

# **Summer Student Opportunity for Achievement and Knowledge**



## **PARENT INFORMATION BOOK**

Mountain Views Supervisory Union

Woodstock Union Middle/High School

70 Amsden Way

Woodstock, Vermont 05091

<http://mtnviews.org/summer-soak>

(802)332-6689

## Program Description

**Mission: To enhance student achievement through additional enriched learning time and opportunities for all students.**

Guiding Principles for program design:

- Opportunities must include research based academics, service learning and enrichment.
- Accessible to varied learning styles.
- There are no obstacles to participation for students and families.
- Engages with and builds upon community resources.
- Aligned to the school-year curriculum.
- Provides professional development opportunities for participating teachers.

Objectives for the program:

- 15% of the total MVSU student population will participate in some portion of the program.
- At least 25% of participating children will participate in some sort of intervention to help prevent summer learning loss
- The other roughly 75% of participating children will engage with some sort of academics through read alouds, discussions, and other low floor/high ceiling activities with their peers and instructor

Administrators across the district have recognized the need for additional learning time for all students to provide opportunities for enrichment, improve achievement and to sustain student skills. Offering a summer program will address concerns of academic losses over the summer, provide opportunities for further academic growth, and ensure that students who did not meet academic goals during the school year can have extended opportunities to achieve those goals. The five elementary schools and the middle and high school will offer a four-week full-day summer program running Tuesday through Friday starting July 5th and ending on July 28th. The program will offer academic, service learning and enrichment activities at the middle/high school campus. Transportation and meals will be provided. The program will be funded through a Medicaid grant, parent registration fees and other grant sources.

A broad continuum of offerings will be provided. Educators will be asked to complete program proposals which include the three anchors of every activity; academics, service learning and enrichment. The scope of proposals will focus on improved academic skills through choices like robotics, music, theater and enrichment activities. Some will be more elementary school focused while others may attend to the needs of high school students. Partnerships with other local organizations such as Marsh Billings Rockefeller National Park and the Woodstock Recreation Center are encouraged to be included in the proposals.

A focus on expanded learning through innovative instruction that accelerates learning and opportunities for enrichment are key goals. Outdoor and adventure based activities that engage the mind and body will be included in student choices. High school students will be enlisted as mentors to elementary school students providing opportunities to

develop leadership skills and community service credits. Off campus learning may be embedded in the program.

Providing a broad range of rigorous and enriching offerings will increase the attendance of students from across the district. The instructional methods and experiences of this summer program should feel different from school year classes. Bus transportation from each of the sending towns and providing a full-day program will increase students' ability to access this program. The cost to individual students will be a registration fee to ensure a commitment by families to attend the program as well as the cost of breakfast and lunch if desired.

Research has shown that a strong summer program can reverse summer learning loss, achieve learning gains, and give underperforming students the chance to master material not learned during the school year. By providing this four-week program, administrators hope to achieve the goal of improving students' academic achievement while providing a variety of enriching opportunities.

## **Guidance Description**

### **Student Code of Conduct**

Summer SOAK is committed to the idea that kids do well if they can. We believe that each student should have an enjoyable experience at the program, and the misbehavior of one student, or a group of students, should not be allowed to take away from the teaching and learning and negatively impact the experience of others. Parents and students should be aware of the following disciplinary policy:

**First Offense:** Students failing to adhere to program rules or students that exhibit behavior clearly intended to offend or endanger other students will be privately warned by an instructor and informed that subsequent misbehavior will result in meeting with the Program Director.

**Second Offense:** Subsequent misconduct will result in collaboration with the Program Director and a warning that further misconduct may result in removal from the program. At this point, the Program Director will contact the parent or guardian to advise them of the situation and the possible need for picking the child up from the program if there is further misconduct.

**Third Offense:** Any further inappropriate behavior may result in suspension or expulsion from the program.

**NOTE: EVERY EFFORT IS MADE TO SEE THAT EACH CHILD IS SUCCESSFUL IN THE PROGRAM. ANY STEPS OUTLINED ABOVE MAY BE SKIPPED OR REPEATED AT THE DISCRETION OF PROGRAM STAFF. STUDENTS DISMISSED FROM THE PROGRAM FOR DISCIPLINARY REASONS WILL NOT RECEIVE A REFUND OF ANY FEES PAID TO ATTEND THE PROGRAM.**

It should be understood this procedure is intended to provide a reasonable and consistent method for dealing with the type of behavior that can be disruptive to a program, but is not so harsh as to warrant immediate dismissal from the program. It in no way precludes immediate dismissal from the program for more serious disciplinary problems or violations of campus or program regulations. A serious disciplinary problem is defined as one in which the program staff determines the student, other students, or program staff members' safety is in jeopardy; inflicting physical or emotional harm on self or others, vandalism or destruction of MVSU property; theft of MVSU property or the property of another student; consistently disrupting the program; possession of alcohol, drugs, or weapons; fighting; sexual harassment; or behavior that is serious enough to warrant immediate dismissal.

Parents are encouraged to contact the Director of Summer SOAK at (802)332-6689 or the Director of Instructional Support Services at (802)457-1213 ext. 1081 in the event that they have concerns regarding their child's welfare at the Summer SOAK program.

### **Policies for Behavior**

Approach: The Responsive Classroom approach is used to promote social, emotional, and academic growth through a strong, safe community. Consistency in climate and expectations between sessions and the program at large is vital. Children learn at their best when adults work together to achieve this consistency. Principles that guide our approach include:

- How children are taught is as important as what they are taught. Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a well developed set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- We must know our children individually, culturally, and developmentally.
- We must work with families as partners.
- Adults in the program must work together effectively in a trusting and respectful environment.

Summer SOAK has comprehensive classroom and program systems for teaching positive behaviors (and preventing behavior problems):

- Morning Meeting: Gathering as a whole program to greet one another, share news and announcements, and an activity.
- Classroom rule creation: Students learn to create meaningful rules that allow all class members to articulate and meet their learning goals.
- Interactive modeling: A strategy for teaching positive behaviors that includes describing the behavior, modeling the behavior, having students tell what they notice, having students model the behavior, student practice, and feedback.
- Positive instructor language: Instructors use words and voice tone that are reinforcing, reminding, and redirecting as appropriate.
- Logical consequences: Misbehavior is responded to in a way that allows children to fix and learn from their mistakes while preserving their dignity while also maintaining firm limits. The consequences depend on the situation and the individual child.
- Classroom Take-A-Break: Children follow an established routine to take a break in the classroom as needed to prevent a behavior problem or catch it in the early stages. This is a non-punitive response so children may regain self-control and re-enter the learning environment.

### **Tier I- Redirections:**

Non-punitive: the child is in control.

- Non-verbal communication (must be explicitly modeled and practiced by everyone).
  - Eye contact
  - Proximity
  - Gentle touch to desk or shoulder
  - Verbal redirection to class / school expectations for maximizing teaching and learning time.
    - Verbal redirection to task.
- Take a break "in" (TABin).
  - Each teaching and learning space should have a desk or designated location in which a child that chooses to TABin or is told to TABin reports.
  - 1-3 minutes.
  - All students and staff must practice TABin.
  - Deregulation strategies: breathing techniques, etc.
  - Blank paper for child (or adult) to write a note / non verbal communication about the challenge before them to be shared with the teacher.
    - Teacher checks in on this student within those 1-3 minutes to guide them.

**Tier II- Take a break "out" (TABout).** (Must be explicitly modeled and practiced by everyone).

Non-punitive: the child is in control.

- Desk or designated location in the partner classroom which a child that is told to TABout reports.

- 4-10 minutes.
- Deregulation strategies: breathing techniques, positive self talk techniques, etc.
- A folder containing a scaffolded communication / reflection form.
  - Example: "I feel \_\_\_\_\_ (circle picture or color if zones of regulation) because \_\_\_\_\_ (circle picture or write narrative). Next time I will \_\_\_\_\_. I plan to fix this with my classmates and or teacher by \_\_\_\_\_"...
  - Partner room teacher checks in on this student within those 4-10 minutes to guide them.
  - If regulated, send them back to class (**Tier I**).
  - If not regulated, call the office for program director(**Tier III**).
- Classroom teacher creates time to debrief with the student and or mend relationships and reset expectations.

### **Tier III- The "Brave Space"**

The "Brave Space" is a private space within SOAK which is used for individual regulation and processing. Also to be used as a space for someone to wait until the teacher or program director responds.

The above strategies are used by instructors with all children. (*Children with identified needs and corresponding plans will have their plans implemented as agreed to by the team. The purpose of individual plans is to help the child meet the expectations knowing they may need additional or different support than other children*) At the times when students do not respond positively to these strategies the following strategies may be used:

- Additional small group or 1:1 modeling.
- Meeting with the child and parents to identify strategies.
- Problem solving conference with the Summer SOAK Director.

When a child is disruptive to the learning of other children the instructor may immediately:

- Intervene with redirecting language, and/or
- Have the child Take-A-Break in the classroom
- If the child is disruptive after a break, the instructor will call the office for assistance. The child will then go to the office for a private take-a-break.
- As soon as the child is calm and the instructor and the Summer SOAK Director are available a conference will be held to understand what happened and agree on the appropriate next steps which will include contact to the parents and may include additional logical consequences and /or the development of a plan.

When a child is physically rough or aggressive or verbally abusive with another child the instructor will immediately:

- Intervene with redirecting language and immediate logical consequences.
- The instructor may do the above and follow-up with a conference with the Director (see below).
- The instructor may contact the office and have the child escorted to the office.

**Important:** When a child has demonstrated hurtful, rude, or aggressive verbal or physical behavior it is essential that the student, the person observing the behavior, the instructor and, when appropriate the Director meet in a private setting to:

- Recap what occurred,
- Identify the rule violated and the real and/or potential impact of the behavior,
- Agree on a course of action that may be minimal to comprehensive
- Notification of parents will always be included (by the classroom teacher or program director if appropriate).

**Lunch Break:** Lunch break is a great place for children to develop self-control because it requires that children are able to demonstrate self-control. This is difficult for children at times for a variety of reasons (being tagged or “out” in a game, waiting their turn, anxiety regarding an activity, “annoying” behavior by another child, etc.).

Outside Rules:

- Follow the instructions of the adults on duty.
- Be safe.
- Be kind to others.
- Take care of materials, toys and equipment.
- Include others in conversations, games and play.
- Make your best effort.

Rules will be reviewed with the students at the start of the summer program.

Instructors will use reinforcing language during and at the end of break and lunch to help children master positive behaviors. Teachers will use reminding language prior to break or lunch if they anticipate the children need this cuing. They will also use reminding language if they observe behavior that is escalating. Instructors will use redirecting language when a child has misbehaved. A Take-A-Break spot will be established on the playground and in the cafeteria in view of the teacher on duty.

***Break and lunch need to be a safe place for all children.*** Therefore, at Summer SOAK we will not allow children to be verbally rude (including exclusion) or physically aggressive with other children. The child will be directed to stop the behavior and directed to Take-A-Break out-of-doors or in the cafeteria (the child may go to the office if warranted).

The supervising adults will immediately let the office know that a conference is needed with the student, the person observing the behavior, the instructor or director as soon as possible to:

- Recap what occurred,
- Identify the rule violated and the real and/or potential impact of the behavior,
- Agree on a course of action that may be minimal to comprehensive,
- Notification of parents will always be included.

To ensure a consistent response all adults will use the above rules and procedures.

## Minor & Major Behaviors that Interfere with Teaching & Learning Time

MINOR BEHAVIORS:	MAJOR BEHAVIORS:
<p><b>Inappropriate Language</b>-Student engages in low-intensity instances of inappropriate language (ex: general swearing not directed at someone else.)</p> <p><b>Physical Contact</b>-Student engages in non-serious, but inappropriate physical contact.(ex: pencil poke, kick under the table, or horseplay such as chest bumps or recess games that escalate to inappropriate contact.)</p> <p><b>Defiance</b>-Student engages in brief or low-intensity failure to follow directions or talks back. (ex: refusing or arguing once when asked to follow a class direction.)</p> <p><b>Disruption</b>-Student engages in low-intensity, but inappropriate disruption. (ex: repeated calling out in class.)</p> <p><b>Property Misuse</b>-Student engages in low-intensity misuse of property (ex: throwing paper, roofing a ball at recess, playing with toys during class, touching another student's property, writing on a desk with a pencil.)</p> <p><b>Electronic/Tech Violation</b>-Student engages in non-serious, but inappropriate (as defined by school) use of school-issued technology (ex: off-task but inoffensive searches.)</p> <p><b>Other</b>-Student engages in any other minor problem behaviors that do not fall within the above categories.</p>	<p><b>Abusive Language</b>-Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</p> <p><b>Fighting/Physical Aggression</b>- Student engages in actions involving serious physical contact where injury may occur. (ex: breaks skin, hitting, scratching, punching, hitting with an object, throwing an object at someone.)</p> <p><b>Defiance</b>-Student engages in sustained refusal to follow directions or talks back (ex: walking out of class, refusal to complete work for an extended period of time.)</p> <p><b>Disrespect</b>-Student delivers socially rude or dismissive messages to adults or students. (ex: walking away from an adult who is speaking to him/her, slamming a door, throwing a chair.)</p> <p><b>Harassment</b>-The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.</p> <p><b>Property Damage/Vandalism</b>-Student participates in an activity that results in destruction or disfigurement of property. (Ex: Use of scissors or permanent marker on a desk or wall.)</p> <p><b>Bullying</b>- Actions or words, including those conducted electronically, directed against a student by another student or group of students and which is repeated over time and is intended to ridicule, humiliate, or intimidate the student.</p> <p><b>Inappropriate Display of Affection</b>- Student engages in inappropriate verbal and/or physical gestures/contact of an affectionate or sexual nature to another student/adult.</p> <p><b>Cheating</b>- Student uses dishonest means of completing his/her school work or assisting another student with his/her work, including plagiarism and online translators. The student has signed a person's name without that person's permission, or claims someone else's work as their own.</p> <p><b>Stealing</b>-Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.</p> <p><b>Electronic/Tech Violation</b>- Student engages in inappropriate (as defined by school) use of cell phone, camera, computer or other electronic device. (ex: phone goes off or is out on campus, harmful internet browsing, cyberbullying.)</p> <p><b>Other</b>-Student engages in any other major problem behaviors that do not fall within the above categories.</p>



## Addressing Behaviors that Interfere with Teaching & Learning Time

**Observe Problem Behavior:**

- **Determine if behavior is Minor or Major (see Major/Minor chart above for definitions)**
- **Minor Behavior**
  - Redirect/Remind student of expectations
  - Process the behavior for understanding
  - Problem solve and make a plan with the student (ex: take a break, apologize, reflection paper, loose material, contact parent)
  - If behavior continues, use a buddy classroom, TABout.
  - If behavior continues after two TABout's in one day, contact the school counselor or program director for support. Teacher contacts the parents.
- **Major Behavior**

<p><b>URGENT MAJORS: Majors that significantly violate the rights of others or puts others at risk of harm</b></p>	<p><b>NON-URGENT MAJORS: Chronic minors that become majors or majors that can be addressed in the classroom or non-urgently</b></p>
<p><b>Examples:</b> Defiance (student is leaving the classroom and running away from adults), student is persistently dysregulated, extreme abusive language; dangerous, sustained or unpredictable physical aggression; threatening harm to self or others</p>	<p><b>Examples:</b> Defiance (student is refusing to work and putting head down), cheating, technology misuse, stealing, student is under the desk, chronic calling out, abusive language such as name-calling</p>
<ul style="list-style-type: none"> <li>● Call the office of the program director. <u>Teacher completes online student support form.</u> The program director will respond to the location.</li> <li>● program director determines when a hold/escort/clear the room/clear the halls/use of a calm down space is necessary.</li> <li>● program director/SEL makes a plan with the student and teacher.</li> <li>● program director determines the consequences. (Loss of access to materials, apology plan, restorative circle, referral to counselor, meeting with parents)</li> <li>● Reporting teacher follows up with the team on a communication plan to parents and any impacted victims.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher determines a logical consequence such as take a break, use a buddy classroom, create a restorative/apology plan, removal from future activity, loss of access to materials, support from school counselor/SEL specialist, conversation with team member</li> <li>● Teacher completes online referral form</li> <li>● Teacher contact parents</li> </ul>

# Written Policies and Procedures for Parents and Children

## DAILY SCHEDULE

<b>8:30-8:45</b>	Student Arrival
<b>8:45-9:00</b>	Auditorium Course Dismissal
<b>9:00-11:30</b>	Courses
<b>11:30-12:30</b>	Lunch/Recess
<b>12:30-12:45</b>	Auditorium Sneak Peeks Dismissal
<b>12:45-1:15</b>	Academic Time
<b>1:15-3:15</b>	Sneak Peeks
<b>3:15-3:30</b>	Auditorium End of Day Dismissal
<b>3:30-3:45</b>	Student Dismissal

## EARLY DISMISSAL

If you plan to pick up your child(ren) early or drop off late, please email [summersoak@mtnviews.org](mailto:summersoak@mtnviews.org) to notify us of the plan. Students must be signed out in the office which is the lobby of the auditorium when being picked up early. Similarly, if students return during the day after an appointment, the student must be signed back in before returning to class. No student will be placed into the charge of anyone not approved by the parent(s) and or legal guardian. It is helpful to let the Summer SOAK Administrative Assistant know that you will pick them up early so that they will be available when you arrive. The procedure is done for the protection of the students so the program knows the whereabouts of all students from 8:30 a.m. until 3:30 p.m.

## ATTENDANCE POLICY

Attendance will be taken daily. Regular, prompt attendance is essential for students to receive maximum benefit from the program. Important information is shared at the start of each day so that students are informed of any changes of schedule or routine. If your child is unable to attend for any reason, please call the administrative assistant at Summer SOAK at (802)332-6689.

## Schedule of Fees and Payment

The 2023 cost for Summer SOAK is \$150 a week with entire day sessions. There will also be a limited number of scholarships available, reach out to your building principal for more details.

## **Personal Electronic Device Practices at Summer SOAK**

Summer SOAK attempts to be a technology free campus with the exception of TV's/projectors for teaching and learning on campus.

All personal electronic devices which include but are not limited to cell phones, smartphones, smartwatches, kindles, ipad, laptops, laser pointers, etc. are to be:

1. Turned off and
2. Stored in a backpack from 8:30-3:30 daily

Summer SOAK is not responsible for broken, lost or stolen personal electronic devices.

The SOAK director has full discretion in allowing a student to access a personal electronic device at SOAK between 8:30-3:30 daily.

If you need to contact your child please call the SOAK front office: 802-332-6689

If your child needs to contact you during school hours this will be at the discretion of the instructor, nurse, the director or designee.

Violation of the above expectations will result in the following:

### *1st Violation:*

Written documentation of minor offenses. Students must pick up the personal electronic device from the front office at the end of the SOAK day.

### *2nd Violation:*

Written documentation of repeated minor offenses. Parents/guardians must pick up the personal electronic device from the front lobby at the end of the SOAK day.

### *3rd Violation:*

Written documentation of major offenses. Parents/guardians must pick up the personal electronic device from the front office at the end of the SOAK day. For 10 school days the device must be dropped off at the front office and picked up from the front office at the end of the SOAK day.

### *4th Violation:*

Written documentation of repeated major offenses. Parents/guardians must pick up the personal electronic device from the front office at the end of the SOAK day. For the remainder of the program the device must be dropped off at the front office, and picked up from the front office at the end of the SOAK day.

## **Personal Electronics Rules**

Summer SOAK provides all students with access to the program's telephone. *Students may use the courtesy phone in the lobby or on rare occasions from the classroom to make calls with permission from a staff member.* Parents and students may choose, at their own risk, to bring personal electronic devices to school for use off campus before or after the school day. This may include but is not limited to cell phones, smartwatches, smartphones, tablets, readers, iPods, personal listening/gaming devices, and other Internet and cellular accessible devices.

These devices are to be turned off and stored in the student's backpack when the student is on campus. These devices are not to be used during the SOAK day for any purpose, without permission from the director. Students may use these devices on campus before 8:30 am or after 3:30 pm.