution
Theft of school or personal property; knowingly possessing stolen school/personal property	1-3 day suspension, Police report/Arrest Restitution
Vandalism, graffiti, damage to school property; including stink bombs	1-3 day suspension, Police report/Arrest Restitution
Alcohol – possession, use or furnishing of any alcoholic beverage	1-5 day suspension
Arson – possession or use of matches, lighters, etc.	1-5 day suspension
Sexual harassment	1-5 day suspension, Police report/Arrest
Suspended student on school grounds, activities	1 day extended suspension
Forgery, falsification of documents	1 day suspension
Continued Dress Code violation	1-3 day suspension
Disruption of school activities	1-3 day suspension
Drug paraphernalia – possession or selling	1-3 day suspension
Fireworks, firecrackers	1-3 day suspension
Possession or use of any device which launches projectiles; possession of laser pens	1-3 day suspension
Racial, religious, sexual orientation, ethnic or racial slurs	1-3 day suspension
Defiance of authority	1-5 day suspension
Fighting – MUTUAL punching, slapping, kicking	1-5 day suspension
Hazing	1-5 day suspension
Indecent exposure, lewd conduct	1-5 day suspension
Profanity, abusive language towards adults	1-5 day suspension
Smoking – including possession of tobacco products	1-5 day suspension

Level 3

The principal is required to recommend expulsion and student offenders may be arrested and a police report filed. Service to the school may be required, in addition to the consequences below.

OFFENSE	CONSEQUENCES INCLUDE
Arson – resulting in injury or property damage	5 day suspension, Police report/Arrest, Expulsion
Drugs – using, possessing, furnishing, or selling any dangerous or illegal drugs	5 day suspension, Police report/Arrest, Expulsion
Explosive Devices – including M-80s, Cherry bombs, etc. (includes lg. quantities of firecrackers)	5 day suspension, Police report/Arrest, Expulsion recommendation
Extortion/Robbery – including attempted extortion and robbery	5 day suspension, Police report/Arrest, Expulsion recommendation
Physical Assault or Battery – including threats,	5 day suspension, Police report/Arrest, Expulsion

force, hazing or violence upon any student or school employee	recommendation
Sexual Assault – committing or attempting to commit a sexual assault or battery	5 day suspension, Police report/Arrest, Expulsion recommendation
Terroristic Threats, Bomb Threats	5 day suspension, Police report/Arrest, Expulsion recommendation
Weapons – possession of any firearms, knives, wallet chains, air soft guns, BB guns, pellet guns, slingshots, or other dangerous objects, including imitation firearms and other weapons (nunchuks, chains, pepper spray, etc.)	5 day suspension, Police report/Arrest, Expulsion recommendation

Policies for Bullying, Harassment, Intimidation, Cyberbullying, Sexual Harassment, Hazing, Dating Violence, Retaliation, or Discrimination

The Village School prohibits bullying, harassment, intimidation, cyberbullying, sexual harassment, hazing, dating violence, retaliation, and discrimination against students on or immediately adjacent to school grounds, at any school-sponsored activity, including athletic activities, on school-provided transportation or at any official school bus stop. Students may also face disciplinary consequences for any off-campus behavior that would disrupt the educational process or the operation of the school.

- a) **Bullying, harassment or intimidation** means any act that substantially interferes with a student’s educational benefits, opportunities or performance; that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-sponsored transportation, or at any official school bus stop; and that has the effect of:
- Physically harming a student or endangering a student’s property;
 - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
 - Creating a hostile educational environment.
 - It may be based on, but is not limited to, the protected class status of a person.
- b) **Cyberbullying** is the use of any electronic communication device to harass, intimidate or bully.
- c) **Sexual harassment** is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment may include such actions as sex-oriented verbal kidding, teasing or jokes; subtle pressure for sexual activity; physical contact such as patting, pinching, or brushing against another’s body; or demands for sexual favors.
- d) **Hazing** means intentionally taking action or creating a situation that inflicts physical harm, psychological harm or distress on a student regardless of the consent or location of the participants. Hazing occurs when the action or situation has the purpose or effect of demeaning or humiliating a student or group of students. Hazing is typically but not exclusively committed as a form of initiation,

discipline or rite of passage for a particular club, team or activity and almost always includes new members showing subservience to existing members. In considering a hazing case, it is not a defense that the student subjected to hazing consented to or acquiesced in the hazing activity, nor that the offender was subjected to hazing at another time.

- e) **Protected class** means a group of persons distinguished or perceived to be distinguished by disability, race, color, national origin, ethnicity, sex, sexual orientation, gender identity or expression, age, religion, marital status, socioeconomic status, source of income, cultural background, familial status, physical characteristic, or linguistic characteristics of a national origin group.
- f) **Dating violence** means behavior, within a dating or intimate relationship, in which a person uses or threatens to use physical, mental or emotional abuse to control another person, or threatens sexual violence against another person.
- g) **Retaliation** means acts of reprisal, intimidation, or harassment toward a person in response to previously reported harassment.
- h) **Discrimination** means unjust, harassing or prejudicial treatment or denial of activities or services based on protected class(es).

Policies pursuant to “Every Student Belongs” – regarding Bias Incidents and Hate Symbols

The Village School statement on equity:

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag, and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The Village School prohibits the use or display of any symbols of hate on school grounds or in any school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, The Village School will use non-disciplinary remedial action whenever appropriate.

The Village School prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of school facilities pursuant to a lease or license.

The Village School will use our complaint process to address reports of or complaints of bias incidents.

Bias Incident and Hate Symbol Complaint Procedure

The Village School believes that hate symbols and bias incidents as defined above have the potential to cause material and substantial interference with schoolwork or discipline, and can disrupt the rights of other students to be secure and let alone.

Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.

Step 1: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the administrators.

Step 2: The administrators or designee shall acknowledge receipt of the complaint, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.

The administrator or designee must consider whether the behavior implicates other public charter school policies or civil rights laws, and if so, respond accordingly.

The administrator or designee will make a decision, determine responsibility where necessary within [10] days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.

Nondiscrimination

The Village School prohibits

- discrimination or harassment in educational programs, activities, or services on the basis of the person's actual or perceived protected class status, including disability, race, color, national origin, ethnicity, sex, sexual orientation, gender identity or expression, age, religion, marital status, socioeconomic status, source of income, cultural background, familial status, physical characteristics, or linguistic characteristics of a national origin group.
- any student or employee to discriminate against a student or employee, or to harass a student or employee, based on the student or employee's actual or perceived protected class status.

The Village School expects that staff, volunteers and students will provide equal treatment and access to educational programs, services and aid to students without regard to their protected status. Demonstration of appropriate behavior, treating others with civility and respect, and prohibiting harassment or bullying is expected of administrators, faculty, staff and volunteers. They shall provide positive examples for student behavior.

Bystanders: Since bystander support of harassment or bullying can perpetuate these behaviors, the Village School prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support other students who walk away from these acts when they see them, constructively attempt to stop them, and report them to the designated authority. Students are asked to be an "upstander" instead of a bystander.

Consequences: Consequences for a student who commits an act of bullying, harassment, intimidation, cyberbullying, sexual harassment, hazing, dating violence, retaliation, or discrimination shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and be consistent with the Village School student code of conduct. Remedial measures shall be designed to restore harmed relationships, correct the problem behavior, prevent another occurrence of the behavior, and protect the victim of the act.

False Accusations: All persons are prohibited from falsely accusing another. The consequences and appropriate remedial action for a person found to have falsely accused another of bullying, harassment,

intimidation, cyberbullying, sexual harassment, hazing, dating violence, retaliation, or discrimination may range from behavioral interventions up to and including suspension or expulsion. A school employee found to have falsely accused another as a means of bullying, harassment, intimidation, cyberbullying, retaliation, or discrimination shall be disciplined in accordance with Village School policies, procedures, and agreements.

Complaint Process: The principal and/or the principal's designee are responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

Process for Expulsion

An expulsion is a long-term exclusion from school attendance and requires a hearing to be held by the Board President or designee. State law provides that the expulsion of a student will not exceed one (1) calendar year. Except in cases where there is immediate danger, expulsion is a last resort to be considered only when all other controls have failed.

The Administrator may request that the Board President or designee expel a student if the student:

1. Endangers the health or safety of other students or staff. Any student who brings a weapon, facsimile or replica of a weapon (as defined in ORS 161 and 167) onto school property or to a school-sponsored activity, or possesses, conceals, or uses a weapon, facsimile or replica of a weapon on school property or at a school-sponsored activity, shall be expelled for one calendar year unless a specific exception is made by the Board President or designee.
2. Has established a pattern of behavior that disrupts school, including, but not limited to willful disobedience, open defiance of authority, or the use of profane or obscene language.
3. Has so many unexcused absences that there is no reasonable expectation of completing requirements for credit for that term.
4. Willfully destroys school property or property of other students or staff members.
5. Has seriously violated the standards for student conduct outlined in the Village School Family Handbook adopted by the Village School staff and Board of Directors.

The Board President, or designee, is the only person authorized by The Village School Board of Directors to expel a student and, in each case, the process specified below must be followed. Expulsion will be from The Village School and its activities unless otherwise specified. Expulsion from The Village School may result in expulsion from all District schools and activities unless otherwise specified.

Pending the expulsion hearing a student may be suspended for a maximum of ten (10) school days. In special circumstances a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, a risk assessment, incarceration by court action, or pending the outcome of an expulsion hearing if return of the student creates a substantial risk of disruption to the school. Procedural safeguards under Oregon law and rule under Federal Individuals with Disabilities Education Act (IDEA), PL 105-17 and its regulations must be followed before a special education student is expelled from school.

For parents of special education students the document “Parental Rights for Special Education (K-12) Notice of Procedural Safeguards” is available in the school office.

Overview of the Expulsion Process

1. The Administrator notifies the parent or guardian and the student in writing of the intent to request expulsion, citing the charges against the student.
2. The Administrator submits to the Board President or designee a written request for expulsion including a description of the charges with supporting facts and evidence.
3. The Board President or designee sets a date and place for an expulsion hearing.
4. A hearing officer designated by the Board President conducts the expulsion hearing. The Administrator presents all evidence supporting the proposed expulsion. The parent/guardian and the student have an opportunity to respond to the evidence and to present his/her version of the events. The student may choose to have counsel or representation at the hearing.
5. Where the student or the student’s parent cannot understand the spoken-English language, an interpreter will be provided by the School.
6. The hearing officer determines the facts of the case based on the evidence presented at the hearing. The hearing officer’s opinion and decision, with the recommendation for disciplinary action, goes to the Board President or designee.
7. The Board President will consider the evidence and make a decision.
8. The Board President or designee states the decision in identical form to the student and parent/guardian, their representative, and the Administrator requesting the expulsion no later than five (5) school days following the hearing.
9. The student and parent or guardian may appeal the decision to The Village School Board of Directors through a written request directed to the Board President within 72 hours after receiving the decision.

A parent may waive the right to a formal hearing by completing a form entitled “Waiver, Stipulation of Facts and Recommendations for Expulsion” if the student and parent agree to the facts and reasons the Administrator has given for proposing an expulsion and they accept, or successfully negotiate, the recommended expulsion action and the alternative education option to be provided for the duration of the expulsion. The Administrator must provide the student and his/her family with a copy of the School’s expulsion procedures, which informs them of their rights before they sign a waiver. This alternative process may not be used for a special education student.

Step-by-Step Expulsion Procedures (which we hope we never need)

I. Duties of the Administrator

When the administrator requests that a student be expelled, the administrator shall:

1. Notify the student and the parent or guardian in writing, by certified mail or by personal service (i.e., hand delivered), of the intent to request expulsion.
2. Submit to the Board president or designee a written request for expulsion, which will include:
 - a. The specific charge or charges being made against the student, and a statement of all available facts and evidence

- b. The name of the person providing evidence about the student's behavior
- c. The steps taken by the school staff to alleviate the problem at the school level
- d. If the student is a special education student, the relationship between the student's handicap and the behavior with which the student is charged. (See: Parental Rights for Special Education [K-12] Notice of Procedural Safeguards).

II. Duties of the Board President or Designee

1. Upon receipt of a request for expulsion, the Board president or designee will:
 - a. Establish a date, time and place for a hearing.
 - b. Determine who the hearings officer will be.
 - c. Notify the student and parent or guardian in writing, by certified mail, or by personal service, of the impending hearing. Where notice is given by personal service, the person serving the notice will file an affidavit. Where notice is given by certified mail to a parent or guardian of a suspended student the notice will be placed in the mail at least five days before the date of the hearing. The notice will include:
 - The specific charge or charges made against the student.
 - A copy of all facts or evidence used to support the charge or charges.
 - The name of the person or persons making the charge.
 - The date, time, and place of the hearing and a statement that the student or parent or guardian may request a change in the date, time, or place of the hearing by contacting the Board President.
 - The name of the hearing officer.
 - A statement informing the student and parent or guardian that if they fail to attend the hearing and have not requested a change in the date, time, or place, the hearing will be held without them.
 - A statement that the hearing will be held in private unless the student and parent or guardian request in writing that the hearing be public.
 - A statement that if the student or the student's parent cannot understand the spoken English language, an interpreter will be provided by the School.
 - A statement that the student or a representative of his or her choice, including legal counsel, will have the opportunity to present evidence or arguments including personal testimony, the testimony of witnesses, affidavits, or other information.
2. The Board President or designee will make a decision based on the evidence.
3. Following the hearing, the Board President or designee will state the decision in writing in identical form to the student and parent or guardian, their representative, and the Administrator requesting expulsion within five (5) school days following the close of the hearing. This written statement will include:
 - a. A statement informing the parent how to access information regarding alternative education programs that are appropriate and available to the student.
 - b. A statement that the decision will be reviewed by the Board of Directors if a written request for review is made to the Board President within 72 hour after receiving the decision, and that the student and parent or guardian and their representative have the right to attend the review.
 - c. The date, time and place of the Board review, if requested, will be no less than five (5) or more than twenty-one (21) calendar days after the close of the hearing.

- d. A statement that the review, if requested, will be held in an executive session of the Board unless the student and the parent or guardian shall request in writing at least one day prior that it be a public hearing.
- e. If no review is requested as provided, the decision of the Board President or designee will be final.

III. Duties of the Hearing Officer at the Hearing

1. The hearing officer will determine the facts of the case based on the evidence presented at the hearing by the Administrator and the response of the student and/or parent, guardian and their representative. The hearing officer will not be bound by strict rules of evidence. Evidence may include the relevant past history of the student and student records.
2. The hearing officer may recommend a conditional expulsion. Under a conditional expulsion, the student may return to school before the ending date of the expulsion if conditions specified by the hearing officer are met. When recommending conditional expulsion, the hearing officer will specify the conditions that must be met and the date the student may return to school. If the student does not comply with the conditions, the school administration may enforce the full expulsion with written notification to the parent.
3. The hearing officer's written recommendation will include findings, conclusions and specific recommendations.

IV. Rights of the Student and Parent or Guardian during the Expulsion Process

1. The student will be permitted to have a representative or counsel at the hearing to advise and present arguments.
2. The student will be afforded the right to present his/her version of the charges and to introduce evidence by testimony, writings, or other exhibits at the hearing.
3. The student and parent or guardian and their representative will have the opportunity to question the person or persons making or supporting the charges against the student at the hearing.
4. In the case of the student or parent who has serious difficulty understanding the English language or has other serious communication handicaps, the School will provide a translator or interpreter for the hearing.
5. The student and parent or guardian has the right to appeal the decision on expulsion within 72 hours by filing a written request.

V. Special Education Students

When expulsion is being considered for an identified special education student, the procedures outlined in Parental Rights for Special Education (K – age 21 years Notice of Procedural Safeguards) must be followed.

VI. Duties of the Board

If the student and parent or guardian appeals the Board president's decision, the Board will review it during an executive session, no less than five (5) nor more that twenty-one (21) calendar days after the close of the hearing. At the executive session the Board will confine its review to the record of the hearing officer or Administrator and, in particular, to the following:

1. The charges against the student and the evidence used to support or oppose the charges.
2. The decision of the hearing officer and the reason for the decision.
3. Any additional information the Board may request.

A written statement of the Board's decision will be sent by certified mail to the student and the parent or guardian, their representative, and the Administrator by the Board President or designee. This statement will be mailed within five (5) school days after the Board's decision. The decision of the Board shall be final.

Cooperation with Law Enforcement Agencies

School officials have dual responsibility. They must safeguard the rights of students, and even represent students in certain situations. They also must cooperate with law enforcement officers in the legitimate pursuit of their duties.

1. Investigations by Law Enforcement Officers

Police officers investigating a case involving an illegal act in which a student may be involved, or about which the student may have information, shall contact the building principal, or his/her designee, before any effort is made to question a student during school hours.

2. Contacting Parents

- a. **Investigations Related to Illegal Acts that Occur Off-Campus and are Not School-Related:** The principal, or his/her designee, will make a reasonable effort to contact the parent, or guardian, when an officer comes to question or arrest a student related to illegal acts that occur off-campus and that are not school related, unless there is reason to believe that such notification would unduly interfere with the investigation, or that the matter pertains to alleged child abuse. If the principal or designee is unable to reach the parent or guardian the officer should not be delayed further. However, a school official should contact the parent or guardian as soon as possible.
- b. **Investigations Related to Violations of School Policies and Rules:** The principal, or his/her designee, may involve a police officer in investigating violations of school policies and rules, including student interviews, without first contacting the parent. However, if during the investigation, a student becomes a focal suspect to an illegal act, then it is the responsibility of the principal or designee to make a reasonable effort to contact the parent or guardian before allowing an officer to proceed with an interview.

3. Questioning of Students

The police officer will observe all the procedural safeguards prescribed by law and his/her agency when questioning a student. An administrator, or designee, will always be present when a student is being questioned, unless the issue pertains to child abuse.

4. Taking a Student from School

The school administrator or designee will not let a police officer, or an official from the Services to Children and Families, take a student from a school building without a court order, an arrest, protective custody from SCF, or permission of the parent or guardian.

