

MILTON ACADEMY

# LOWER SCHOOL

PARENT HANDBOOK





MILTON ACADEMY LOWER SCHOOL  
PARENT HANDBOOK 2016-2017



# ABOUT THE LOWER SCHOOL

## MILTON ACADEMY MISSION

Milton Academy cultivates in its students a passion for learning and a respect for others. Embracing diversity and the pursuit of excellence, we create a community in which individuals develop competence, confidence and character. Our active learning environment, in and out of the classroom, develops creative and critical thinkers, unafraid to express their ideas, prepared to seek meaningful lifetime success and to live by our motto, "Dare to be true."

## OUR MISSION IN ACTION: PROVIDING MIRRORS AND WINDOWS

At Milton, we celebrate our differences as well as our similarities. The idea that each individual brings a unique and valuable dimension to our shared experience drives the relationships in our community.

To us, growing and learning among individuals who share widely divergent life stories, and appreciating their respective cultures, is an invaluable aspect of a true education.

Nurturing a respectful and inclusive School culture means paying close attention to individual experiences, our curriculum, admission work, and our daily lives at School. We partner with families to help children broaden their view of themselves and others by ensuring that they encounter mirrors of their own background and experience, as well as windows of difference.

We teach, practice, and appreciate open-mindedness and awareness, explicitly developing respect for many aspects of diversity, including, without limitation, race or ethnicity, socioeconomic situations, religion, gender, national origin, family composition, sexual orientation, gender identity, physical or psychological difference, and political affiliation. We encourage our students to be active citizens, questioning and countering various forms of prejudice. We help students to experience, understand and support the notion that "Everyone is one of us."

# A LETTER FROM PRINCIPAL RACHEAL ADRIKO



Dear Lower School parents,

We are excited to share this Lower School Handbook with you. It should serve as both a reference and a guide. As a reference, it should answer questions as they arise. As a guide, it outlines the School's expectations, and the names and contact information of people who can help you.

As students move through our Lower School, they engage in a vigorous, rich and interdisciplinary program that in purposeful ways develops their academic, creative and interpersonal skills.

Teachers and administrators committed to the elementary years proudly teach the whole child in developmentally appropriate ways. Within Milton's K-12 community, Lower School students and faculty benefit from experiences and ties with students of all ages. Our community is close-knit and respectful; all students are known well by peers and adults alike. Within this supportive network, students are encouraged to take risks, solve problems, and collaborate, learning what it means to "Dare to be true."

Please read the Handbook carefully, and revisit it throughout the year to become familiar with the Lower School.

Sincerely,

Racheal Adriko  
*Lower School Principal*

# LOWER SCHOOL PHILOSOPHY AND VALUES

Milton Academy Lower School believes that children and adults learn best in a nurturing environment that is safe, joyful, and intellectually challenging.

Developmental and academic considerations shape decisions about curriculum, organization, and day-to-day life through the School. Students and teachers engage in a wide spectrum of activities that balance individual and cooperative learning. Students are encouraged to take risks, to learn from their mistakes, and to understand and enjoy the process of learning. Acceptance and celebration of differences are integral parts of the Milton Academy experience. Above all, the community values respect and kindness to others.

We believe:

- Mastering something worthwhile takes effort and perseverance, and mistakes and setbacks are part of the learning process. The process of learning and thinking is as important as any visible end product.
- Creativity is essential to success in most endeavors, and its development requires practice. Intuitive as well as analytical thinking, and the making of original, personal statements, all have an important place in our curriculum.
- Not all accomplishment is measurable, and achievement should be assessed not by external rewards but by the degree to which children experience growth.
- There may be times when the developmental needs of boys and girls differ, and it is a school's responsibility to pay attention to those needs.
- At the core of the intellectual experience is the relationship with mentors, teachers, and peers; being caring and cared for are important essentials.
- Developing trust is the key to trying new things and taking safe risks.
- A culture of collective contribution and respect for each other's efforts, is a foundation to lifelong learning.
- Children should develop the confidence to trust and stand up for their feelings and beliefs, which takes courage, especially when those beliefs feel unpopular among peers.
- Winning and losing gracefully are equally important.
- Responsibility for one's work is a lifelong ethic; we must learn to make choices about how we allocate our time and accept the consequences of those choices.
- Sometimes opinions are delivered as facts and interpretations are shared as observations; learning to differentiate between fact and opinion is a developmental task that requires clear guidance from trusted adults and practice over time.
- We are partners in supporting the growth and development of your child.



## WHAT IS SPECIAL ABOUT THE K-12 EXPERIENCE?

A school the size and scope of Milton Academy offers students unparalleled access to facilities, resources, and learning opportunities including:

- Collaboration with Middle and Upper School students and faculty in community service, homework, reading buddies, and assemblies.
- Facilities including a skating rink, tennis courts, an outdoor pool, athletic fields, three libraries, and squash courts.
- After school music lessons.
- Nesto Art Gallery, with exhibits of acclaimed and accomplished artists, throughout the year.
- Upper School students participate in over a dozen musical groups, publish many student-run publications, and present ten major theater productions each year. Lower School families may attend many of the performances and parents are welcome to subscribe to any publications.
- With 15 interscholastic teams for boys and girls (30 total), there are always great sports for our younger students to attend.

**K-12**  
@MILTON

## WHAT MAKES MILTON'S K-5 EXPERIENCE SPECIAL?

Milton Academy's Lower School is unique among independent elementary schools in the Boston area.

- Our K-5 program is small, but being part of a larger K-12 school affords students breadth, depth, resources, facilities, and connections rarely available in an elementary school. Lower School students have learning spaces of their own in which to build community, develop friendships, learn leadership, and celebrate accomplishments.
- Milton Academy admits students from diverse backgrounds, who will make a significant impact on the world and each other. Our curious, vivacious, capable students enjoy and learn from their peers.
- As a K-12 school, we have the benefit of time. The majority of students admitted in Kindergarten graduate from Milton Academy. Our curriculum is geared appropriately to students at each developmental stage. This gift of time allows children's learning to unfold naturally, deepening and evolving over time.
- Class sizes at Milton, from Kindergarten to Class I, are small, allowing for relationships among students and between students and teachers. Faculty members know each child well and develop relationships that seed students' confidence and courage.
- In the Lower School, every grade is assigned a class book to read over the summer. This summer reading book is the launching pad for the first curricular unit of September. Summer reading puts teachers in the role of curriculum developers, keeping curriculum fresh, and giving students common ground each fall.
- A rich, interdisciplinary curriculum combines learning in language arts, math, world cultures, and science with visual and performing arts, music, technology, library, Spanish, physical education, affective education, and woodworking.
- Children's lives are busier than they have ever been. At Milton, we are purposeful about respecting the needs of childhood and helping families strike a healthy balance between school life and home life.
- Our teaching and learning stem from research-based practice. On-site residency practitioners support curriculum integration and innovation.
- Detailed comments, rather than grades, describe students' intellectual and personal growth.
- Students gain experience in public speaking, responsibility, leadership, and service, which promotes intellectual and emotional growth.
- Students have the opportunity to grow and learn among individuals with widely divergent life stories, and to appreciate their respective cultures and backgrounds.
- The community gathers for a robust assembly program that capitalizes on children's interests and introduces them to new ideas and people, from Milton and beyond.
- Classes take advantage of Greater Boston's resources, nearby learning and cultural centers, and local history and geography, to deepen students' learning.

**K-5**  
@MILTON

## GETTING INVOLVED IN THE LIFE OF THE SCHOOL

### PARENTS' ASSOCIATION

The Milton Academy Lower School Parents' Association is a volunteer organization that includes parents of Lower School students. The Parents' Association provides a forum where parents can achieve a greater understanding of the School; raise issues of concern with School representatives; support the School's educational goals, faculty, and activities; and enhance the spirit of the Milton Academy community.

#### EXECUTIVE BOARD 2016-2017

Chair Shadi Farokhzad, P'23, '25  
Secretary Charlie Cain, P'29, '25  
Treasurer Deborah Scudiere, P'26



### HOW PARENTS CAN COMMUNICATE WITH THE SCHOOL

Milton Academy Switchboard	617-898-1798
Todd Bland, Head of School	617-898-2200
Racheal Adriko, Lower School Principal	617-898-2338
Mallorie Reinecke, Administrative Assistant, Greenleaf Hall	617-898-2551
Cassandra Basile, Administrative Assistant, Junior Building	617-898-2516
Junior Building Fax Number	617-898-1707
Greenleaf Hall Fax Number	617-898-1708
Gary Schrager, Dean - Operations & Management	617-898-2353 or 2551
Marlena Alex, Dean - Communications Parent Liaison	617-898-2520
Bridget Sitkoff, Technology Specialist	617-898-2148
Sarah Spinello, Lower School Counselor	617-898-2931
Nancy Stawarky, K-3 Learning and Reading Specialist	617-898-2514
Liz West, Grades 4-8 Learning Specialist	617-898-2298
Meg Burke, K-8 Director of Admission	617-898-2509
Robert Lightbody, K-8 Director of Multiculturalism and Community Development	617-898-2552
After School Program	617-898-2513
Health Services	617-898-2450/51/56
Nurse's Beeper Number	617-473-1431
Campus Safety	617-898-2911

## PARENT/FAMILY ORIENTATION

At the start of the academic year, parents and caregivers are invited to join us for a half-day orientation during which we will outline policies and procedures, provide a general discussion of each grade's course of study, and offer an opportunity to meet and talk with faculty. This program gives parents an understanding of the curriculum, goals, and expectations for the year, and also allows the opportunity to make or renew acquaintances with other parents. Orientation will be held on Tuesday, September 6.

## CLASSROOM VISITS

Parents of children in Kindergarten–Grade 2 are invited to visit classrooms for a portion of a morning. Classroom visits begin in early November and end in mid-April. This timing allows us to set up class routines in the fall and bring closure at the end of the year. Sign-up opportunities are provided by the individual classroom teachers. Parent visits provide a clear message about how much we value our partnership. Our goals for these visits are to:

- give you a context and vocabulary for what your children are experiencing when they talk with you about School.
- allow you to see how your child functions in the classroom.
- show you what it means to have a progressive classroom setting and curriculum.
- demonstrate teaching and learning.
- communicate, through your direct experience, the role that good teachers play in the growth and development of children.

## COMMUNITY NIGHT

We gather as a Lower School—students, faculty, staff, and families—for this social event sponsored by our Parents Association.

## ASSEMBLIES

### Community Meetings

Each building has a weekly community meeting. Faculty members plan and run the Junior Building meetings. Fifth-grade students plan and run the Greenleaf Hall meetings. Community meetings are low-key events limited to students and faculty. Parents attend only when they are visiting for the morning as a scheduled “student for the day.”

### Friday Assemblies

Lower School assemblies are often scheduled for Friday mornings at 8:30 a.m. Assembly activities may include a sing-a-long, a skit, readings, student reports on classroom projects, performances by visiting artists, or presentations by specialists in a given field. Parents are always welcome and should check the online calendar for location or time changes.

### Recording of Assemblies

We ask you to enjoy assemblies and productions without the encumbrance of a video recorder. Videotaping puts undue pressure on productions to rise from work-in-progress to polished product. We recognize there are occasionally good reasons to preserve something, to share with other parents or relatives, or to capture milestones. Please be as unobtrusive as possible. The School makes arrangements for high-quality taping of select major events. We will notify parents when the School holds a duplicable recording of a production. A small charge may be required to cover the cost of an outside professional or duplication services.

## SPECIAL ASSEMBLIES

### Halloween Walk

Students and faculty wear their costumes and parade through campus.

### Thanksgiving Assembly

This gathering celebrates our community and offers thanks for all the good fortune we experience during the year.

## MLK Assembly

Each January, we celebrate the life of Dr. Martin Luther King, Jr. by bringing to life his words and his dream.

## Gratitude Assembly

This assembly is an opportunity to get to know and to say “thank you” to all the people across campus who support our Lower School.

## Parent/Child Night

During this evening in mid-May, children, with the guidance of their teachers, share their work and culminating projects, as well as demonstrate their knowledge. Parent/Child Night will be held on Thursday, May 11, 2017.

## GRANDFRIENDS AND FRIENDS DAY

In the spring, the Lower School welcomes grandfriends and friends to campus to spend a special morning with our students. Visitors join classes and attend a special assembly. This year's Grandfriends and Friends Day will be Friday, May 12, 2017.

## CULTURE FEST

The cultural richness of our community is something we celebrate. This year we will gather to share the nationalities, cultures, foods, and traditions among us.

## SEE YOU IN SEPTEMBER PICNIC

Sponsored by our Lower School Parents' Association, this large indoor picnic and carnival celebrates the end of the school year. The See You in September Picnic will be held on Sunday, June 4, 2017.

## GRADE 5 RECOGNITION CEREMONY

We formally recognize the accomplishments and contributions of our Grade 5 students as we mark the end of their Lower School journey. The Grade 5 Recognition Ceremony will be held on Monday, June 5, 2017.

# PLAY • LEARN • GROW

Milton's Lower School students enjoy the best of both worlds: They learn and grow in developmentally appropriate groups. They spend their time in comfortable and manageable spaces. At the same time, our boys and girls enjoy the resources of the larger K-12 school.

## WHAT DOES MY CHILD DO EVERY DAY?

Children at Milton are curious, vivacious and capable. They care about, enjoy, and learn from their peers. Class sizes are small, so adults get to know every student well, developing relationships that seed students' confidence and courage. Skilled, caring faculty members create an environment that encourages children to take safe risks—experiencing public speaking, responsibility, leadership and service, which promote intellectual and emotional growth. On the following pages, explore a day in the lives of our students.



# KINDERGARTEN



WHAT DOES MY CHILD DO EVERY DAY?



## JOBS, CHOICES MEETING

Independent responsibilities, home to school transitions



## K-5 BUDDIES

Developing a relationship with older peers, expanding our community



## MATH

Number sense, counting strategies, numeracy, communication



## ART

Individual creative expression using a variety of materials and art techniques



## WRITING WORKSHOP

Journals, recording information, and writing stories



## SNACK / RECESS / LUNCH

Cooperation, conflict resolution, enter/exit play, perspective taking, developing friendships, eating healthy food to sustain energy



## MUSIC

Movement, melody, vocal skills, rhythm, pitch, body percussion



## SCIENCE

Rotting pumpkins, bread baking and baking chemistry, penguins, spiders



## SPANISH

Songs, music, dance, listening, speaking



## STORY CENTERS

Thematic work, phonemic awareness, science/independent play



## LIBRARY

Reading readiness support, book browsing



## PHYSICAL EDUCATION

Body awareness, motor skills, throwing, catching, skipping, running



## READ ALOUD / HOME READING

Appreciation, love for reading, chapter books, retention of information



## WOODWORKING

Introduction to tools, wood, measurement and technique, inception and creation of ideas



## LANGUAGE ARTS

Sound/symbol correspondence, phonemic awareness, concepts about print, listening skills/interpretation of read aloud/ interactive visuals



## STORY TIME / HISTORY

Thematic stories and character settings

# FIRST GRADE



WHAT DOES MY CHILD DO EVERY DAY?



## MEETING

Building community, checking in, agenda for the day



## LANGUAGE ARTS

Reading comprehension, reading as a way to gain information, phonics, differentiated strategies, author studies



## ACTIVITIES

Thematic organizing, making good choices, balancing required work and choices



## MATH

Numeracy development, learning to solve problems in context, word problems, reflection, and communication



## WRITERS WORKSHOP

Finding a voice, becoming authentic authors



## RECESS / SNACK/ LUNCH

Gross motor skills, imagination, fantasy, negotiation, cooperation, and child structured play, multi-grade mingling, eating healthy food to sustain energy



## MUSIC

Instruments of the orchestra, rhythmic patterns, movement, basic note reading, identify mood and tempo



## SCIENCE

Animals, habitats, weather, ourselves, experimenting, collecting data



## PHYSICAL EDUCATION

Enhancing gross motor and developing sport-specific skills, sportsmanship, teamwork, cooperation, introduction to sports concepts/rules



## ART

Support thematic studies (occupations, desert/swamp), poetry and art connection, artist study unit



## WOODWORKING

Introduction to simple power tools and practice of hand tools; stress on safety, measurements and technique; generating and bringing to life ideas



## SPANISH

Developing listening and speaking skills, songs, stories, music



## LIBRARY

Exposure to world literature

# SECOND GRADE

WHAT DOES MY CHILD DO EVERY DAY?



## MEETING

Routines, meditation, and settling into the day



## TECHNOLOGY / COMPUTER SCIENCE

Keyboarding, digital literacy, digital design and engineering, introductory coding



## MATH

Addition, subtraction, fractions, problem solving, reflection, and communication



## SPANISH

Building vocabulary, developing listening and speaking skills, cross-cultural partnership with the El Pilar School in Spain



## WOODWORKING

Introduction to simple power tools and practice of hand tools; stress on safety, measurement and technique; engineering concepts and simple machines; bringing to life individual ideas



## ART

Inventions, creative problem-solving skills, Asian arts and crafts



## LIBRARY

Supporting thematic studies, beginning library skills



## MUSIC

Singing, pitch, rhythm and syncopation, note-reading, ear training, beginning recorder playing



## SCIENCE

Inventions, engineering, earthquakes, and tsunamis



## PHYSICAL EDUCATION

Increase knowledge of sport-specific concepts/rules, participate in games, build teamwork, work on communication skills



## CENTRAL THEME

Activities and independent exploration around a central theme—invention, family, Asia, etc.



## SNACK / RECESS / LUNCH

Gross motor skills, imagination, fantasy, negotiation, cooperation, and child structured play, multi-grade mingling, eating healthy food to sustain energy



## READING / WRITING

Guided reading, reading in small groups, comprehension, predicting, inferring, visualizing, questioning information, writing like an author, mentors as texts, writing process—brainstorming, drafting, editing, publishing, fiction—memoirs, spelling strategies, letter formation, pencil grip



## ME, YOU AND US - AFFECTIVE ED

Problem-solving, perspective-taking, friendships, reflection meditation, feelings, social development, body language, community building, collaboration

# THIRD GRADE



WHAT DOES MY CHILD DO EVERY DAY?



## MATH

Addition, subtraction, multiplication, division, fractions, perimeter, area, problem solving, reflection, and communication



## JOURNALS

Reflections of our lives with writing and art



## READING / WRITING

Responding to literature in small and whole class discussion, connecting with personal experiences and other reading; finding ourselves in stories, recognizing differences, writing as a means of communication, critical and creative thinking, and appreciation, cursive writing with writing mechanics



## CENTRAL THEME

Thematic studies that include project-based activities, and student-generated activities to reinforce our understanding of identified themes



## SCIENCE

Monarch butterfly life cycle, electricity and circuits, plants, seeds, and gardening



## LIBRARY

Supporting thematic studies, Caldecott unit, promoting love of reading and sharing book referrals



## SPANISH

Listening, speaking, and appreciation for Spanish culture



## POETRY

Expression, love of words, and analysis



## SNACK / RECESS / LUNCH

Unstructured play, independent choices, developing friendships, reading, multi-grade mingling, eating healthy food to sustain energy



## WOODWORKING

Practice using power tools and handtools; stress on safety, measurement, and technique; incorporating engineering concepts and simple machines into individual projects



## PHYSICAL EDUCATION

Exploring space, fitness, cooperation, problem solving



## ART

Supporting thematic studies, natural world, observation, and imaginative drawing, group murals



## MUSIC

Native American music and culture, exploring Native American drumming, dance, and flute music, develop music reading skills through the continued study of the recorder



## TECHNOLOGY / COMPUTER SCIENCE

Keyboarding, digital literacy, word processing, productivity software, coding

# FOURTH GRADE

WHAT DOES MY CHILD DO EVERY DAY?



## ART

Living Arts: connections to artists past and present, arts integration with class curriculum—Egyptian masks, math/tessellations, Three Faiths (Islam, Christianity, Judaism)



## MATH

Multiplication, division, fractions, decimals, volume, problem solving, reflection, and communication



## READING / WRITING

Writing traits/process, mechanics, grammar, writing for an audience, publishing, book clubs, appreciation of reading, comprehension of strategies, spelling patterns, exceptions to rules



## LUNCH / RECESS / SNACK

Unstructured play, independent choices, developing friendships, multi-grade mingling, eating healthy food to sustain energy



## LIBRARY

Expanding library skills



## AFFECTIVE EDUCATION

Community building, self-esteem building, caring for yourself, feelings, stress management, caring for your body, nonverbal communication, problem-solving, bullying, the brain



## SOCIAL STUDIES

Archaeology, observation vs. interpretation, culture



## SCIENCE

Engineering, physics of motion, buoyancy, inertia, the human body, the miniature and microscopic world, observation, classifying, predicting, collecting data



## SPANISH

Listening, speaking, and appreciation for Spanish culture



## PHYSICAL EDUCATION

Endurance and stamina, sport-specific skills, understanding the balance between competitiveness, sportsmanship, and fair play



## WHOLE GROUP

Grade level community building



## ORAL INTERPRETATION

Understanding and portraying multiple perspectives, depth and breadth of emotion, stage presence, communication, collaboration



## MUSIC AND CHORUS

Music of the Harlem Renaissance, influence of jazz and blues, harmony singing, playing instruments, music listening, note reading, performing, breathing, diction, stage presence



## TECHNOLOGY / COMPUTER SCIENCE

Digital literacy and citizenship, coding and robotics; 3D design and printing, classroom iPad applications

# FIFTH GRADE

WHAT DOES MY CHILD DO EVERY DAY?



## COMMUNITY MEETING

Leading student groups (pods), organizing and running meetings, developing leadership skills



## TECHNOLOGY / COMPUTER SCIENCE

Digital literacy, coding, robotics, Chromebooks, Google tools, game design, and animation



## SCIENCE

Investigating questions, big picture thinking, human body systems, science fair, engineering, owl pellets



## LIBRARY

Massachusetts Children's Book Award, beginning research skills



## LUNCH / SNACK / RECESS

Unstructured play, independent choices, developing friendships, multi-grade mingling, eating healthy food to sustain energy



## LANGUAGE ARTS

Writing, reading, spelling, vocabulary, grammar, oral presentations and drama, reader's and writer's journals



## SOCIAL STUDIES

Research, sharing perspectives, listening, collaboration, communication, appreciating multiple perspectives, and forming ideas



## MATH

Number theory, fractions, decimals, ratio, circles, problem solving, reflection, and communication



## DRAMA

Improvisation, character development, stage movement, and musical theater performance



## MUSIC / CHORUS

Vivaldi's Four Seasons, music of social change, writing personal sonnets, posture, breathing, diction and stage presence, two/three part harmonies, note reading and movement



## SPANISH

Listening, speaking, and appreciation for Spanish culture



## PHYSICAL EDUCATION

Physical fitness, skill competency, team and individual sports, Project Adventure, teamwork



## ART

Self-directed, independent art projects, Grade 5 themes; creating set for the Grade 5 play



## K-5 BUDDIES

Leadership, independence, empathy, responsibility

# LITERACY DEVELOPMENT IN K-5

Our literacy program is purposefully designed to support whole language and phonics development. Each day students engage in multiple experiences that encourage them to develop a lifelong appreciation for reading and writing.

## LEARNING TO WRITE AT MILTON

### FINE MOTOR SKILLS

- a. Pencil grip
- b. Letter formation
- c. Spacing
- d. Handwriting  
Print and cursive
- e. Typing

### MECHANICS

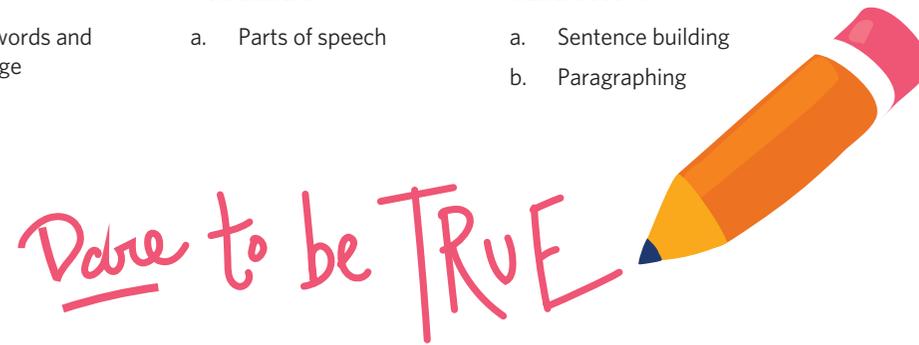
- a. Spelling both sight words and using code knowledge
- b. Punctuation
- c. Capitalization

### GRAMMAR

- a. Parts of speech

### SEMANTICS

- a. Sentence building
- b. Paragraphing



### EXECUTIVE FUNCTIONING

#### The writing process

- a. Brainstorming
- b. Planning/organizing
- c. Drafting
- d. Editing process  
Both peer and teacher
- e. Drafting
- f. Final product

### TYPES OF WRITING

- a. Fiction
- b. Non-fiction
- c. Memoir
- d. Poetry
- e. Research paper
- f. Reading response



## LEARNING TO READ AT MILTON

### PHONOLOGICAL AWARENESS

- a. Rhyme
- b. Alliteration
- c. Sentence segmentation
- d. Syllables
- e. Phonemic awareness

### CONCEPTS OF PRINT

- a. Identifying parts of a book
- b. Direction of print
- c. Print carries meaning
- d. Differentiating between a letter and word
- e. One-to-one correspondence
- f. Punctuation

### PHONICS

- a. Letter recognition
- b. Letter-sound correspondence
- c. Wordy study
- d. Syllable patterns
- e. Morpheme structures

### FLUENCY

- a. Letter-sound correspondence
- b. High-frequency words
- c. Oral reading
  - i. Accuracy
  - ii. Rate
  - iii. Phrasing/expression

### READING STRATEGIES

- a. Phonetic clues
- b. Syntactic clues
- c. Semantic clues

### VOCABULARY

### COMPREHENSION

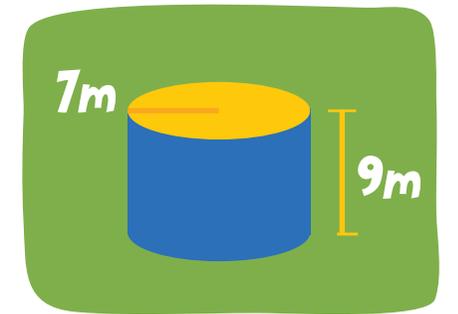
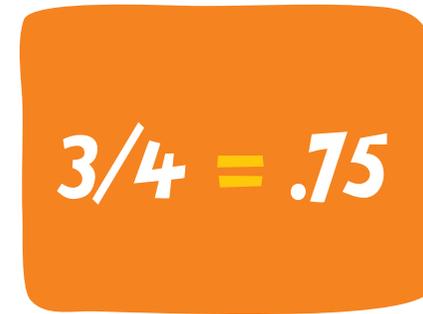
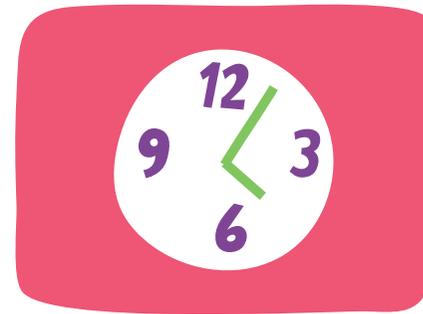
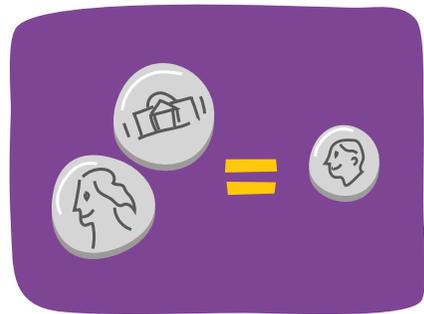
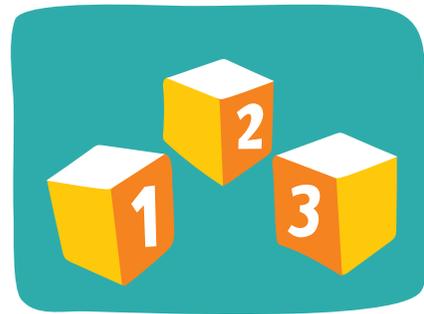
- a. Monitoring for understanding
- b. Predicting
  - i. Connecting: text-to-self, text-to-world, text-to-text
  - ii. Inferring
  - iii. Questioning
  - iv. Visualizing
  - v. Summarizing/Identifying the main idea
- c. Narrative text structure
  - i. Characters
  - ii. Setting
  - iii. Climax
  - iv. Conflict
  - v. Resolution
  - vi. Theme
- d. Expository text structure

# LEARNING MATHEMATICS

Our mathematics programs—**Investigations** (*Kindergarten through Grade 4*) and **Connected Math 3** (*Grade 5*)—are intentionally designed and sequenced to promote a deep understanding of math. Each curriculum unit provides an in-depth study of a specific and related set of mathematical concepts and skills in one or more mathematical strands. Each successive unit builds on the previous, both within and across strands, and across grades.

## INVESTIGATIONS

## CONNECTED MATH 3



- Develop strategies for counting a set of objects.
- Decompose small numbers into parts.
- Model and develop strategies for solving addition and subtraction problems with small numbers.
- Compare the lengths of two objects.

- Model and solve addition and subtraction problems with one- and two-digit numbers.
- Develop fluency with 2-addend combinations of ten.
- Count and keep track of two-digit amounts by counting by 1s and by groups (e.g., groups of 2s, 5s, and 10s).
- Use standard units to measure and describe lengths.
- Tell time to the nearest hour.
- Identify coins and their values.
- Find at least one equivalent relationship between coins (e.g., two nickels have the same value as one dime).
- Use mathematics vocabulary to name and describe 2D and 3D shapes.

- Demonstrate fluency with addition combinations.
- Solve addition and subtraction story problems with unknowns in all three positions.
- Analyze the structure of 100 and how it is composed of equal groups.
- Make and test conjectures about adding even and odd numbers.
- Develop efficient methods for adding and subtracting numbers with totals to 100.
- Understand fractions as equal parts of a whole and as equal parts of a group.
- Tell time to the half hour and quarter hour.
- Find combinations of coins that equal \$1.00.

- Compute and estimate the answers to addition and subtraction problems with three-digit numbers.
- Understand multiplication as combining equal groups.
- Use the inverse relationship between multiplication and division to solve problems.
- Use arrays to find factors of two-digit numbers.
- Use knowledge of the factors of 100 to find factors of multiples of 100.
- Use representations to combine fractions (halves, fourths, eighths, thirds and sixths).
- Tell time to the nearest minute.

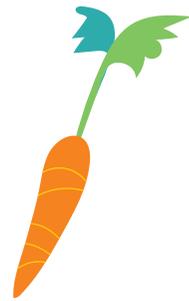
- Understand multiplication and division in terms of arrays and comparison.
- Demonstrate fluency with multiplication facts through  $10 \times 10$ .
- Compute and estimate the answers to multiplication and division problems with two- and three-digit whole numbers.
- Understand fractions as locations on a number line.
- Order and compare fractions, decimals, and percents.
- Add and subtract fractions and decimals.
- Find the volumes of rectangular prisms.

- Understand the relationships between the prime factorization of a number and its factors and multiples.
- Understand fractions as division.
- Multiply and divide fractions and decimals.
- Understand ratios as comparisons of two numbers.
- Build and use rate tables to solve problems about ratios.
- Solve problems about percents including problems about tax, tips, discounts, and percent change.
- Solve problems about circles and cylinders.

# INTERCONNECTED PROGRAMMING

## STEWARDSHIP FOR THE EARTH

- Lower School Garden
- The Farm School Trip
- The Mountain School Trip



## WORLD CONNECTIONS

- Modern Language Study - Spanish
- Cultural Connection Partnership with El Pilar School in Spain



## IDENTITY & CITIZENSHIP

- Mindfulness
- Me, You & Us Affective Education



## COMMUNITY ENGAGEMENT & LEADERSHIP

- Buddies Program
- Ambassadors Leadership Program



### GRADE

### ESSENTIAL QUESTIONS

### THEMATIC FOCAL POINTS

**K**

How am I an individual?  
How am I part of the Lower School community?

Open Book  
Pumpkins  
Bread Making

Spiders & Tricksters  
Penguins

**1**

What makes up a community?  
How do we live and work together in a community?

Occupations  
Habitats  
Deserts and Swamps

Architecture  
Mapping our neighborhood, homes and block towns

**2**

How do I recognize, appreciate and celebrate the differences and similarities in our community and the world?

Inventions  
Environmental Changes  
Families

Asia  
Engineering/Design Thinking

**3**

How does the world work?  
How do I care for the world?

Our Natural World  
Immigration

Metropolis - Cities  
Electric Circuits

**4**

How did the world begin?  
How is the world interconnected?

Archeology  
Living Arts

Ancient Egypt  
Three Faiths

**5**

What is leadership?  
How do leaders lead?  
How can I make an impact in the world?

Ancient Greece  
American History  
Economics

Endangered Species  
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Geography

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## ATTENDANCE

Regular daily attendance is essential if students are to participate fully in academic life and in the activities of the School. When a student is absent due to illness, a parent must telephone the School's automated attendance line between 7:30 and 9:30 a.m. to report the absence. You may choose to call the School's main number and request the Lower School attendance line.

With parent support, students are responsible for their class work and assignments during any absence, whatever the reason. When possible, students in older grades can call a friend for missed assignments or to make arrangements for assignments to be brought home. In cases of extended absence, please contact your child's teacher.

Given the dynamic and interactive nature of Lower School classrooms, we believe that nothing can take the place of a student's physical presence. Thus, we urge parents to plan all family vacations and medical or other appointments outside of School hours.

### TRANSPORTATION

#### Bicycles/Scooters and Walking to School

We support children riding bikes to School, with permission from the School and parents. Bikes should be walked on campus and stored in bike racks. Scooters should also be closed and carried when on campus.

#### Carpools

The primary form of transportation for Lower School students is the family carpool, and families living outside of Milton are encouraged to seek a carpool from their hometowns. Parents are encouraged to use the Milton Academy online directory to find other families who live in their area.

#### Other Transportation

Families residing in Milton may pursue bus transportation through the Town of Milton by contacting First Student, Inc., 781-961-3824. The Lower School offices are unable to help with this matter. Children who are not assigned to ride a Milton bus may not accompany a friend on that bus.

We recognize that transportation to School may pose challenges to families, especially those who do not live in

Milton or a nearby town. Administrators are always happy to discuss and assist you with identifying travel options.

Buses contracted for the purpose of transporting Middle and Upper School students from outside Milton to campus are not intended to be used by Lower School students. The safety of our young students, at the bus stop and on the bus, is at the core of this guideline.

### ARRIVAL AND DROP-OFF

The Lower School buildings open at 8 a.m. Supervised morning drop-off begins at 7:50 a.m. and children should arrive at School between 7:50 and 8 a.m. Students arriving after 8:10 a.m. should proceed directly to the appropriate building office to sign in. This allows the School to keep accurate attendance and tardiness records. Tardiness and absences appear on progress reports.

#### Junior Building Drop-Off

At morning drop-off, you are invited to wait with your child until the doors to the Junior Building open. We welcome your presence in Lower School buildings, however, once morning meetings have begun, we ask that you make a quiet departure, letting children focus on their classroom activities.

Parking is available in the legal spaces in either lot adjacent to the building, or along the driveway that leads to the campus. Note that the row of spaces along the field in the Junior Building parking lot is reserved for faculty and staff. Also, be mindful of our neighbors who live in campus housing adjacent to the Junior Building.

The curb directly in front of the Junior Building is a "drop off only" zone. Parking is prohibited in this area; vehicles may not be left unattended in front of the building.

#### Greenleaf Hall Drop-Off

For safety reasons, students who arrive early need to be supervised by parents until 7:50. Three sites are appropriate drop-off locations for students entering Greenleaf Hall: the Pool Lot, the "Rock," and the Ware Loop. You are invited to drop your child off or to park and walk your child into the building.

- The Pool Lot provides a path that leads directly to Greenleaf Hall. The traffic pattern in this lot is one-way in a counterclockwise direction. Students may be dropped off at the entrance to the path just inside the lot. Junior Building students may not be dropped off at the Pool Lot.

- The "Rock" (there isn't actually a rock there anymore!) is next to the Junior Building (accessed from Centre Street) across from the Pritzker Science Center and along the path to Greenleaf, behind Kellner Hall. No vehicles travel on this path during drop-off. Carpools with students in both the Junior Building and Greenleaf typically drop off here.

- Just in front of Ware Hall, there is a loop specifically for drop-off and pick-up. Greenleaf Hall is immediately behind Ware Hall. Families with children in the Middle or Upper Schools often find this a convenient "one-stop" drop-off site. Junior Building students may not be dropped off here.

For safety reasons, drop-off on Randolph Avenue along the side of Greenleaf or in the entrance to the Greenleaf circle is strictly prohibited.

### DISMISSAL AND PICK-UP

For Grades 1 through 5, school ends at 3 p.m., Monday through Friday. At the beginning of the school year, parents indicate their pick-up preferences (individual pick-up, carpool, After School, etc.) by completing the Lower School Transportation Form. Any changes to your child's regular dismissal plan should be communicated with the School by calling or emailing Cassondra Basile or Mallorie Reinecke. Voicemail is checked frequently if they are away from their desks. We strongly discourage last minute changes, as this can lead to confusion when there is not enough time for adequate communication with everyone involved with dismissal.

Children who are not going directly home in their usual manner must provide a note to the homeroom teacher on that day. This policy applies to children in both buildings. Transportation arrangements should be specified. If transportation problems arise, please consult with the building offices to make special arrangements for your child. We cannot dismiss Lower School students to their Middle School siblings. Students may only be dismissed to a parent/guardian or another adult or high school sibling with specific prior written permission (which will be kept on file at School).

Please note that Lower School buildings and facilities on campus are not available to Lower School students after the end of the school day. Students who live on campus, and their friends, must have parental supervision on-site to use any indoor or outdoor facilities after school hours.

## Junior Building

Children from the Junior Building are dismissed to the sidewalk area in front of the Junior Building where they wait to be called to their appropriate vehicle. Those students who meet up with siblings from Greenleaf Hall are escorted by their teachers to the sidewalk across from the Pritzker Science Center. This location is called “The Rock.” There, they are joined by students from Greenleaf Hall to await pick-up. Cars form a line along the sidewalk and in front of the Junior Building to await dismissal. Both in front of the Junior Building and at “The Rock,” teachers guide students to their appropriate cars and help them get in. Parents stay in their cars. When cars are loaded, they may depart following the traffic pattern. Families picking up only in front of the Junior Building may depart immediately by proceeding slowly through the parking lot lane closest to the Pritzker Science Center. Once in the loop to “The Rock,” cars must wait for the line to advance ahead. For safety reasons, backing up, cutting around other cars in the line, and leaving parked cars unattended are strictly prohibited.

## Greenleaf Hall

There are two pick-up options for children at the close of School: the Pool Lot or “The Rock.”

- **The Pool Lot**

This location is for families picking up children from only Greenleaf Hall (Junior Building children do not come to this location). Cars form a line following the counterclockwise traffic pattern of the lot. Children assemble at the Greenleaf Circle and faculty then escort the children to the lot and around the perimeter, dismissing children into waiting cars. Any remaining children await pick-up at the far end of the lot, supervised by faculty. To exit, please proceed along the traffic pattern, but only once the line ahead of you moves—do not pull out around other cars.

- **“The Rock”**

Families picking up children from both the Junior Building and Greenleaf Hall will use this pick-up location. Students from the Junior Building join students from Greenleaf Hall in the sidewalk area adjacent to the fields. Students are dismissed to the cars awaiting children for pick-up.

## The following are NOT permitted pick-up options:

- Parking in the faculty and staff lot across the street from Greenleaf Hall and meeting your child in the lobby of Greenleaf.
- Meeting your child in front of Ware Hall.
- Picking up your child from anywhere on Randolph Avenue.

## LATE PICK-UP

If you or your authorized carpool driver is running late, please call the Junior Building or Greenleaf office. Children will be escorted to After School if their ride has not arrived by 3:15 p.m.

## EXTENDED VACATIONS

Though we are aware that sometimes there may be important reasons why families make this choice, we strongly discourage taking vacations outside of our regularly scheduled school holidays. A letter describing the potential absence should be sent directly to the Lower School principal three weeks prior to a possible extended absence. Do not ask teachers to put together work or to make up work with your child. Your vacation should not place extra demands on the faculty.

# SCHOOL LIFE

## BIRTHDAYS AND OTHER CELEBRATIONS

Birthdays are important days in a child’s life. Families often provide birthday treats to commemorate their child’s special day. When providing treats, please provide enough for the entire grade as well as several adults. Make arrangements with the class parent representative or teacher ahead of time, and please remember that treats should be nut-free; check with your child’s teacher about food allergies in the class. For the safety of students with allergies, be sure to include an ingredient list.

Although birthday parties are a home event, we ask that you remember that your family is part of the Milton community. We work hard to create a positive classroom community for every child. Please join us in our efforts to create a positive and respectful community:

- When planning a birthday party, be sensitive to the feelings of classmates.
- Parties to which one or two children are not invited are exclusive and negatively impact social dynamics at School. Parties that include either all the boys, all the girls, or the entire class are strongly encouraged.
- Send invitations by the U.S. Postal Service, email, or other appropriate means. Do not bring invitations to School for distribution.
- Do not send birthday presents to School.
- Discourage children from discussing birthday parties at School.
- Birthday parties should not leave directly from School. They can be a disruption to the class, and there can be hurt feelings.
- Parents of children whose birthdays fall during a vacation or on a non-school day may make arrangements with the class parent representative or teacher to celebrate their child on a mutually agreed-upon day.

Occasionally, there are other class celebrations: 100th Day, Problem of the Week, a goodbye party, etc. Advance planning assures that these events are spread out over a reasonable time period.

## BUDDIES

Many classrooms in the Lower School have “buddy” programs pairing older and younger students, based on our belief that children of different ages learn much from one another and enjoy each other’s company. Students in Kindergarten are paired with students in Grade 5. Students in Grades 1 and 2 are paired with Grade 6 Reading Buddies. In Lower School, Upper School students work regularly as teacher aides and mentors.



## COMMUNITY MEETINGS FOR STUDENTS

Each building has a weekly community meeting. Junior Building meetings are planned and run by faculty members. Greenleaf Hall meetings are planned and run by fifth-grade students.

Community meetings are low-key events limited to students and faculty. Parents are included only when they are visiting for the morning as a scheduled “student for the day.”

## EVENTS

There are many special events at Milton throughout the year. These include the Summer Reading Book Assembly, the All-School Veterans’ Day Flagpole Ceremony, the Book Fair, Field Day, the Martin Luther King Jr. Assembly, the Grade 5 Play, the Middle Eastern Luncheon, the Grade 3 trip to the Farm School, Grandfriends and Friends Day, the Halloween Walk, See You in September Picnic, and the Skating Party. Specific dates, times and locations are provided on the online Lower School calendar.

## FIELD TRIPS

Field trips to off-campus sites provide authentic context to learning that is deep, rich, and meaningful. Classes travel by chartered bus, cars, Academy vans, public transportation, and on foot. Parents are sometimes invited to join as chaperones and fellow learners.

Fees for trips and buses are covered by tuition.

## FOOD

### Allergies

Numerous adults and children in our community have allergies or sensitivities to various foods. FLIK dining service works closely with the School to provide safe meals for all children. As indicated above, we ask that when parents provide class-wide snacks, they also supply either the label from the snack or a complete list of ingredients. Home-provided snacks may NOT contain nuts. This includes commercially produced snacks with warning labels indicating that the food may have nuts or was produced in a facility that also processes peanuts or nuts.

Parents of children with particularly acute allergies should meet with their child’s homeroom teacher, a Milton Academy nurse, and a member of the Lower School administration to discuss ways to ensure safe food practices.

### Lunch

Lunch for students in Grades 1-5 is provided by the School, in the Junior Building multi-purpose room, on Monday through Friday.

Kindergarten students and those who attend Extended Day bring their lunches; milk is provided. Many kindergartners have strong food preferences, and a home-prepared meal encourages them to eat a nutritious lunch.

## Snack

Snack occurs just before the morning recess period.

Families in Grades K-3 contribute snack for the class on a rotating basis. Sign-up for snacks occurs in the first two weeks of the School year. Snacks should be nut-free and healthy. We encourage and prefer fruit, cheese, veggies, crackers, high-fiber cookies, etc. Candy, overly sweet desserts and highly salted or sugared processed foods are not appropriate. To control allergens, do not send individual snacks with your child. When sending in snacks, we ask that you supply either the label from the snack or a complete list of the ingredients and that you send enough to include the whole grade and several adults.

Students in Grades 4-5 may bring their own snacks if they wish. Snacks should be nut-free and healthy. The School also provides crackers for all grades.

## HOMEWORK

Given in developmentally appropriate amounts at different ages, homework is an important opportunity for students to practice skills, think on their own, and develop self-discipline habits.

Homework varies from grade to grade. Lower School teachers are thoughtful in choosing homework assignments to complement the learning that occurs in classrooms. Guidelines and expectations will be communicated to parents in September.



Through the Home Reading Program, parents of younger students are encouraged to share good books with their children by reading aloud. Each school night, a child from Kindergarten through Grade 2 brings home a book to be read, either complete or in chapters, by a parent. Grade 3 also participates in the Home Reading Program, and children may either read to themselves or have a parent read to them. In Grades 4 and 5, students are expected to read for at least 30 minutes each night on Monday through Thursday; their individual selections are monitored by the classroom teachers and the librarian.

## LIBRARIES

Students in Grades K-5 have access to two libraries: the Loizeaux Reading Room in the Junior Building (Grades K-2) and the Perry Reading Room in the Caroline Saltonstall Building (Grades 3-5).

Kindergartners visit the library as a class but do not borrow books. Students in Grades 1-5 may borrow books. The library does not charge fines for overdue books; however, borrowers must pay for lost books.

## RECESS

Lower School recess occurs at staggered times, usually between 10 and 11 a.m., and before or after lunch. Snack is served just before morning recess. Children are encouraged to go outside in all but the worst weather. To provide a safe environment for the health and well-being of our students, when the outdoor temperature or wind chill is below 15 degrees, students will remain indoors for recess.

Please be sure that your child has appropriate clothing each day for outside play. Recess is a time for students to choose and structure their play. Adults are on duty at recess at all times.

# EXTENDED DAY AND AFTER SCHOOL PROGRAMS (ASP)

## KINDERGARTEN EXTENDED DAY PROGRAM

An Extended Day Program is available for Kindergarten children on Monday, Wednesday and Friday afternoons from noon to 3 p.m. when School is in session. Children bring their lunches. Milk is provided. The program features a balanced schedule of activities and is staffed by our Kindergarten teachers. For further information and registration, contact Cassondra Basile at 617-898-2516.

## AFTER SCHOOL PROGRAM (ASP): KINDERGARTEN-GRADE 5

ASP is in session daily from School dismissal to 5:45 p.m. The program is held in the Junior Building multi-purpose room as well as on the Junior Building playground. ASP provides a supportive, relaxed, and supervised environment, offering a variety of organized activities as well as

unstructured use of time and space. Special enrichment programs are offered as well. Appropriate snacks are served daily. Children in Grades K-2 are dismissed to the care of an ASP staff member. Children in Grades 3-5 walk to the "Rock" for regular dismissal with their classmates, after which they continue to the Junior Building for After School. For more information, please contact Cassondra Basile.

#### Homework Club: Grades 4 and 5

Homework Club is a supervised program where students in Grades 4 and 5 have a quiet place to work and read. All students in Grades 4 and 5 who enroll in the After School Program begin the afternoon in Homework Club, which runs from dismissal until 4 p.m. or longer if students need more time to complete their work. After Homework Club, students join in the regular activities of the After School Program. Homework Club meets at the multi-purpose room of the Junior Building.

#### After School Enrichment Programs

ASP offers several enrichment programs over the academic year. French, Chinese, and chess club are some of our ongoing programs. Minimum enrollment must be satisfied.

## EXPECTATIONS, RULES, AND DISCIPLINE

Over time, Milton Academy teachers and students have developed standards of conduct fundamental to the education that the School provides. Rules, boundaries, and guidelines have evolved to protect individual students from behavior that is not healthy or safe for them, to foster the cohesion and morale of the community, and to enhance education by discouraging barriers to learning.

We expect the cooperation of parents in upholding our standards. We believe that the parents and the Academy share the task of establishing the right balance of freedom and responsibility for young people.

We recognize that students make mistakes and hope that they will learn from them. If necessary, teachers and administrators can assign consequences, with compassion and fairness, toward the goal of fostering habits of self-awareness, self-discipline, and respect. We do not operate a system of strictly automatic responses, believing that discipline should take into account, as

far as the welfare of the community will allow, such factors as the needs and age of the individual student, previous behavior, and the circumstances of the problem-causing behavior.

Unsatisfactory student behavior is first addressed by the teacher, student, and parents, with developmentally and age-appropriate feedback for growth and improvement. Behavioral incidents that occur outside of school but that impact the general safety and well-being of our School community, will be addressed by the administration. Continued unsatisfactory behavior or more serious incidents may result in a loss of privileges or disciplinary actions. The School reserves the right to suspend or dismiss any student whose behavior or lack of cooperation is deemed unacceptable, or whose parents no longer have a cooperative relationship with the School, in the judgment of the Head of School.

Ultimately, we value and seek to create a community in which respectful students actively promote the physical and emotional safety of themselves and others by exhibiting integrity, wholehearted cooperation, and respect for people and property.

#### BULLYING, HARASSMENT AND UNLAWFUL DISCRIMINATION

Milton Academy prohibits bullying, harassment, and unlawful discrimination on the basis of actual or perceived age, race, color, religion, sex, gender identity, national origin, disability, sexual orientation, or any other legally protected class, and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study available at Milton. The full details regarding these prohibitions, as well as the definitions of "bullying," "harassment" and "unlawful discrimination," are set forth in the Milton Academy Bullying Prevention and Intervention Plan and the Milton Academy Unlawful Discrimination and Harassment Policy, both of which students and parents should review and be familiar with. Both policies are posted on the Milton Academy website and available in the Lower School principal's office.

#### FREEDOM FROM ALCOHOL AND DRUGS

Students are expected to obey the rules of the School and the laws of the Commonwealth concerning the use of alcohol and illegal drugs. The School prohibits:

- The provision, use, or possession of illegal drugs, alcoholic beverages, or tobacco products by students.
- The possession of drug paraphernalia and alcoholic beverage bottles and cans.
- The misuse of prescription drugs, over-the-counter medications, or chemical substances. Students may not share or sell their prescription drugs and must be aware that sharing or misusing prescription drugs is illegal and will have disciplinary consequences.

#### CELL PHONES

If you are visiting School, in a classroom or at an assembly, please turn your cell phone off. It is distracting to the children and teachers to be interrupted by the phone. We hope that you will agree that barring active cell phones from the School will result in a more focused experience for all involved. Students should not have active cell phones during the school day. If a student appears distracted by his cell phone, a teacher may take the phone and hold onto it until the end of the school day.

#### CLOTHING AND DRESS GUIDELINES

We share parents' desire for children to be neat, clean, appropriate, and comfortable. Milton Academy does not have a formal dress code. We expect that children will wear clothing that allows them to concentrate on being students. Clothing should not be distracting to the learning environment and should allow for vigorous play and focused involvement in projects that might involve glue, paint, etc.

Students should use the following guidelines when dressing for the School day:

- No flip-flop sandals.
- Students in woodworking should not wear open-toed shoes.
- No hats or bandanas worn inside buildings.
- No spaghetti straps, off-the-shoulder or strapless tops, undershirts, shirts with bare midriffs, or inappropriately revealing clothing.
- No underclothing may be visible.
- No clothing with words, writing, or imagery deemed by teachers and administrators to be disrespectful or inappropriate for young children in a learning environment.

- No slogans across the rear of pants.
- Sneakers are required for physical education class, and a pair must be kept at School.
- Junior Building students should have an extra set of clothing at School: shoes or sneakers, in addition to socks, shirt, underwear, and pants. All clothing should be labeled; extra clothing will be kept in a bag or box on the child's closet shelf.
- Jackets, snow pants, boots, hats, and gloves/mittens are required for students in the winter months so that they can take advantage of the fields of snow and sledding.
- For special events, such as School concerts and field trips, teachers will provide information about event-specific appropriate dress. On field trips where students are guests of another school or institution, student clothing should be respectful of our hosts and represent Milton Academy well.

#### COMPUTING AND NETWORK POLICIES AND REGULATIONS

Milton provides its students with network-based technology (computers, peripherals, and the campus data network), so policies for its acceptable use are necessary. The equipment is expensive and fragile. It is also a distant form of communication, where you cannot see the reaction of the person with whom you are communicating. We expect our students to use the computers with complete integrity, respecting the ideas and creations of others and facilitating the open expression of ideas. Please refer to the K-8 Acceptable Use Policy for further information on technology expectations. Any violations of these policies may result in the suspension of privileges and/or disciplinary action. Technology is a constantly changing environment. Therefore, additional policies and guidelines may be developed as situations warrant. Changes in policy will be prominently announced, and students will be expected to be aware of them and to follow them closely. At our discretion, Milton may monitor student's use of technology if we determine it is advisable or necessary. In addition, student laptops, smartphones, email accounts, hard drives, network storage, and Internet activity may be searched by Milton Academy at any time if there is suspicion of violation of any of the School's policies, including without limitation, the Lower School Acceptable Use Policy.



#### GIFTS FOR TEACHERS

Simply put, gifts for faculty and staff are appreciated but not expected. Children and families of the Lower School often wish to give gifts to teachers at holidays or at the end of the year. Parents are urged to consider gift giving in a way that supports the Milton values of child-centered education, simplicity in material things, commitment to economic diversity, and sensitivity to the feelings of others.

If you choose to give a gift, consider these guidelines:

- Classes can pool resources to present a group gift to the teachers, specialists, and staff that work with the class. Some examples of these gifts are classroom photo albums, class-made projects, or gift certificates to bookstores.
- Individual gifts are also a gracious way for students to thank teachers in a more personal manner. Please consider something student- or family-made, or a heartfelt note highlighting experiences during the year.
- Modesty and restraint are important. Be mindful that tax law limits the value of gifts you may make to Milton employees.

#### INCIDENTAL ACCOUNT CHARGES

Every Milton Academy student has an incidental account (IA). Students in Grades K-5 may not use their accounts at the bookstore. Students and parents may elect IA charge at the Book Fair, and the School may charge the student's IA for lost library books. The School sends statements to parents monthly and requests prompt payment.

#### INSTITUTIONAL ADVANCEMENT AND THE MILTON FUND

The Milton Fund is money raised each year to support the day-to-day activities of the Academy. Proceeds from the Milton Fund benefit every Milton student by supporting extraordinary opportunities as well as helping meet the Academy's general needs. A vital source of expendable dollars, the Milton Fund provides 10 percent of Milton's operating budget. The Milton Fund counts on alumni, parents, and friends of Milton to strengthen the highest priorities of the Academy through their annual unrestricted gift. The Milton Fund supports academic programs, faculty development, financial aid, and student life.

Each year the development office sends solicitations to alumni, parents, and friends requesting their support of the Milton Fund. These letters are followed by telephone calls from alumni and parent volunteers. In addition, members of the development office visit with alumni and parents to discuss Milton's needs and priorities.

#### LEAVE OF ABSENCE

While occurrences are rare, parents may choose to take a leave of absence from Milton Academy, either for personal reasons or to pursue a family opportunity. As a consistent policy, if parents wish to hold their child's place at the Academy for the year following a leave of absence, they should expect to do so by paying their tuition for the year away. To maintain close ties to the School and preserve a child's social connections to classmates, the family will receive all communications sent to parents.

Parents who wish to discuss the possibility of a leave of absence should contact the Lower School principal.

#### LOST AND FOUND

Lost and found items can be recovered from bins located in the lobby of the Junior Building, the Junior Building multi-purpose room, the CSG, and the lobby of Greenleaf Hall. Occasionally throughout the year, items are displayed for retrieval. Unclaimed clothing is donated to a local charity.

#### PERSONAL POSSESSIONS

We operate on principles of honesty and truth. We do not have locking capacity for students' possessions. Therefore, we advise students to bring to School only those things necessary for schoolwork and sharing. Students who bring electronic devices to school (including but not limited to cell phones) should keep those items turned off and in a backpack throughout the course of the day. Treasured items, including money, should be left at home or held by teachers for safe keeping.

#### PETS ON CAMPUS

Out of respect for members of our community who have allergies, pets may not be brought into the School buildings at any time. Under certain circumstances, and with prior permission from the principal, an animal may be brought in for a special visit.

## PICTURES ON THE WEBSITE

Many people visit our Website every day: prospective teachers, applicants, and individuals who want to know what a good school is doing. We want Milton's site to be representative of who we are and what we value. Digital cameras allow us to take photos of work in progress, and we hope to use these photos as well. We will not identify children by full name in the photos. We hope that you will trust our judgment and help us portray the School through the medium that best represents us: your children's learning. We do not exercise this right lightly and will think carefully about what we make available on the Web.

## PHYSICAL AND EMOTIONAL SAFETY

All members of the Milton Academy community must feel and be safe at all times. To that end we foster a classroom environment that is welcoming, supportive, and accepting of all students. We expect that students:

- Use inclusive, kind, and appropriate language in our community.
- Come to School free of any dangerous weapons, items, or substances.
- Respect our School environment and the safety devices and procedures provided by the School.

## STUDENT RETENTION AND WITHDRAWAL

At times, it is in the best interest of a child to repeat a grade or find a school that is better matched with his or her learning profile. Milton Academy is not the school for every child. Our team is skilled at identifying when a child faces learning challenges that are developmental and likely to respond to intervention, and when the child will need skills and personnel that exceed Milton's resources and capabilities. We acknowledge our responsibility to communicate regularly with families when concerns arise, and we depend on mutual respect and support in making the best decisions to further a child's learning. We are dedicated to working together with a family to provide the best possible education within our capabilities. If, however, a child's particular learning style and cognitive profile will not be well-served at Milton, we will work with the family to try to identify an appropriate academic environment. Above all, we share with parents a fervent hope that their children thoroughly enjoy school, thrive personally and academically, and gain the necessary tools to succeed in their further education.

Various reasons exist for a family to withdraw a child from Milton Academy. When a family has made the decision to withdraw a student from the School, this intention should be formalized in a letter to the Lower School principal and the director of K-8 admission.

## HEALTH AND WELLNESS

If your child is sick or not feeling well by the time School begins, please keep him or her home. While "butterflies" generally subside as the day gets underway, genuine illness can spread to others at School.



Should a health need arise while a student is at School, a nurse is available in the Junior Building. Her responsibilities include administering medication and first aid, and overseeing the health needs of all K-8 students. The Lower and Middle School nursing personnel are part of the resources available in the campus Health Center, which is located in Faulkner House.

## HEALTH FORMS

Health forms must be filled out by parents and family physicians and returned to School before opening day. No child will be permitted to begin the School year without completed health forms. For the safety of your child, all allergies, and existing health conditions must be listed. Since this information will be used in case of an emergency, please inform the School of any changes throughout the year.

## ILLNESS OR INJURY

Fever: Students are sent home with a temperature of 100.5 degrees or higher. Before returning to School, students must be fever free for 24 hours without the use of fever-reducing medication.

All cases of contagious disease in the family or exposure to a contagious disease should be reported to the School. Such conditions may include strep infections, scarlet fever, chicken pox, measles, etc.

We ask that parents look for signs of illness before their children leave for School in the morning. When children show signs of a cold or have a temperature or sore throat they should be kept at home until the acute phase passes.

If a child becomes ill during the School day, we will make every effort to keep the child comfortable while trying to contact the parents. We do not have appropriate facilities for taking care of children who become ill except on an emergency basis.

If a child cannot participate in physical education class due to an injury, he or she must have a letter from home describing the child's limitations. All children in School will be expected to participate fully in the scheduled classes and activities for the day.

A child will not be permitted to participate in physical education class following a serious injury until a permission letter is sent from home.

Occasionally, children who are on the cusp of getting better from an illness may wish to attend School only for important rehearsals or group projects. While we understand the desire for a child not to let down his or her classmates despite personal sickness, we prefer that ill children stay home until they are fully recovered, and not to attend selectively those things that may be more important.

## LICE

Lice and nits are harmless though annoying insects that flourish on the head, particularly on the scalp and hair of young children. It is imperative that you contact the School nurse immediately upon suspicion or confirmation that your child has lice. When lice are discovered at School:

- The affected child is picked up from School.
- Parents of all students in the affected class are notified of the presence of lice; specific names are not shared.
- Once notified, it is the responsibility of every parent in the affected class to check their child(ren) for lice. Please refer to the following website for more information on lice management: <http://www.headlice.org/faq/lousology.htm>

In anticipation of the start of School and returning from a vacation, please routinely do a head check on your child, especially after times of long absences.

## MEDICATIONS

Occasionally, a situation arises that necessitates medication to be administered during School hours. Such times may include short-term responses to an illness or ongoing treatment of asthma, allergies, or other chronic conditions. The following guidelines apply to all students:

1. No child should have any medication with him or her unless it has been cleared by the Health Center. This includes inhalers for asthma or allergies.
2. All medications must be brought to School:
  - a. in the original prescription bottle with the child's name on it.
  - b. accompanied by a letter signed by the parent, which states the child's name, the medication to be given, the dose and time for each administration, and a telephone number where the parent can be reached if necessary.
3. If a medication is non-prescription, please follow the same procedure, making sure that your child's name is on the bottle containing the medicine.
4. All medications or medical needs that must be attended to during School hours will be administered by the nurses on duty, or if deemed medically appropriate, by a willing, responsible adult who has been designated and trained by the School nurse to administer medication to your child.

Please consult with one of the nurses if you have any questions or concerns at 617-898-1671.

## LEARNING DIFFERENCES

Milton Academy's Lower School is committed to optimizing each student's learning. Our small class sizes allow us to foster relationships and to understand how each student best learns. We work to implement the most successful strategies for each child's needs, while encouraging children, as they grow, to learn about their learning needs and styles.

Some of our students need support beyond what is available in the classroom. In addition to our classroom teachers, a number of people help children and their parents better understand a child's learning profile. These individuals include:

- A learning and reading specialist in grades K-3
- A learning specialist in grades 4 and 5
- A school counselor in grades K-5

## LEARNING AND READING SPECIALISTS

The learning and reading specialist in grades K-3 and the learning specialist in grades 4-5 work within the classrooms to help with both curriculum and student support. They also provide pull-out services to groups and individuals to focus on more targeted skills. The specialist is part of the Child Study Team (CST) which includes the classroom teachers, the K-5 school counselor, and the Lower School principal. Grade-level Child Study Teams meet biweekly to discuss students' progress and create an action plan for a student who is struggling in a specific realm. To best serve a student, the CST may also make a referral for additional testing, beyond what the School can provide, with the goal of developing a more comprehensive understanding of a student's learning profile. Once the parent(s) provides the School with the testing results from the outside referral, the learning and reading specialist in grades K-3 or the learning specialist in grades 4-5 will create either an "Individualized Learning Guide" (ILG) or an "Evaluation Summary" and work with the grade-level team to support the student. An ILG is a read-only document which outlines accommodations and helpful teaching strategies for a student who has received a neuropsychological evaluation in which the results indicate that the student needs accommodations to successfully access the curriculum. There are ILG team meetings scheduled three times a year in which the student's parent(s) joins the student's support team to discuss the student's progress and the use of the accommodations in the classroom. An Evaluation Summary is written for any student who has received outside testing other than a neuropsychological evaluation which may include a speech-language evaluation or an occupational therapy evaluation. This document outlines helpful teaching strategies to be used to optimize the child's learning experience. If you have questions about your child's learning profile, please contact your child's teacher and grade-level learning specialist.

## LOWER SCHOOL COUNSELOR

The Lower School counseling office provides a variety of socioemotional support services to students in grades K-5.

The Lower School counselor leads whole class sessions using a socioemotional curriculum, teaches Affective Education to Grade 4, and Human Sexuality and Relationships to Grade 5. In addition to classroom-based work, the counselor offers lunch groups for students new to Milton, and friendship groups and individual counseling services for students on an as-needed basis. Parent support and consultation is available, along with referrals for individual counseling or social skill groups.

## REQUESTS FOR DISABILITY-BASED ACADEMIC ACCOMMODATIONS

If a family wishes to request a disability-based academic accommodation, the process for doing so is outlined in the Lower School Academic Accommodations Policy, a copy of which can be obtained from the Lower School principal or learning specialist. Disability-based academic accommodations are those reasonable accommodations necessary to ensure that a student with a documented disability receives equal access to Milton Academy's programs and services. Appropriate accommodations depend on the individual disability and must be narrowly tailored to meet an individual's disability-based needs. Please note that Milton Academy has no obligation to provide accommodations that are unnecessary or unreasonable; constitute an undue burden; or fundamentally alter the nature of the Academy's academic program. All disability-based accommodations granted will be given in a systematic, developmentally appropriate, and supportive way, at the Academy's discretion.

## IN-HOUSE SCREENING

At various times in the Lower School, we conduct formal and informal assessments of our students. These screenings are administered in-house by classroom teachers and specialists and are intended to help assess a student's progress, to inform instructional decisions, and to determine how we best meet the learning needs of all our students. The results are not part of a student's permanent file.



## OUTSIDE EDUCATIONAL/PSYCHOLOGICAL EVALUATIONS

Occasionally, families, either at the request of the School or because of personal interest, have their child evaluated by an outside provider. For the School to ensure that the student's needs are being met and that the proper accommodations and teaching techniques are being used, we request that families share the testing results with the School. We recognize the sensitive nature of these documents and have a well-established protocol to ensure confidentiality. Outside testing documents do not become part of a student's permanent record, nor are they shared without the family's knowledge or approval. Once the School receives a testing document from a family, the learning and reading specialists create either an Individual Learning Guide (ILG) or Evaluation Summary that is designed to support the student's needs.

## MEDICAL LEAVE

The Lower School principal, at the recommendation of and in consultation with either the Lower School counselor or Lower School nurses, may grant a medical leave to a student who needs to miss many school days for medical reasons, physical or psychological, to ensure that the student's well-being or academic standing is not affected by the extended absence. In such cases, the principal, in conjunction with applicable Health and Counseling Center staff, will make a determination regarding any adjustments in course load or schedule of assignments that would enable the student to complete work satisfactorily.

Before the termination of a medical leave, the student's treating physician must communicate with the Lower School principal and/or Health Center to discuss and arrange for any care the student may need upon return to classes. Before the student's return, parents must sign authorization forms confirming a student's readiness to return to School. The child's parents may also be required to meet with the Lower School principal as well as all members of the child's support team to discuss the formulation and implementation of any transition plan that the School determines may be necessary to successfully reintegrate the child into the community. In the case of return from medical leave for psychological reasons, the child may be required to continue to pursue outside treatment, in which case the Lower School counselor must be authorized to have regular contact with the child's outside treatment

team to assess continued progress and health. The student may also be required to meet weekly with the Lower School counselor for the remainder of the School year, or for so long as the counselor determines such meetings are needed. If a student has been on a full medical leave for six weeks or more, the School will consider whether or not that student may receive credit for the year.

## LOWER SCHOOL ADMISSION

### ACCELERATED PROCESS FOR KINDERGARTEN SIBLINGS

Milton families interested in applying a younger sibling for Kindergarten may take advantage of an accelerated timeline for the application process. All applications for grades other than Kindergarten follow the standard application timeline as outlined by our admission office and on the School's website. While we have a strong commitment to our students' siblings, we cannot guarantee admission. With an earlier decision, we hope to give families with children for whom Milton is not an optimal fit time to investigate other options. For more information, please contact the admission office at 617-898-2509



### ANNUAL ENROLLMENT CONTRACTS

In early February, the business office sends re-enrollment contracts to the parents of all students. To hold a place for your child for the following academic year, parents must return the completed contract and the deposit within the specified period. Re-enrollment is completed online through myMilton. Parents, by logging into their myMilton accounts, can click on "re-enrollment" to find detailed instructions on completing the online forms, accessing informational brochures, and printing the documents that require signatures.

#### Forms to Be Returned to School before the Academic Year

- Medical Permission and Release Form
- Physician Report Form (if your child is entering Grade 3)
- Physician Information Sheet (if your child is entering Grade 3)

## FINANCIAL AID

Milton Academy is deeply committed to enrolling outstanding and deserving applicants regardless of their families' financial circumstances. Milton strives to meet 100 percent of the demonstrated need for each student it enrolls. Milton's diversity is a hallmark of the School. Milton actively seeks young people with academic promise and a range of talents, skills, and interests. The School does not discriminate on the basis of gender, race, color, handicapped status, sexual orientation, religion, or national or ethnic origin.

#### Reapplying for Financial Aid

Milton will review your aid application every year; you must re-apply by January 31. If there is no significant change in your family's financial situation, you can expect a comparable aid assessment from year to year. Milton will not review aid applications for the upcoming year prior to your full payment of tuition and fees for the current academic year. Milton Academy mails financial aid assessments for current students in May.

## HOST FAMILIES

Host families play an integral role in the transition of new families into our community. From the perspective of the new family, host families provide a vital link to the School. This relationship gives them helpful insight into Milton, which proves invaluable over the summer, and in those transitional first few months of school. This is a fun opportunity for you, as a current parent, to help us welcome new families and to familiarize them with daily life here at Milton.

Some responsibilities of host families include getting together over the spring or summer, helping to introduce your new family socially through informal get-togethers and playdates and calling regularly to check-in and explain upcoming events. This is intended to be an ongoing relationship throughout the new family's first year at Milton. While we recognize that every relationship will be unique, we ask host families to be consistent in their communication with their assigned family. The need for host families is greatest in our entry years: Kindergarten and Grade 4. If your child is entering one of these grades next year, we would love to hear from you. We also welcome families from the Lower or Middle School who are interested in serving as host families for any non-entry-grade students. For more information, or to indicate your interest, please call the K-8 office of admission at 617-898-2509.

## VOLUNTEER OPPORTUNITIES

The K-8 office of admission welcomes all members of the parent community to be admission volunteers. Our parent volunteers are a hallmark of our process and are consistently noted by our prospective families as making a significant difference. We have many volunteer opportunities throughout the year, including giving tours to prospective families, serving as a host for the Open House, attending school fairs along with admission staff, hosting Kindergarten group sessions, and more. We have special training and information sessions throughout the year for our volunteers. If you currently have a child applying for admission, you may still give tours, just not for that specific grade. Please call the K-8 office of admission at 617-898-2509 for additional information, or with any questions.

## HOW WE COMMUNICATE WITH PARENTS

Communication between School and home is vital. We each have important perspectives and pieces of information about your child. Sharing what we know about your child as a learner is as important as learning about who your child is at home.

We have a number of important vehicles designed to communicate with you:

- Lower School Parent Handbook
- The Milton Academy website ([www.milton.edu/k8](http://www.milton.edu/k8))
- Weekly Lower School Newsletter email updates
- Milton's robust online calendar
- Orientation and Child/Parent Night
- Fireside Chat with the Head of School
- Parent conference days
- Written progress reports
- Parents' Association class representatives
- Host families for new students
- Parents' Association open meetings, which occur regularly and are open to all parents
- *Milton Magazine*, the School's alumni magazine

- Classroom newsletters
- Specific grade/level events, such as introducing the Farm School to parents of Grade 3 students, and Human Sexuality and Relationships Education to Grade 5 families
- Classroom visits (Grades K-2)
- Weekly assemblies
- Curriculum features, written by the principal or staff
- Notes home from teachers

### CHANGE OF CONTACT INFORMATION

Parents are encouraged to keep their contact information up-to-date in myMilton. Alternatively, changes of family contact information may be sent to Milton Academy via mail, email or voicemail, using the following addresses:

Mail      Address Updates  
            c/o ATS Department Milton Academy  
            170 Centre Street  
            Milton, MA 02186

Email      [directory\\_feedback@milton.edu](mailto:directory_feedback@milton.edu)

Voicemail    617-898-2929

### CONTACTING STUDENTS

For getting important messages to students during the day, you may telephone the appropriate building office:

- Junior Building, 617-898-2516
- Greenleaf Hall, 617-898-2551

If you need to deliver something to your child during the school day, please leave it in the building's front office rather than taking it to your child's classroom. For students in Grades 3-5, you may also place items in the student's cubby.

### MESSAGES TO FACULTY

The School's main number (617-898-1798) is answered by a switchboard operator from 7:30 a.m. to 4 p.m. If you call during business hours, the operator will connect you to the extension of the faculty or staff member you wish to reach. Calls to teachers are routed directly to voicemail. After hours, calls are answered by our voice-activated, automated system that allows callers to access a menu of options including a dial-by-name directory and direct extension dialing.

The most efficient way to reach a teacher is via email, using the following address convention: `firstname_lastname@milton.edu`. During the day, there is little opportunity to return messages; expect return email messages within 24 hours. Do not email pick-up changes to teachers as they may not be retrieved prior to the end of the day.

Messages may also be left for teachers at the front desk of the appropriate building.

## MAIL

Send faculty mail to 170 Centre Street, Milton, MA 02186, where it will be delivered to the faculty member's mailbox.

## STUDENT USE OF SCHOOL TELEPHONES

With permission from a teacher and the administrative assistant in the building, students may use a school telephone to call home.

## EMERGENCY COMMUNICATIONS

To contact Campus Safety in case of emergency, dial 2911 from any campus telephone, or dial 617-898-2911 from any other telephone. Calls to this number are answered by a Campus Safety officer 24 hours a day.

Dial 911 from any campus telephone to reach outside emergency services. Dialing "7" first is not necessary when contacting outside emergency services. If a situation merits a 911 call, please call Milton Academy Campus Safety as well.

In the case of a national, state, or local emergency, the School will communicate appropriately with parents through email, website announcements, and radio and television announcements. The School will also use the Milton Academy Campus Emergency Network system, which includes indoor and outdoor speakers, text messaging, and email, notifying faculty and students instantaneously in the event of a School-wide emergency. This communication will be followed with updates posted at [www.milton.edu](http://www.milton.edu).

In the event of a national, state, or local emergency, family and friends should not call the Campus Safety extension, as that line should be kept free for on-campus communication.

## CANCELLATION OF SCHOOL

If School is canceled or delayed because of weather conditions, parents and faculty will be contacted via email, phone and/or text message by approximately 6 a.m. Parents should maintain their contact information in myMilton. Families may also learn about school cancellations by checking the Milton website, calling the School switchboard beginning at 6 a.m., or by listening to the following radio and TV stations: WBZ 1030 AM, WBZ-TV4, WCVB-TV5 and WHDH-TV7.

## PARENT-TEACHER CONFERENCES AND PROGRESS REPORTS

Parent-teacher conferences and reports are central communication points for you to understand your child's life and progress at School. We offer four sets of parent-teacher conferences (including an end-of-year opportunity to meet with specialists) and three sets of reports for Lower School students.

Close communication about your child's progress begins in the summer, with your completion of the Parent Reflection, which teachers carefully read in preparation for the school year.

The conference and report schedule is as follows:

- September 30: In this first conference of the year, parents and teachers can get to know one another; we count on you to offer insight that can help us better understand, teach, and care for your child. During this fall conference, parents and teachers will also create the child's goals for the year.
- Week of November 21: Report Link sent home.
- December 1 & 2: Conferences
- Week of February 27: Report Link sent home.
- March 3: Conferences
- May 19: Grade 3 End-Of-Year Conferences (This date accommodates the Farm School field trip.)
- May 26: Grades K, 1, 2, 4, 5 End-Of-Year Conferences
- Week of June 12: Report Link sent home.

Written reports are made available to parents via myMilton accounts. Students do not receive letter grades. Classes are in session for students in both buildings on conference days.

Apart from these formal opportunities for communication, teachers and parents are well served when they communicate as needs arise. Parent emails and voicemails will be responded to within 24 hours of receipt. Also, your child's teachers will contact you if they observe unusual or changed patterns at School. Likewise, it is very important that you notify the School should anything unusual happen at home or in the close family environment. Occurrences such as illness, separation, death, or change of employment can be difficult or influential for children. The School is in a much better position to assist you and your family when we are well informed. Please notify the School if you plan to be away from your children for any length of time.

## ONLINE RESOURCES

### MYMILTON

myMilton is the online resource center for Milton Academy parents. New families receive access information and directions at the start of the academic year.

### WEB-BASED NEWS AND INFORMATION

Through the interactive, web-based Lower School Calendar you can select events most pertinent to your child and find complete, timely information regarding these events. Please visit the calendar frequently, under the Lower School tab on the website:  
<http://www.milton.edu/k8/lower-school/events/>

The Lower School portion of the Milton Academy website, updated multiple times each week, has important announcements as well as fresh news items about life in Lower School. Please bookmark the Lower School newsletter on your computer:  
<http://www.milton.edu/k8/lower-school/newsletter/>

### MEDIA INQUIRIES

Occasionally members of our School community come into contact with the media regarding School-related issues. Erin Berg, Chief Communications Officer, should be informed of any contact with the media at its onset. In the case of a "newsworthy" event, Mrs. Berg serves as Milton's spokesperson.

## ADDENDUM

### K-5 ACADEMIC SUPPORT AND ACCOMMODATIONS POLICY

#### I. Introduction

It is Milton Academy's goal, consistent with the Americans with Disabilities Act, as Amended by the Americans with Disabilities Amendments Act (collectively, the "ADA"), to ensure that individuals with disabilities are protected from discrimination and receive reasonable accommodations when necessary to ensure equal access to Milton Academy's programs and services. Milton Academy's process for requesting and making disability based accommodations is set forth in this Milton Academy K-5 Academic Support and Accommodations Policy ("Policy").

To that end, Milton Academy is dedicated to working with students to provide counseling and support and, when appropriate, arrange accommodations tailored to meet a student's disability-based needs. Milton Academy recognizes that there are many types of disabilities that may require accommodations in the academic setting, including, for example, chronic illnesses, physical limitations, mobility impairments, temporary concussions, visual and auditory impairments, mental health conditions, Attention Deficit Disorder (ADD/ADHD), and learning disabilities. Appropriate accommodations depend on the individual disability and must be narrowly tailored to meet an individual's disability based needs, as described in more detail below.

#### II. Process for Identifying Student Vulnerabilities and Requesting Accommodations

##### A. Internally Identifying Student Vulnerabilities

If a student has been identified by a teacher and/or learning specialist as having a vulnerability in a specific area of his/her academic functioning, the teacher and/or learning specialist will raise the concern at a Child Study Team (CST) meeting. The Child Study Team is comprised of the grade level classroom teachers, the grade level learning specialist, the Lower School counselor, and the Lower School Principal. If a parent has a concern about his/her child's learning profile, he/she should contact the child's classroom teacher along with the learning specialist assigned to his/her child's grade. Once the concern is received, the classroom teacher and learning specialist will collaborate

with the Child Study Team. Based on the concern, the CST will discuss helpful teaching strategies to consider implementing and recommend that the teacher and/or learning specialist should continue to monitor the pattern of behaviors and share observations with the team and student's parent in a timely manner. If the concern persists despite intervention, the CST will work collaboratively to support the student and will be in communication with the student's parents to present an action plan. The action plan will be implemented for one month after which its effectiveness will be assessed. If the action plan is successful, the student's parent will be notified and the support plan will continue as needed. If the CST feels that the student is still struggling despite the implementation of the action plan, the CST will meet with the parent to discuss the possibility of tutoring services for the student and/or obtaining additional testing as a means to develop a deeper understanding of the obstacles to success and how best to address them. Recommendations for testing made by the CST could include a neuropsychological evaluation, speech and language evaluation, occupational therapy evaluation, or physical therapy evaluation. The parent will be provided with options for evaluators who meet the requirements as stipulated in this Policy. Testing provided by an outside evaluator is the family's financial responsibility.

Once testing has been requested and the parent has selected an evaluator that meets the guidelines stipulated in this Policy, the learning specialist will ask the parent(s) to sign a release to speak with the chosen tester and the parent should submit the teacher intake forms provided by the evaluator to the learning specialist. The learning specialist will help to timely complete and submit the forms in collaboration with the classroom teacher. Once completed, the learning specialist will send the forms directly to the evaluator. The parent will then take his/her child to be tested.

##### B. Parent-Initiated Requests for Academic Accommodations

A parent who has a child in the Lower School with a documented disability and who would like to request an academic accommodation should email or call Nancy Stawarky, learning and reading specialist, grades K-3, at [nancy\\_stawarky@milton.edu](mailto:nancy_stawarky@milton.edu) or 617-898-2514, or Liz West, learning specialist, grades 4-8, at [Elizabeth\\_west@milton.edu](mailto:Elizabeth_west@milton.edu) or 617-898-2298.

In order for a student to be given a disability-based accommodation, a parent must submit current, comprehensive documentation which meets the guidelines and standards set forth below.

#### C. Documentation of Disability

Due to the diverse nature of disabilities, documentation requirements and the process of putting accommodations in place may vary based on the taxonomy of the condition. In most cases, documentation must be based on a comprehensive diagnostic/clinical evaluation that meets the guidelines outlined in this Policy, and the diagnostic report should include the following components:

1. A clear and specific diagnosis\* of the disability and explanation of how it substantially limits one or more major life activity.

\*The diagnosis should be based on the most current Diagnostics Statistical Manual ("DSM") in publication at the time of the diagnosis, ICD-10 diagnostic criteria, and specific diagnostic section in the report with a numerical and nominal diagnosis from DSM or ICD-10 included. Evaluators are encouraged to cite the specific objective measures used to help substantiate the diagnosis. The evaluator should use direct language in the diagnosis of a mental health disorder, avoiding the use of such nonspecific terms as "suggests", "has problems with," or "may have emotional problems."

2. The duration of the diagnosis and the duration of the relationship between the clinician and the student;
3. The functional impact the diagnosis has on the student's academics;
4. The expected prognosis of the condition;
5. A summary of evaluation procedures, as well as diagnostic tests/evaluation results used to make the diagnosis; and
6. The clinician's recommendations for accommodation based on the condition.

In addition to the foregoing, documentation of disabilities based on mental health conditions and learning disabilities, including ADD/ADHD will require a psycho-educational, neuropsychological, or behavioral assessment that demonstrates the impact of the condition on the student's learning and supports the need for the requested

accommodation. These batteries should include aptitude and achievement tests.

Additional or specific documentation may be needed based on the type of condition and the accommodation being requested, at the Academy's discretion.

Please note that neither a diagnosis of a disability, nor a clinician's recommendation that a student receive an accommodation automatically qualifies a student for, nor mandates that Milton Academy automatically approve, a requested accommodation under the ADA. Rather, the requested accommodation must be reasonable and necessary to enable the student to enjoy equal access to Milton Academy's programs and services, despite the disability. (See Section II(E) below for more details.)

Documentation supporting the diagnosis must be signed and dated by the professional conducting the assessment and include (without limitation) the following information regarding his/her credentials: name; title; evidence of both comprehensive training and relevant experience in differential diagnosis; all appropriate licensure/certification; area(s) of specialization; employment and city/state of practice.

Parents should provide the testing documentation outlined above to the student's grade level learning specialist. As the student progresses through the Academy, and subject to parental consent, the documentation will be given to the learning specialist working with the student and, when necessary, the Lower School Principal and Lower School Counselor. Testing documentation may also be shared with those teachers who will play a role in implementing particular teaching styles and necessary accommodations for the student.

#### **D. Rationale for Requested Accommodation; Limitations**

In order to establish that a requested accommodation is necessary to enable the student to enjoy equal access to Milton's programs and services, the parent must provide documentation from the professional conducting his/her child's assessment that: (1) establishes a clear link between the requested accommodation and the functional limitations of the student; and (2) demonstrates a convincing rationale and justification for the necessity of the accommodation.

The Academy has no obligation to provide an accommodation that is unreasonable, constitutes an undue

burden to the Academy, or would require a fundamental alteration of the Academy's program, as determined by the Academy in its reasonable discretion.

#### **E. Credentials of Evaluator**

Professionals conducting assessments, rendering diagnoses of disabilities, and making recommendations for accommodations must be qualified to do so. Qualified evaluators are defined as those licensed individuals who are qualified to evaluate and diagnose disabilities or who may serve as members of the diagnostic team. These individuals or team members may include psychologists, neuropsychologists, psychiatrists, clinical social workers, licensed counselors, and mental health nurse practitioners. Primary documentation may be provided from more than one source when a clinical team approach consisting of a variety of educational, medical, and counseling professionals has been used.

Diagnosis of mental health disabilities documented by family members will not be accepted due to professional and ethical considerations even when the family member is otherwise qualified by virtue and licensure/certification. The issue of dual relationships as defined by various codes of professional ethics should be considered in determining whether a professional is in an appropriate position to provide the necessary documentation.

#### **III. Academy Generated Student Support Documents (Individualized Learning Guide and Evaluation Summary); Student/Parent Responsibilities**

After a testing document has been received by the student's grade level learning specialist, the learning specialist will schedule an individual meeting with the student's parent to discuss the testing experience and results from the testing. Following this meeting, the learning specialist will draw on recommendations from the testing, historical observations of the student by the learning specialist/classroom teachers, and parental input to write either an Individualized Learning Guide ("ILG") or an "Evaluation Summary".

The ILG is a read-only document intended to serve as a reference guide to inform teachers about a student's individual learning needs and ensure that needed supports are in place. The ILG includes relevant information from the testing and helpful teaching strategies, which enables teachers to address a student's unique learning style through differentiated instruction. The ILG will also include

any accommodations to which the student is entitled under the ADA. For example, and without limitation: extended time on tests, a separate testing space, use of a laptop and calculator. An Evaluation Summary is a read-only document created by the learning specialist for a piece of testing which does not include any ADA accommodations.

The learning specialist will send the ILG or the Evaluation Summary to both the parent and the classroom teacher for their review prior to implementation, and also schedule a team meeting with the student's grade level learning specialist, the student's classroom teacher, the Lower School counselor, and, if necessary, school nurses or additional administrators (e.g., Lower School Principal) (the "ILG team"). The purpose of this meeting is to discuss the helpful teaching strategies that will be implemented for the student based on the support document (e.g., ILG or Evaluation Summary).

If a student is on an ILG, there will be three scheduled ILG meetings during the academic year to review the accommodations and the effectiveness of specific teaching strategies used to address the student's vulnerabilities, which parents and students will be expected to participate in.

As the student progresses through the Academy, and subject to parental consent, ILGs and Evaluation Summaries will be shared with the learning specialist and faculty members working with the student that year on a need-to-know basis, and may be modified as needed to address the student's changing grade level and developmental needs.

#### **TECHNOLOGY AT MILTON — LOWER SCHOOL ACCEPTABLE USE POLICY**

Milton Academy utilizes a variety of age appropriate technology in our classrooms. These tools are an important part of our curriculum, and have been carefully chosen to complement our traditional resources. As a part of using these resources, our students are educated on the appropriate use of the School's network resources and on issues of privacy, safety, and media literacy. We encourage parents to continue this discussion with their children at home. Adult supervision is required when students use technology resources outside of school hours, just as our faculty provide supervision and support during the school day. The use of technology is part of our daily lives and carries important responsibilities. Individual teachers may provide additional guidelines or restrictions on

technology usage, but all students are expected to adhere to the following guidelines when using School technology resources, on- or off-campus:

#### **Keep it clean.**

Offensive, harassing, or obscene communication is not allowed. Students are responsible for the effects their messages may have on another person. Using or sharing images of other students requires permission. Students are expected to follow Milton Academy's standards of conduct in both online and face-to-face communication.

#### **Academics are first.**

School-owned equipment and the School network exists primarily to support the academic program. Students should have the permission of the supervising adult, at School or at home, to use School devices for non-academic purposes.

#### **Don't waste resources.**

Sending unwanted email messages, chain letters, or very large files interferes with others' best use of the system. Games are permitted only as long as teachers are aware and have given permission.

#### **Don't share passwords.**

Passwords to accounts provided by the School are private to each individual; they identify that person to others. Students are responsible for all use of their accounts. Using another's password, attempting to find out another's password, or sharing a password with someone else are all considered integrity violations. Parents of students under 13 are made aware of student passwords, but the expectation is that these passwords are for student use only.

#### **Keep it honest.**

Masquerading as another person or sending anonymous messages violates Milton's expectation of honest and open communication.

#### **Don't steal digital content.**

The use of illegally copied digital content is theft. Students are expected to attribute the work of others in an age-appropriate way, and to never claim ownership of material that is not theirs. Copyrighted material should not be downloaded onto School owned devices or stored on the Milton network.

#### **Some sites are restricted.**

Milton Academy permits access to the internet, with restrictions on content not appropriate for an academic community. Students who inadvertently access inappropriate content should let an adult know immediately. Attempting to circumvent filtering software is prohibited.

#### **Treat equipment with respect.**

Students are expected to handle all School-owned devices carefully and understand that they are learning tools provided for their use by Milton Academy. Families may be charged for intentional or careless damage to Milton property.

#### **Technology usage is monitored.**

At our discretion, Milton may monitor student's use of technology if we determine it is advisable or necessary. Student laptops, smartphones, email accounts, hard drives, network storage and internet activity may be searched by Milton Academy at any time if there is a suspicion of violation of any of the School's policies or concern for a student's well being.

#### **No commerce or illegal activity is allowed.**

The network may not be used for commercial or illegal activity or to gain unauthorized access to any computer systems.

#### **Personal electronics count, too.**

Personal electronics (including cell phones, personal laptops and tablets, and other devices) that are brought to School may not be used during the school day. They should be stored in a backpack or locker and kept turned off while school is in session.

#### **Consequences may follow.**

Students who violate these policies may lose their network or device privileges.

# 2016-2017 ACADEMIC CALENDAR

- Event
- No Classes
- Early Release

## SEPTEMBER

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Dates and times are subject to change

6	Tuesday	8:00 am - 1:00 pm	Back to School - Parent Orientation
7	Wednesday	9:00 am - 1:45 pm	Grade 4 Student Orientation (New Students)
		11:30 am - 1:45 pm	Grade 4 Student Orientation (Rising Grade 4 Students)
8	Thursday	9:00 am - 11:00 am	Open House Day for Students and Parents
9	Friday	8:00 am	K-5 Classes Begin; Full Day
		8:15 am	Kindergarten Parent Coffee
		Noon	Kindergarten Extended Day Dismissal
12	Monday	3:00 pm	K-12 Ice Cream Social (3:30 pm dismissal)
15	Thursday	8:30 am	Lower School PA Executive Board Meeting
29	Thursday	All Day	Lower School Photo Day
30	Friday	All Day	Parent Conferences
		Noon	Early Release, Special-Themed ASP Available

## OCTOBER

Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3	Monday		Rosh Hashanah; School in Session
5-7	Wed-Fri		Grade 4 to Mountain School
10	Monday	All Day	Columbus Day, No Classes
11	Tuesday	8:00 am	Classes Resume, Monday Schedule (Yom Kippur begins)
12	Wednesday	All Day	Yom Kippur, No Classes
13	Thursday	8:30 am	Family Ed Workshop ( K-5 Families)
20	Thursday	8:30 am	Lower School PA Executive Board Meeting
		5:30 pm	Community Night Fall Fest
21	Friday	Noon	Early Release, Special-Themed ASP Available
24	Monday	All Day	Mid-Fall Weekend, No Classes
25	Tuesday	8:00 am	Classes Resume, Tuesday Schedule
28	Friday	8:30 am	Halloween Parade
		Noon	Early Release, Special-Themed ASP Available

## NOVEMBER

Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

5	Saturday	1:30 pm - 3:30 pm	K-8 Admissions Open House
10	Thursday	8:30 am	Lower School PA Executive Board Meeting
11	Friday	Noon	Early Release, Special-Themed ASP Available
15	Tuesday	7:00 pm	Fireside Chat in Straus (K-5)
17	Thursday	8:30 am	Family Ed Workshop (Grades K and 1)
22	Tuesday	2:00 pm	K-5 Thanksgiving Assembly
		3:00 pm	Dismiss for Thanksgiving Break, Special-Themed ASP Available
28	Monday	All Day	Faculty Professional Day; No Classes
29	Tuesday	8:00 am	Classes Resume, Monday Schedule

## DECEMBER

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1	Thursday	3:00 pm - 6:00 pm	Conferences
		8:30 am	Lower School PA Executive Board Meeting
2	Friday	8:00 am - 3:00 pm	Conferences
		Noon	Early Release; Special-Themed ASP Available
5	Monday	8:30 am	Family Ed Workshop (Grades 2 and 3)
12	Monday	8:30 am	Family Ed Workshop (Grades 4 and 5)
15	Thursday	11:00 am	K-12 Holiday Assembly
		Noon	K-12 Dismissal for Winter Break; Afterschool Available

## JANUARY

Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3	Tuesday	All Day	Faculty Professional Day; No Classes
4	Wednesday	8:00 am	Classes Resume
5	Thursday	8:30 am	Lower School PA Executive Board Meeting
12	Thursday	4:00 pm	Geography Bee
13	Friday	8:30 am	MLK Assembly
16	Monday	All Day	Martin Luther King Jr. Day, No Classes
17	Tuesday	8:00 am	Classes Resume, Tuesday Schedule
		5:30 pm	Family Ed Workshop - Five to Thrive (K-5 Families)
21	Saturday	8:45 am	Kindergarten Admissions Visits
27	Friday	Noon	Early Release; Special-Themed ASP Available
28	Saturday	8:45 am	Kindergarten Admissions Visits

## FEBRUARY

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2	Thursday	8:30 am	Lower School PA Executive Board Meeting
3	Friday	Noon	Early Release; Special-Themed ASP Available
4	Saturday	8:45 am	Kindergarten Admissions Visits
14	Tuesday	8:30 am	Family Ed Workshop (K-5)
17	Friday	Noon	Early Release; Special-Themed ASP Available
20	Monday	All Day	Presidents' Day, No Classes
21	Tuesday	8:00 am	Classes Resume, Monday Schedule
28	Tuesday	5:30 pm	Community Night Culture Fest

## MARCH

Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2	Thursday	8:30 am	Lower School PA Executive Board Meeting
3	Friday	All Day	Conferences
		8:00 am - 4:00 pm	Grades 1-5
		9:30 am - 4:00 pm	Kindergarten
7	Tuesday	6:30 pm - 7:45 pm	Spring Concert K-5
			Early Release, Special-Themed ASP Available
9	Thursday	3:00 pm	Dismiss for Spring Break, Special-Themed ASP Available
27	Monday	All Day	Faculty Professional Day; No Classes
28	Tuesday	8:00 am	Classes Resume, Tuesday Schedule

## APRIL

Su	M	T	W	Th	F	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6	Thursday	8:30 am	Lower School PA Executive Board Meeting
11	Tuesday	8:30 am	Family Ed Workshop (K-5)
14	Friday	Noon	Early Release, Special-Themed ASP Available
17	Monday	All Day	Patriots' Day, No Classes
18	Tuesday	8:00 am	Classes Resume, Monday schedule
20	Thursday	All Day	K-8 Book Fair
28	Friday	8:30 am	Gratitude Assembly

## MAY

Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-4	Mon-Thu	8:30 am	Looking Ahead Meetings
4	Thursday	8:30 am	Lower School PA Executive Board Meeting
8	Monday	8:30 am	Looking Ahead Meeting
11	Thursday	6:30 pm / 7:30 pm	Community Night Parent-Child Night
12	Friday	All Day	Grandfriends' & Friends' Day
		Noon	Early Release; Special-Themed ASP Available
16	Tuesday	8:30 am	Family Ed Workshop (K-5)
18	Thursday	1:30 pm	Kindergarten Popsicle Party (Looking Ahead to K)
19	Friday	All Day	Grade 3 End of Year Conferences
24-26	Wed-Fri		Grade 3 to Farm School
26	Friday	Noon - 3:00 pm	Conferences
		Noon	Early Release; Special-Themed ASP Available
29	Monday	All Day	Memorial Day, No Classes
30	Tuesday	8 am	Classes resume
			Conferences
31	Wednesday	8 am	Conferences
			Grade 5 Play - Dress Rehearsal/Middle School

## JUNE

Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1	Thursday	8:30 am	Lower School PA Executive Board Meeting
		6:30 pm	Grade 5 Play Evening Performance
2	Friday	10:00 am	Grade 5 Play Day Performance - Lower School
4	Sunday	Noon - 2:30 pm	See You In September Picnic
5	Monday	8:30 am - 10:00 am	Grade 5 Recognition Ceremony
		1:30 pm	K-6 Field Day
6	Tuesday	All Day	K-5 Last Day of Classes
		3:00 pm - 5:00 pm	K-5 Afterschool Available
7-9	Wed-Fri	8:00 am - 5:00 pm	ASP Camp (8 am to 4 pm, extended hours available)
12-16	Mon-Fri	8:00 am - 5:00 pm	ASP Camp (8 am to 4 pm, extended hours available)



