

# **Fayston Elementary School**

*2009 – 2010 Family Handbook*

*[www.faystonschool.org](http://www.faystonschool.org)*

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August 2009

Dear Fayston Families,

It was just about this time five years ago when I first put together a revised version of your Family Handbook. It is hard to believe such time has passed. Many of our students have successfully graduated and moved on to middle and high school where they continue to mature, learn and dream about the possibilities ahead of them. Our younger children are working their way through the grades toward the same end. Along the way, we've all watched everyone grow, both academically and socially. There is no greater gift, wouldn't you agree?

We begin a new school year today – a year full of renewal, promise and positive energy. Much of that energy comes from the new faces that can be seen throughout the building. Please allow me to introduce them to you now and in person when you are in the building.

This year we welcome **Lauren May** as our second **Kindergarten Teacher**. Lauren received her teacher licensure through UVM in 2007 with a concentration in early childhood education. Her undergraduate degree is in communication disorders from the University of Massachusetts. Lauren has worked as an instructional assistant and a speech-language assistant in Williamstown, as well as a preschool teacher. She completed her most recent internship at the kindergarten level in Barre Town. Lauren will teach a second section of kindergarten in the room next to our current kindergarten class and will team with Mrs. Abbott-Koch.

We also welcome **Tracy King** to our staff as our **On-Staff Substitute**. Tracy received her teaching license through the Upper Valley Educator's Institute in June after student teaching in a first grade classroom in Waitsfield. She also has an undergraduate degree in human services from Trinity College of Vermont. In various settings, she has practiced the Responsive Classroom approach. Tracy has worked as an instructional assistant, substitute and daycare provider. She brings a positive, professional energy to our school.

**Patty Smith** will join us this year as our **Health Education Coordinator**. This is a grant-funded position that will provide all students with a combination of direct health instruction and school-wide coordination of the health curriculum. Patty has a BA in Nursing from Rutgers University. She has worked as a school nurse, health educator, nurse consultant and home-school coordinator for local schools and the Vermont Department of Health.

While her smiling face is not new to us, we welcome back **Cally Schober** as **Administrative Assistant**. On June 3<sup>rd</sup>, Mrs. Schober underwent surgery allowing her to donate a kidney to her sister-in-law. After taking some time off to recover, Cally is back in action in the front office.

Changes also abound throughout the Washington West Supervisory Union with four new principals, a new director of Curriculum, Instruction and Assessment, as well as a new superintendent of schools. **Brigid Scheffert, Superintendent**, began on July 1<sup>st</sup>. She has an extensive administrative background, having been the principal at Johnson Elementary for 20 years. Brigid also has a significant background in special education. Also at Central Office, **Sheila Rivers, Director of Curriculum, Instruction and Assessment for Washington West**, is formerly the principal of Smilie Elementary in Bolton. She has been a curriculum director, math specialist, teacher and teacher leader. From 1992 to 1997 she taught here at Fayston.

We have a few other changes taking place this year.

Our school newsletter, **Tiger News**, will be published every other week. Additionally, with the exception of student work, we are going to try to limit the length to two pages (one page, double-sided). By limiting the frequency and length of the newsletter, we hope more of you will thoroughly read this valuable resource. Publication deadlines are the first and third Tuesdays for publication on the first and third Fridays. The newsletter will remain available via email link or by visiting the school website: [www.faystonschool.org](http://www.faystonschool.org). On the off weeks, we will be providing a newsletter packed with math and science projects you can do with your children called *Math and Science Connection*. We hope that you will take the opportunity to explore the fun, skill-based activities and games that will increase your child's learning in those areas. Both *Tiger News* and *Math and Science Connection* will be available on our website, but will also go home to families in hard copy.

The **Open Hearth at Fayston After School Program** has transitioned to the art/music room. This space allows close proximity to the gym and outdoors, both carpeted and tiled workspaces and more convenient pick-up for families.

There are many, many exciting initiatives taking place this year both at the school level and across our supervisory union. Please stay tuned for more details as the year progresses.

Have an amazing year!

Respectfully,

Chris

Chris Dodge  
Principal

## **School Facts**

<b>School Mascot</b>	Tiger
<b>School Colors</b>	Blue and Silver

## **School Hours**

School begins at 7:40 a.m. Students may go to their classrooms anytime after 7:25 a.m. Students arriving in their classrooms after 7:40 a.m. are marked tardy. Every classroom holds a Morning Meeting first thing. This builds community, includes an academic learning component, teaches social skills and sets the tone for the day. It is very important that all children arrive on time each day. Students arriving after 7:40 a.m. will need to obtain a tardy slip from the office.

Students are dismissed at 2:25 p.m. and should know precisely where to go for after-school supervision (bus, pick up, After School Program, etc.). If your child's end-of-day schedule must change, please send a written note to school. In the event that an unexpected change must take place, please call the Administrative Assistant no later than 1:30 p.m.

More about the school schedule is covered in the upcoming sections, **The School Day** and **Attendance**.

## **Visiting the School**

Just like you, we care about your children's safety. Please help us keep them safe by signing in and out, and wearing a visitor's pass when you visit the building during times other than drop off or dismissal.

## **The School Day**

***Students will not be permitted in their classrooms until 7:25 a.m. There is no supervision for children at school before that time. Please, for their safety, drop off your child(ren) after that time.***

### **Preschool/Kindergarten Schedule**

The preschool program, a program for children who are four years old by September first, meets Tuesdays and Thursdays from 7:30 a.m. to 12:30 p.m. Preschoolers may go to their classroom anytime after 7:25 a.m., but should arrive no later than 7:40 a.m. Students should be picked up (or other arrangements made for care) promptly at 12:30 p.m. If a delayed start morning (due to weather, for example) falls on a preschool day, preschoolers will still have class that day and will follow the same delayed schedule as the rest of the school, and end preschool at the normal 12:30 p.m. time.

Kindergarten meets Mondays, Wednesdays and Fridays during the regular full-day hours. Kindergartners may enter their classroom anytime after 7:25 a.m., but will be marked tardy after 7:40 a.m. Kindergarten dismissal is at 2:25 p.m. and students should be clear about their after-school destination. Students enrolled in kindergarten must be five years old by September first of the kindergarten year.

## **Grades 1 – 6**

The school day begins at 7:40 a.m. Students are expected to be in their classrooms and ready to settle in by that time. Students arriving at their classroom after 7:40 a.m. will be marked tardy. While parents are encouraged to visit their child's classroom, it can often be distracting after 7:40 a.m. Please help our teachers and students begin their day promptly. Parents and guests are welcome to attend classroom Morning Meetings. If you are in a classroom during Meeting time, please join the group and support a prompt start to our day.

Children are dismissed at 2:25 p.m. If you are picking up your child from school, we ask that you not leave your vehicle unattended. If you must enter the building, please park your car in a space in the parking lot. This will allow for the continuous flow of traffic through the "loop." Additionally, we ask that you wait for your child in the main lobby at dismissal time. Teachers and staff will escort classes to the lobby for dismissal. For your child's health, please turn off your vehicle's engine on school grounds while waiting.

Students who have not been picked up by 2:35 p.m. will be, space permitting, enrolled in the After School Program. Parents will be subject to any fees as a result of that placement. If we are unable to contact a parent, the student's emergency contacts will be called and asked to come pick up the child. If there is a change in your child's dismissal routine, for the safety of your child, we require a note from you. Please plan ahead with your child, as it is difficult and confusing to facilitate last-minute changes. If your child arrives late or must leave early, please check in at the main office before going to the classroom.

## **Parking**

Please adhere to the following parking lot procedures:  
Use the handicapped space only when appropriate.

- Park only in official parking spaces.
- Please respect the no-parking zones.
- Be sure to remain parked when the buses' red lights are flashing.
- Do not leave your car when parked in the "loop."
- Please do not let your car idle in the parking lot.

Passing a school bus in the driveway of a school while the red warning lights are on is illegal and can result in a **ticket and a fine (\$195.00 and 6 points)**. Most importantly, it is tremendously unsafe. All violations are reported.

## **Integrated Arts Schedule and School Calendar**

The integrated Arts schedule and the school calendar are located in the back of this handbook. Please refer to them as tools for being certain your child is prepared for activities such as PE and art with appropriate clothing, etc.

## **Entering School**

The Fayston school maintains a registry of all children, from birth through school age, in order to plan appropriate programs and staffing as well in advance as possible. Please register your child at your earliest convenience by calling Cally Schober, Administrative Assistant, at 496-3636 ext. 101. This not only allows us to plan in a way that best serves your child, but will allow us to provide families with information about programs and opportunities so that you may become a part of the school community even before your child attends class.

Children who will be four years old on or before September first of the school year, are invited to attend Fayston School's preschool (see schedule on page 5). If the School Board limits participation in Fayston's preschool program, children may attend a Partnership preschool for up to ten paid hours per week funded by the school. Please contact Cally Schober, Administrative Assistant, at 496-3636 ext. 101, to register. A copy of the child's birth certificate and immunization records are required at the time of registration.

Children must be five years old on or before September first of the school year to enter kindergarten. Please contact Cally Schober, Administrative Assistant, at 496-3636 ext. 101, to register. A copy of the child's birth certificate and immunization records are required at the time of registration.

## **Contacting the School**

The telephone number is 496-3636. The fax number is 496-5297. General email may be sent to [cschober@faystonelementary.org](mailto:cschober@faystonelementary.org). Individual staff members all have email access and telephone extensions. Please see the directory in the back of this book. During the school day, we ask that you call the main office rather than interrupting the learning that is taking place in classrooms. We will be happy to deliver your emergency message promptly. The staff directory and links to email addresses are also available on the school website at [www.faystonschool.org](http://www.faystonschool.org). Please remember that staff may not be able to check their voicemail or email during the school day. We will return your call as soon as possible.

## **Emergency Closings and Delays**

Emergency closings and delays due to weather or other issues are announced on radio stations WDEV (550 AM and 96.1 FM), WNCS (104.7 FM)

and WEZF (92.9 FM). In addition, emergency closings and delays are announced on WCAX television (Channel 3) and the parent phone tree will be used. You may also check [www.sover.net/schoolclosings](http://www.sover.net/schoolclosings). A link to school closings is also found on the “Families” page of the school website ([www.faystonschool.org](http://www.faystonschool.org)). Please let us know if you are not notified of a school delay or closing, or if your telephone number changes.

### **Students Calling Home**

Children calling home to request forgotten items or to make end-of-day or other non-emergency arrangements is strongly discouraged, if not disallowed. The phone lines must be kept open for adults to conduct their daily business and for urgent calls to reach us. We also believe that responsibility and “planning ahead” is better learned when students experience a logical consequence, namely a day without an item.

### **The Responsive Classroom Philosophy**

F.E.S. is a Responsive Classroom school. This means that we believe in and implement the Responsive Classroom philosophy of teaching and learning, which relies on seven Guiding Principles to create a caring, respectful and responsible community of adults and children. It is our goal that expectations – both social and academic – are high, and we challenge ourselves and each other to achieve not only basic skills, but also our Hopes and Dreams as learners, community members and leaders. We celebrate both the academic and social successes of our school community, and value both types of learning equally.

The seven guiding principles of Responsive Classroom include:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn.
- The greatest cognitive growth occurs through social interactions.
- There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially. They include: cooperation, assertion, responsibility, empathy, and self-control (C.A.R.E.S.).
- Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence.

We practice these principles, in part, by:

- Designing and teaching a developmentally appropriate curriculum, noting that individual's rates of development and learning styles differ.
- Holding daily classroom Morning Meetings and bi-weekly Whole-School Meetings that include a Greeting, Sharing, Activity, and News and Announcements. These meetings allow us to build a sense of community, teach and model respect, tolerance and other social skills, solve problems as a group and share our Hopes and Dreams. A schedule of Whole-School Meetings is located on page 13 of this book.
- Working with our students to create Rules and Logical Consequences. We believe the creation of school and classroom rules is a collaborative process that involves the adults and children of our school, and begins by identifying our Hopes and Dreams for learning. We also aim to organize our classroom spaces in a way most conducive to learning. Rules are then created that allow us to meet our goals. Logical consequences allow us to tailor our responses to individual misbehavior to those specific circumstances, and create a meaningful and connected response and plan of action. Rules are frequently discussed and reviewed. We strive to help students connect their behaviors and the outcomes of those behaviors, fix problems caused by misbehavior, make amends and preserve relationships, and avoid similar problems in the future. We aim to give students a chance to regain control, preserve the dignity of the child and group and keep everyone safe and productive.
- Communicating with families and promoting open dialogue. Through our school website and online newsletter at [www.faystonschool.org](http://www.faystonschool.org), our conferences, performances and special events, volunteer opportunities, Whole-School Meetings and other events, we aim to make Fayston Elementary School the hub of the community. A place where staff, students, families and the expertise of the greater Valley work together to educate children. The newsletter is also available in paper copy by request.

After reviewing the guiding principles of Responsive Classroom, if you have suggestions of ways families and the school can better work together to support children, please let us know. We value our partnership with families.

### **Absences**

If your child is going to be late or absent, please call Cally Schober, Administrative Assistant, at 496-3636 ext. 101, as soon as possible. Please **do not** email changes in routine. If need be, leave a message including your name and your child's name, the day and time of the absence and the reason. Your notification to us assures us of your child's safety, and avoids us unnecessarily calling home to inquire. If we have not heard from you, once your child's teacher reports your child absent we will try to call you

to confirm your child's safety. We also ask that you send a note with your child explaining the absence upon his/her return. This allows us to be certain the absence is coded correctly for attendance purposes.

### **Attendance**

Vermont law requires regular attendance at school by children between the ages of six and sixteen years. Being on time shows respect for the teacher and other students in the class and is an important part of a parent's job. **Please be certain your child is in his or her classroom and ready to join the group by 7:40 a.m. every day.** It is often difficult, if not impossible, to make up group work and the sense of belonging and community built through early morning classroom meetings and other activities. These meetings almost always begin at 7:40 a.m. (Please note the times breakfast will be available. This is listed under the **Foodservice** section of this handbook on page 28.) The first part of the day sets the tone for the rest of the day. When a student misses this, he/she starts the day at a disadvantage. Additionally, it is unfair to other children when the teacher must interrupt a lesson to address a tardy individual. If it is difficult for you to get your child to school on time, we encourage him or her to take the bus to school. If, due to unforeseen circumstances, your child must be tardy, please check in with the Administrative Assistant and receive a tardy slip to give to the classroom teacher. Students entering the classroom late without a slip will be asked to go back and check in with the Administrative Assistant.

Vacations during school time are strongly discouraged. Those absences are considered unexcused. We ask parents to carefully consider the impact of removing their children from school. In deciding to take such a vacation, we ask that you consider that your child will be missing instruction, lessons, demonstrations, community-building activities and other learning experiences that may impact his or her learning, as well as the classroom learning environment. The social learning and group work that takes place in classrooms cannot be made up. While journal writing and paper and pencil work can be valuable, they are not the quality instruction your child would miss if a vacation is planned during school time.

If students must attend a vacation during school, parents should communicate with the classroom teacher and Principal at least two weeks prior to the leave. The teacher will make every reasonable effort to provide work for the child to complete during his or her time away, if possible. Please understand that some assignments will not be available in advance. Work that is not complete, of poor quality or late will be marked as such and reflected on the child's progress report. Vacations of ten or more days require the Superintendent's approval. Please see the Principal for more information on that process.

Students' attendance will be evaluated using the following standards:

<b>Below the Standard Unsatisfactory</b>	<b>Near the Standard Needs Improvement</b>	<b>Meets the Standard Satisfactory</b>	<b>Meets with Honors Commendable</b>
Student has six or more absences, tardies or early dismissals during the trimester.	Student has four or five absences, tardies or early dismissals during the trimester.	Student has no more than three absences, tardies or early dismissals during the trimester.	Student had perfect attendance: no absences, tardies or early dismissals during the trimester.

Attendance is evaluated and reported each trimester. Attendance reports become part of the permanent record. Parents of a student whose attendance needs improvement or is unsatisfactory will receive a letter from the Principal that will also become part of the child's permanent file. Each trimester that a child's attendance needs improvement or is unsatisfactory will result in a referral to the Educational Support Team or other group responsible for monitoring attendance, at the discretion of the Principal. If, after noting a serious illness or family emergency causing absences or tardies, the Principal deems a meeting unnecessary, it may be waived. Extenuating circumstances that explain absences and tardies will be noted on the attendance report. When a meeting is necessary, parents (and the child when appropriate) will be asked to meet with this team to discuss the impact poor attendance is having on their child's education, and create a plan to address the issue.

Students whose attendance is regularly impacted by a documented health issue should set up a meeting with the teacher and Principal early in the year to discuss a plan to address the student's learning needs.

Attendance is a serious issue. Excessive and concerning attendance patterns that recur following careful outreach and planning by the school and families will be referred to the state's Attorney and Social Services. It is our goal to work with families on the issue. Please speak to the Principal if your child must have repeated absences or tardies (such as ongoing medical appointments.)

### **Concerns About School**

On occasion, parents and the school may experience differences of opinion or concerns. The proper channel for complaints involving instruction, discipline, the school building or climate, or learning materials is:

1. Discuss the situation with the adult directly involved. If you feel there is not a satisfactory solution,
2. Ask your child's teacher to meet with you. If you feel there is not a satisfactory solution,

3. Ask to have a meeting with the adult and the Principal. If you feel there is not a satisfactory solution,
4. Ask the Principal for a meeting with the Superintendent. If you feel there is not a satisfactory solution,
5. Ask the Principal for a meeting with the School Board.

Although no member of the community shall be denied the right to petition the Board for redress of a grievance; complaints will be referred back through the proper channels for solution before investigation or action by the Board.

### **Field Trips**

Parents or others who chaperone and provide transportation for field trips are important role models for children. It is expected that healthy, appropriate behavior will be modeled.

Written permission must be on file for any student to attend a field trip. A general permission slip is sent home on the first day of school. Parents will also receive written advance notice of any filed trips.

In order for anyone to drive for a field trip, the, the school must have a copy of your current insurance and registration cards, as well as a copy of your driver's license. The vehicle used must have proper safety equipment. In order to avoid the last-minute rush, we welcome getting a copy of your license, registration and insurance cards at the beginning of the year to have on file. Insurance coverage must be comprehensive and in the amount of \$100,000 / \$300,000 per injury / accident.

A child weighing more than twenty pounds and over one year old, until his/her eighth birthday, must use a belt-positioning car seat or booster seat as appropriate. A child eight through fifteen years old must use a car seat or seat belt as appropriate. The driver of the vehicle is responsible for the appropriateness of the restraint system and being sure children are lawfully secured.

A criminal background check may be required for drivers who are alone with students without a staff member present.

### **Open Hearth at Fayston: Our After School Program**

The Child Development Division of the Vermont Department of Children and Families awarded the Open Hearth community group a \$23,497 three-year grant to launch a licensed after-school program at the Fayston School. An after-school committee formed, chaired by Fayston parent Annemarie Furey, and consists of parents and school staff members. Board inquiries can be directed to Annemarie Furey at 496-3156, or [OhatF@aol.com](mailto:OhatF@aol.com). Open Hearth at Fayston's after school program is directed by Deborah Orr. She may be reached by emailing [OHAFDirector@faystonelementary.org](mailto:OHAFDirector@faystonelementary.org), or by calling

496-3636 ext. 111. Open Hearth at Fayston is not a school program. Rather, it is governed by its own Board of Directors and hires and evaluates its own staff.

**Our School Website: [www.faystonschool.org](http://www.faystonschool.org)**

The Fayston School maintains a website filled with up-to-date information about the school. Our website was completely revised last summer. The latest edition of the school newsletter, lunch menus, several photos of school events and a calendar are all available at [www.faystonschool.org](http://www.faystonschool.org). Additionally, there is a page dedicated to Responsive Classroom, pages for the School Board and parents, and several teachers and classes have created their own pages. These are linked to our main school page. We appreciate your ongoing feedback on our website. Please let us know how we can continue to make this resource meet your needs. Email website correspondence to Justina Boyden at [jboyden@faystonelementary.org](mailto:jboyden@faystonelementary.org).

**Our Newsletter: Tiger News**

We publish a bi-weekly online and paper copy newsletter about our school. The newsletter includes articles and artwork by students and staff, as well as a calendar of upcoming events. We also include, space permitting, opportunities and events from the greater community that involve and or/support our students and their families. The newsletter is available on our website (see above) or by paper copy by emailing [cschober@faystonelementary.org](mailto:cschober@faystonelementary.org) or calling Cally Schober, Administrative Assistant, at 496-3636 ext. 101. The deadline for materials for the newsletter is the first and third Tuesday of every month. Publication of material is at the discretion of the Principal.

**Whole-School Meetings – Wednesdays**

Every other week, the entire school gathers for a fun and educational group meeting. During this time, various classes present projects and lead the group through activities. Occasionally, we have guest speakers or entertainers. In past years, our meetings have included a whole-school live art show, a Native American drumming workshop, a play by the Association of Vermont Recyclers, poetry and other readings by students, a presentation by a forester for Arbor Day, a beekeeper, French games and activities to celebrate our foreign language program and many other exciting events. The meetings begin at 7:40 a.m. and last for about 30 minutes. This year, the meetings are tentatively scheduled for the following Wednesdays:

September 16<sup>th</sup> and 30<sup>th</sup>  
October 14<sup>th</sup> and 28<sup>th</sup>  
November 11<sup>th</sup>  
December 2<sup>nd</sup> and 16<sup>th</sup>  
January 6<sup>th</sup> and 20<sup>th</sup>

February 3<sup>rd</sup> and 17<sup>th</sup>  
March 3<sup>rd</sup> and 17<sup>th</sup>  
April 7<sup>th</sup> and 28<sup>th</sup>  
May 12<sup>th</sup> and 26<sup>th</sup>  
June 9<sup>th</sup>

Preschoolers and their families, as well as community members and guests, are welcome and encouraged to attend our Whole-School Meetings. Preschoolers will need to remain with the adult bringing them.

Our Whole-School Meetings are an important way to build school spirit and a sense of community. We welcome families and community members to join us for these exciting group meetings. Please feel free to call the school in advance to find out the topic of any given meeting. At the beginning of the year, teachers are asked to sign up to have their class facilitate a meeting. Give us a call or check out our website to find out when your child's class will be running the show.

### **Performances – Adult Expectations**

Several times a year, students participate in public performances. Additionally, we host several performances each year. We expect that parents and community members will model appropriate audience behavior for the children. This includes:

1. remaining seated and quiet during performances
2. removing hats
3. waiting for an entire performance to finish before leaving or moving about, except when absolutely necessary
4. being attentive
5. supervising younger children (siblings) carefully

We appreciate your help in putting away chairs at the end of each performance.

### **Sports and Activities**

Many sports and other activities are available throughout the Valley community. As they are received, notices will be posted and sent home outlining these opportunities. At this time, the school does not offer competitive sports outside of the school day.

### **Technology**

The Fayston School has an Acceptable Use Policy for use of the Internet. A copy of the policy is sent home with the first day of school packet. Students are expected to review the policy with their parents and sign the attached agreement. Students are not permitted to use online services until the signed agreement is received.

All of the electronic information at the Fayston School is stored on a server. This server is accessible from any desktop computer or laptop in the building. Each student and staff member has his/her own account on the server so that s/he alone, has access to that information. Each classroom has three or four desktop computers that are hard-wired to the server. We are now operating a 20-unit mobile lab that is half funded by our PTO. These laptop computers access the server through one of the several airports that are located throughout the building. All computers are Macintosh except one in the library

that is being used for our automated card catalogue system, and one in the Principal's office that is used to communicate with the Washington West Central Office.

We have an LCD projector that allows us to project the computer image onto a screen so that everyone in the classroom can see that image. This has also been used to show movies for our Family Movie Nights. We have several digital cameras that are shared throughout the building so we can capture many of the special activities that occur at Fayston School. We also have a digital video camera so students can get a taste for complete digital integration for theme-related projects.

### **Student Class Placement**

Teachers, staff and the Principal work very hard to consider all aspects – academic and social – when placing a student in a particular class. Parent input is desired via a survey sent home near the end of the year. Arranged meetings are good times to talk with your child's "sending" teacher about your child's learning needs, strengths and challenges. We also appreciate your written comments on the survey. This input, and our discussions that result in individual placements, focus on child learning needs and styles, not particular teachers. Parents should not request a particular teacher. We ask that with your input, you trust us to consider the many facets of placement and use our best judgment in securing a placement for your child.

### **Music Program**

General music instruction is offered once a week for 30-40 minutes to students in kindergarten through sixth grade. Students receive training in the fundamentals of music theory, history, appreciation, movement, audiation and performance. Students demonstrate their skills at least once a year in a public performance.

In addition to general music class, students in grades five and six have the opportunity to study instrumental music. Lessons are offered in small groups once a week on a range of instruments. These lessons are free of charge. Once students have achieved some basic mastery of their instruments, they are encouraged to join the school band, which meets once a week for 30 minutes. The band performs in school concerts twice a year.

Students in grades four through six may also join the chorus which meets once a week for twenty-five minutes. The chorus experience provides students with the opportunity to learn more advanced music and vocal techniques than are explored in general music. The chorus performs in school concerts twice a year.

## **Physical Education Program**

The PE curriculum is based on basic skill development, positive teamwork, self-responsibility and personal fitness. Each student is expected to be prepared for each class with safe shoes (sneakers) and comfortable clothes that allow full range of motion. Encouraging lifelong fitness by exposing students to a variety of lessons. Flexibility, cardiovascular endurance and strength building are focused on during the “warm-up” section of each class. Skills such as developing proper locomotion and eye-hand coordination, then building on those skills in the context of games, is a major goal of the class. Sportsmanship and supportive social behavior is expected and specifically encouraged throughout each session. Demonstration and practice is available when needed. The Winter Sports Program is a required part of our physical education curriculum for first through sixth graders. Participation in, and attitude during, the Winter Sports Program will be reflected in the participation and personal development grades for physical education.

## **Winter Sports Program**

The Winter Sports Program provides an opportunity for students in first through sixth grades to participate in outdoor winter activities during the school day as part of the PE curriculum. In addition to being a fun experience, it will also provide ongoing instruction in a winter sport. The program runs one afternoon each week over eight weeks (not necessarily consecutive weeks because of weather), but with a maximum of a ten-week span. The sports offered include skiing, snowboarding, ice skating, snow shoeing and other outdoor activities, all based on availability and programming. The programs are run and taught by parent volunteers as well as instructors in the sports. The Winter Sports Program is part of our Physical Education program and is required of all students in first through sixth grade. Information packets and registration forms will be sent home in the fall, which will also include information on how to volunteer for the program. Volunteers may be required to undergo a criminal background check.

## **Art Program**

Our Art Program is filled with experiences and explorations that develop artistic and perceptual awareness of our community, our world, and stimulate students’ self-discovery. We believe that all children come to school with skills and abilities, gifts and talents. Their unique ways of learning, thinking, and perceiving will be welcomed in the art program, which is focused on introducing many different mediums to be used to communicate ideas, feelings, and experiences. Along with using and exploring mediums, we will look at art, talk about art and investigate art in ways that stimulate creative thinking. By designing a program that stimulates students’ creativity, students will grow to be extremely alert and observant of the world around them. They will take chances, invent new ways of saying, telling and building ideas, rearrange old ideas, and solve problems that will be seen in all areas of their school education.

## **French Program**

To provide students with the advantages of early language learning, the Fayston Elementary School includes French in the curriculum for students in grades preschool through six. At the preschool and kindergarten levels students have French one day per week for thirty minutes. Students in first through sixth grades, have French two days per week for a total of eighty minutes. Developing listening comprehension and oral expression skills, as well as an awareness of different cultures, are the primary goals of the foreign language program. Reading and writing are gradually introduced beginning in first grade, though students are not expected to read and write in French until third grade. Songs, games, skits, body movement and art play an important role in the French program.

## **Counseling Services**

Nicole Krotinger, Licensed clinical Mental Health counselor (LCMHC), offers no-cost in-school counseling for individuals and/or groups of children. Nicole works with children who are experiencing a broad range of emotional problems and/or behaviors through supportive counseling and play therapy techniques. The goal of in-school counseling is to help children understand themselves better, promote school and home success and to facilitate change. Support services for parents can also be provided.

Students may access counseling services through referrals by teachers, staff and families. The counselor may be reached directly by calling the number listed in the back of this book.

## **Library Program**

The library is open every day during school hours. Our librarian works Mondays and Wednesdays. During all other times, students must be accompanied by an adult. Books are borrowed for two weeks at a time. In order to encourage avid reading and a love of books, we have a liberal loan policy that allows students in grades one through six to borrow up to five books at a time. Kindergartners begin the school year signing out two books and progress to three later in the year. Those students who need additional books or materials for research should see the librarian.

We want children to develop responsibility for borrowing and returning library materials. Students will be billed for lost books. While there is no fine for overdue books, and books may be renewed, keeping them for more than two weeks will deny another student access to the materials.

Parents and community members are welcome to borrow materials from the library. There is a "Parent's Shelf" from which parents may also borrow.

## **The Nature Trail**

Fayston School has a wonderful Nature Trail that begins at the end of the parking lot, loops around, and ends at the far end of the playground. There are approximately 40 signs with information about plants, animals, and rocks written and created by third and fourth grade students during different time periods. There is an aerial map made with GPS points on the wall near the Principal's office and a slide show of the signs along the trail that is available on CD. It is a wonderful resource that is vastly under used. Please feel free to explore it with your child/ren and community members after school and on weekends, promoting an awareness and stewardship of nature.

## **Environmental Education Program**

The Fayston Elementary School offers a monthly volunteer-run environmental education program under the guidance of the Four Winds Nature Institute. This has replaced the ELF (Environmental Learning for the Future) program at F.E.S. Four Winds is a group of eight scientists and educators who previously designed the ELF curriculum and have branched out to create their own unique program. Additional information is available at [www.fourwindsinstitute.org](http://www.fourwindsinstitute.org).

Volunteers are most welcome. Call Doreen Kelly, coordinator, at 496-4766, for more information and with questions.

## **The Fayston Excel Program**

In an effort to offer sixth graders an advanced challenge, we present the Fayston Excel Program. The purpose of this program is to encourage children to push themselves, to know the thrill of hard work and success and to gain skills, knowledge and self-motivation.

As sixth graders, students are given the opportunity to select a topic for research and presentation within the guidelines of the program, as well as complete additional requirements such as community service and teamwork as part of receiving the Excel Award.

Challenges for the greater school community may relate to the arts, physical activity, memorization, community service, math, science or other areas of learning.

More details about the program are available from the sixth grade teachers or the Principal. A certificate is given to students who have satisfactorily met their challenge. This is at the discretion of the Principal and others involved with the program. Criteria for success will be made clear to students.

## **Bus Transportation**

### **Rules and Expectations**

The Fayston School contracts with the First Student Corporation for bus services. The bus barn number is 244-6422. Buses carry elementary, middle and high school students simultaneously. Parents who have comments regarding their child's bus experience are encouraged to call the bus barn directly, speak with the Principal, or both. The bus barn manager is Ray Staskus.

Maintaining student control on the bus is a primary responsibility of the driver. Unmanageable behavior will be reported to the Principal and parents will be notified at his/her discretion. Any consequences or actions as a result of poor behavior are at the Principal's discretion within school policies and procedures. By School Board policy, in the event a student is denied transportation privileges for a period of time, parents will be given notification in writing, as well as by direct verbal contact whenever possible. A driver may remove a student from the bus when that student's behavior represents a serious immediate threat to the health and safety of fellow passengers and/or the driver, and when removal of the student will not endanger the student's health or safety.

Students who must bring large items such as skis, ski poles, snowboards, golf bags and large musical instruments to school are asked to make arrangements to have such items dropped off at the school. These items can become dangerous to the bus passengers. A student should only bring items that may be carried in a bag and held on the student's lap.

### **Bus Routes for 2009 – 2010**

Under the direction of First Student Transportation Company, the bus routes for this school year are at the end of this handbook. Questions about bus routes should be addressed to Ray Staskus, Busing Manager, at 244-6422, or by emailing [raymond.staskus@fs.firstgroupamerica.com](mailto:raymond.staskus@fs.firstgroupamerica.com). Bus routes will be posted on our website at [www.faystonschool.org](http://www.faystonschool.org).

Students should board the bus at the designated pick-up point closest to their homes. The time of departure from the bus stops may vary by five minutes. Students should be at the bus stop five minutes in advance. This will avoid unnecessary delays for students further along on the route. Drivers and parents should use the WDEV (550 AM or 96.1 FM) radio time for bus scheduling.

### **Busing for Younger Students**

The Fayston School strongly discourages the use of buses for preschoolers, and will not plan to pick up preschoolers by bus unless specific arrangements are made. Preschool and kindergarten students will only be released from the bus into the care of a parent or other authorized adult at a designated drop-off point. If the authorized adult is

not present to receive the child, the child will be returned to school and the parent contacted to arrange transportation for the child.

### **School Rules and Expectations**

Our goal, as outlined in the Responsive Classroom philosophy, is to empower students to take responsibility for their learning and behavior. Great care is taken in each classroom to create rules and clear expectations for the school day. Occasionally, disciplinary measures may be necessary. The Principal or his/her designees shall be responsible for the administration of discipline procedures as outlined in policy F1, Student conduct and Discipline. The discipline policy is available from the Principal.

#### **Playground Rules**

As part of the Responsive Classroom philosophy, the students and staff have created the following rules to manage playground behavior:

##### ***Be Safe***

##### **Looks Like . . .**

- Use natural objects safely and respectfully.
- Stay on the flat part of the playground, within the boundaries.
- Sledding requires a hat, gloves, snow pants, coat and boots.
- Wear appropriate clothing (or activities are limited).
- Wait for an adult to go outside.
- Walk from the school to the playground and back.
- Keep your body to yourself (except when using light touches during a teacher-supervised game).
- Use equipment properly.
- Use actions and objects that make people feel safe.

##### **Sounds Like . . .**

- Use words that make people feel safe.

##### ***Be Respectful***

##### **Looks Like . . .**

- Respect others' play and personal space.
- Take care of, and share, all equipment.
- Be a good sport.
- Everyone gets to play games involving the fields, school equipment, or teams.
- Follow adult directions.

### Sounds Like . . .

- Choose teams in a non-hurtful way.
- Use kind words.
- Try to solve problems.

### Consequences for Breaking Playground Rules

1. Reminder
2. Take a break
3. Redirection by an adult (to a new activity) or go inside

*Unsafe behavior may immediately result in a loss of recess and going inside.*

The process of creating rules involves staff and students. It is an ongoing process that brings everyone together for a common purpose and understanding. Everyone is vested in the outcome. In past years, our school community created hallway, playground, and lunchroom rules. We welcome family and community input during the rules-creation process. We will keep you informed on the process through the school newsletter.

### Student Conduct and Discipline

The Principal is responsible for the administration of discipline policies and procedures. The Principal may impose a variety of consequences including suspending a student for up to ten consecutive days. A student who is an ongoing danger to persons or property shall be immediately removed from the school. Parents are notified if a child must be removed from the school. The school has a discipline Plan that outlines several examples of behavior and possible adult responses and logical consequences. The Plan is available from the Principal.

Our goal with discipline is to be proactive by teaching and modeling the skills children need to be productive, respectful members of the school community. We use the Responsive Classroom approach to discipline. Students who misbehave, with the exception of safety issues, are asked to **take a break** in the classroom. This provides an opportunity for students to reflect on their actions and formulate a plan for successfully rejoining their class. For students needing time out of the room, every teacher has a **buddy classroom** to which children may be sent. Again, students are expected to reflect on their reason for being sent and formulate a plan for success in their classrooms. If after returning from the buddy classroom inappropriate behavior persists, students are asked to see the Principal. At this time the sending adult initiates a brief written behavior report that becomes part of a student success plan. A copy of this plan is sent home by the Principal for an adult family member's signature. The student is typically asked to call a parent or guardian and explain the situation following the creation of the plan.

Some examples of student behaviors, possible adult responses and possible student consequences are:

<b>Student Behaviors</b>	<b>Adult Response Options</b>	<b>Possible <i>Logical Consequences</i></b>
Student speaks disrespectfully	Reminder of Rules Time Away Buddy Classroom Principal <i>(These actions, like Consequences, build on each other Not all may be necessary.)</i>	Time away from classroom Missed work needs to be completed at another time Apology and written plan for future success Student calls home Written success plan sent home for signature
Student hits another student	Student is sent to Principal	Student calls home Suspension Written plan for success sent home for signature Meeting with parents Apology
Student throws food	Directs student to clean mess Change in table assignment Student takes a break from lunchroom	Student cleans mess Spends time cleaning with custodian New table assignment Eats elsewhere in building Written plan for success sent home for signature Student calls home

These are possible behaviors and responses only. Each individual student and situation requires discretion. While we aim for consistency in discipline, any disciplinary

action is at the discretion of the Principal. We view misbehavior as a learning opportunity that includes either a ***Logical Consequence***, as in the prior examples, or a ***Natural Consequence***. These are consequences that require no adult intervention. For example, a child who wears sneakers outside in winter will likely have cold, wet feet. To the degree it is safe and does not significantly interfere with learning, we allow ***Natural Consequences***.

## **Bullying Prevention Plan**

### **Introduction**

This plan is part of our F.E.S. Discipline Plan As a result of Act 117 of 2004, An Act Relating to Bullying Prevention Policies. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated.

Bullying may involve a range of misconduct that, based on the severity, will warrant a measured response of corrective action and/or discipline. Behaviors that do not rise to the level of bullying, as defined below, still may be subject to intervention and/or discipline under another section of the discipline plan or policy.

### **Definition**

Bullying means any overt act or combination of such acts directed against a student by another student or group of students and which:

- occurs during the school day on school property; on a school bus, or at a school-sponsored activity
- is intended to ridicule, humiliate, or intimidate the student; and
- is repeated over time

### **Notice of Prohibition Against Bullying and Anti-Bullying Interventions**

The Fayston Elementary School recognizes that students should have a safe, orderly, civil and positive learning environment and that bullying has no place and will not be tolerated in our school. The Fayston Elementary School shall:

- include the prohibition against bullying in the student/parent handbook and in other ways make students aware of the prohibition against bullying
- develop strategies for school staff to prevent and intervene in bullying

## **Reporting, Investigating and Notifying Parents of Bullying Reports**

To address bullying, the Fayston Elementary School:

- encourages students to report, personally or anonymously, to teachers and school administrators, acts of alleged bullying

The Fayston Elementary School has established the following methods for such reporting:

- Anonymous reporting: A written report may be left in the Principal's mailbox, with the Administrative Assistant, or slipped under the Principal's office door.
- Personal reporting: A person may verbally or in writing make a report to any adult in the building. The adult will collect information and report the allegation to the Principal.
- encourages parents or guardians of students to file written reports of suspected bullying
- requires teachers and other school staff, who witness acts of bullying or receive student reports of bullying, to promptly notify the Principal
- requires the Principal to accept and review all reports of bullying, including anonymous reports
- If after initial inquiry, an anonymous or oral report appears to warrant further investigation, the Principal shall promptly continue with an investigation. The School Administrator shall investigate any written report.
- as with any other disciplinary action, requires school staff to notify the parent or guardian of a student who commits a verified act of bullying of the response of the school staff and consequences that may result from further acts of bullying
- to the extent permitted under the Family Educational Rights and Privacy Act, (FERPA), requires school staff to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying

## **Harassment**

The school district prohibits any form of unlawful harassment. Harassment means an incident or incidents of verbal, written, visual or physical conduct based on, or motivated by, a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources creating an objectively intimidating, hostile or offensive environment.

The Principal is the designated employee to receive and investigate allegations of harassment. Alternately, students may speak with the school counselor. Specific examples of harassment, the guidelines for investigating and addressing harassment, as well as possible consequences, are outlined in the school policy available from the Principal.

## **Weapons**

It is the policy of the school to maintain a safe and positive learning and working environment. It is also the intent of the Board to comply with the Federal Gun Free School Act of 1994, and Act 35 of the 1995 Vermont General Assembly. All weapons and instruments that have the appearance of a weapon are prohibited within all school environments. School environments include, but are not limited to, district-owned buildings, leased or rented facilities, school sponsored activities, school buses and bus stops, field trip vehicles and school grounds. Anyone who sees or becomes aware of a weapon should not touch it or stay in its presence and should notify an adult immediately. In all cases the Principal should be notified immediately.

Weapons are considered:

1. all firearms, loaded or unloaded, including but not limited to, rifles, shotguns, handguns or other weapons designed to expel a projectile by action of an explosive or other propellant or which may readily be converted to do so
2. other guns of all types including pellet, BB, stun, look-alike or toy and non-functioning guns that could be used to threaten others, etc.
3. knives, switchblades or automatically opening bladed knives, daggers, swords, razors, etc.
4. artificial knuckles or other objects designed to be worn over the fist or knuckles, etc.
5. blackjacks, clubs, nunchucks, throwing stars, etc.
6. destructive objects, including but not limited to , any explosive, incendiary, or poison gas bomb, grenade, rocket, missile, mine or similar device
7. poisons, chemicals or substances capable of causing bodily harm
8. bow and arrows, slingshots, etc.
9. any other device or instrument used to intimidate, threaten or inflict harm

## **Consequences**

Any student bringing such devices as defined above to the school environment shall be subject to an expulsion hearing. The school Board can expel the student for up to a calendar year. The Board can modify the expulsion on a case-by-case basis per circumstances listed in the policy manual.

## **Behavior Data Gathering**

The Fayston Elementary School delegates the responsibility of data collection to the Building Administrator. He/she shall collect data on the number of reported incidents of bullying and the number of incidents that have been verified and to make such data available to the commissioner of the VT Dept. of Education and to the public. See the Department's Safe and Healthy Schools,

[www.state.vt.us/educ/new/html/pgmsafeschools.html](http://www.state.vt.us/educ/new/html/pgmsafeschools.html) for further information on data gathering.

**Crisis-Level Behavior**

Our goal is to prevent any crisis-level behavior by being proactive and clear in our expectations. However, on occasion, crisis-level behaviors such as those listed below may occur. Here are a few possible adult responses and consequences:

Student Behaviors	Adult Response Options	Consequences
<p>Out of control after staff intervention attempts to stop the behavior</p> <p>In danger of physically hurting self</p> <p>In danger of physically hurting others</p> <p>Destroying property</p>	<p>Nonviolent physical crisis intervention procedures will be based on best practice models and implemented only by staff members trained in such techniques</p> <p>Staff will use the stages of response which are appropriate for actions of child (supportive, directive, nonviolent, and therapeutic)</p> <p>Staff will work with at least one other trained staff member during crisis</p> <p>Staff must document procedures used</p> <p>Team will create a behavior plan or review existing one for possible changes</p> <p>Parents will be informed</p> <p>Referral to EST as appropriate</p>	<p>Make up lost instructional time</p> <p>Will go to a “quiet room” until able to control self</p> <p>Will make a plan for averting escalation</p> <p>Reparations</p> <p>Apologize</p> <p>Verbalize or write plan for controlling behavior</p> <p>Call home</p>

## **Alcohol and Drugs**

The use of illegal drugs (and smoking) on school grounds is a violation of applicable laws. No person shall possess, use, sell or transmit illegal drugs or paraphernalia, regulated substances or alcohol on school property or at any school-sponsored activity.

Desks, cubbies, textbooks and other school materials remain the property of the school and may be accessed for cleaning, maintenance or in emergencies. Any forbidden item will be confiscated and further investigation will follow. School and personal property may be searched when there is a reasonable suspicion that a forbidden item is present.

Any student under the influence of drugs or alcohol shall be subject to:

First offense:

- The student will be treated as an ill student and sent home after the parents have been notified. In crisis situations, the matter will be handled as a medical emergency.
- At the discretion of the Principal, the police may be notified.
- Upon return to the school the following day, the student and parents will conference with the Principal and others as appropriate, and shall be subject to the school's discipline plan. The student will not be permitted to return to school until this conference has taken place.
- The student will be referred to the school counselor. Additionally, parents will be provided referral information for substance abuse counselors.

Second offense:

- First three steps above.
- The police will be notified.
- The student will undergo an alcohol/drug assessment. Failure to comply will result in a suspension from school, the duration to be determined by the Principal within applicable laws.

Third offense:

- First step of the first offense procedures.
- The police will be notified.
- The student will be suspended from school, the duration to be determined by the Principal, and may be subject to expulsion by the School Board.

Students selling or furnishing drugs and/or alcohol shall be subject to:

First offense:

- The student shall be subject to a suspension from school, the duration to be at the discretion of the Principal, after the parents are notified.
- The police will be notified.
- The student will be referred to the school counselor.

- The student and parents will receive referral information for substance abuse prevention providers.

Second offense:

- All of the steps for the first offense.
- The student may be recommended to the School Board for expulsion.

### **Suspected Child Abuse or Neglect**

Any school personnel who has reasonable cause to believe a child is or has been abused or neglected must, by law, report the suspected abuse or neglect to the Department for Children and Families. As a matter of procedure, by the request of the Department of Children and Families, families are not informed by the school in such cases.

### **Hallway Quiet**

In order to establish an atmosphere of respect and learning, we have deemed the hallway to be a quiet area during school hours. This is so that classes are not disturbed. We ask everyone to please observe this rule.

### **Progress Reports**

Progress reports are issued three times a year. Parent conferences are held in November and March, as well as any other time the teacher or parents feel it prudent to meet and discuss a child's progress. Progress reports are sent home with children prior to conferences. The final progress report is sent home with each student in June. Progress reports measure children's work in relation to their expected level of performance on state standards. See the Assessment section of this handbook for more on the Vermont Standards. Report cards also document attendance.

### **Foodservice**

The Fayston School Foodservice Program makes available a healthy and nutritious breakfast, lunch, and snack each day. Our goal is to provide organic and local foods whenever possible, and to teach children the importance of eating healthy foods. We provide a "bag" breakfast each day between 7:25 a.m. and 7:35 a.m. **In order to support children being in their classrooms and ready to start their day promptly at 7:40 a.m., breakfast will be served between 7:25 a.m. and 7:35 a.m. only. Breakfast will not be served after 7:35 a.m. Students will eat their breakfasts in the gym. Breakfast will not be permitted in the classrooms.** Snack is served around 9:00 a.m. and lunch, consisting of a hot item and a variety of hot and cold vegetables, fresh bread, yogurt and milk is served starting at 11:30 a.m. for younger students and at noon for older children.

The cost of breakfast is \$1.50 (or free for those who qualify for reduced fees). Snack is 50 cents and lunch is \$2.85 for children (40 cents for reduced-eligible families). Extra milk is 35 cents. Adults can join us by respectfully calling in the morning, for breakfast, snack or lunch. Lunch is only \$3.75 for adults. Your advance phone call is important so that we prepare enough food for everyone. Applications for reduced lunch fees are available from the Administrative Assistant or the Foodservice Director. Additionally, they are sent home to all families on the first day of school. All families who believe they may qualify for reduced foodservice fees are strongly encouraged to apply. The paperwork and process are confidential.

A menu is sent home and published on the school website ([www.faystonschool.org](http://www.faystonschool.org)) bi-monthly. At that time, payment in advance is necessary in increments of 20 lunches. A note will be sent home when your child is getting low on his/her credit. At that time, payment is expected again in increments of 20 lunches. When children receive a service from our program, their account will be debited. Please be sure that payment is received in advance.

If you have questions about the Foodservice Program, please contact Cheryl Joslin at 496-3636 ext. 109.

### **Confidentiality and FERPA**

The Family Educational Rights and Privacy Act (FERPA) provides parents the right to inspect and review their child's education records, seek to amend those education records and consent to the disclosure of personally identifiable information from education records except as specified by law.

#### **Procedure for Parental Review and Requested Amendment of Educational Records**

If a parent wishes to review or inspect an educational record, such requests should be made in writing to the Principal. The request should include the specific record to be reviewed or inspected. A mutually agreeable time, within 45 days, will be established for the review. The school will notify the parents of the date, time and location the record will be available. In the case of special education records, the Principal and case manager will coordinate with the parents to arrange an agreeable time for the review.

Parents have the right to request an amendment of a student's education record to correct any information perceived inaccurate, misleading, or information they otherwise believe violated FERPA. Such requests should be made in writing to the Principal, and clearly identify the part of the record they want changed and why it should be changed. The school will either amend the record, or notify the parents of a decision to not amend the record and include notification of the parents' right to a hearing on the matter.

## **Directory Information**

The schools comprising the Washington West Supervisory Union (Fayston Elementary School, Moretown Elementary School, Waitsfield Elementary School, Warren Elementary School, Thatcher Brook Primary School, Crossett Brook Middle School, and Harwood Union High School) have designated the following personally identifiable information as directory information under the Family Educational Rights and Privacy Act:

- a parent's name, address and telephone number
- a student's name, address, telephone number, and date of birth
- participants in officially recognized activities and sports
- weight and height of members of athletic teams
- degrees and awards received, including honor roll
- list of graduates
- class lists
- dates of attendance

Directory information may be released to members of the public and newspapers at the discretion of the school administration. Information may also be published on the school website. Parents and guardians of students attending schools in the Washington West Supervisory Union and students who are 18 years of age or older, have the right to refuse to allow the release of any or all of this information. Pictures and information about school activities will be released to local newspapers. Parents, guardians, and students 18 years of age or older, who do not wish to have their child or themselves included in such releases and/or do not want any or all of the above information released, must notify the school Principal in writing by September 15<sup>th</sup> of the school year.

## **General Confidentiality Practices of the Fayston Elementary School**

It is the practice of the Fayston elementary School staff to operate on a "need to know" basis. Only employees of the school (including consultants and others whose services are requested in order to design a successful educational program) and others deemed to have a legitimate educational interest will be privy to confidential student information. In the event that a dialogue or written information must change hands between private practitioners or others not employed by the school, the person releasing the information is required to verify that a release signed by the parents is on file.

## **Transfer of Student Records to Another School**

Parents requesting their child's records be transferred to another school must make their request in writing by completing the appropriate form provided by the Administrative Assistant. Letters in students' permanent files relating to suspension and expulsion will be included in records to be transferred.

## **Protection of Pupil Rights Amendment**

The PPRA affords parents the right to opt their child out of the administration of student surveys, analysis, or evaluation that concerns one or more of the following areas: political affiliations or beliefs of the student or student's family, sex behavior or attitudes, illegal behavior, anti-social behavior, self-incriminating behavior, demeaning behavior, critical appraisals of other individuals with whom respondents have close family relationships, legally recognized privileged or analogous relationships (i.e. lawyers, ministers and doctors), religious practices or affiliations or beliefs of the student or the student's parents and income (other than required by law to determine program eligibility or eligibility for financial assistance) and information gathered or disclosed for marketing or to sell or otherwise distribute information to others.

A request to opt a child out of such practices must be made in writing to the Principal in advance of the project. Additionally, parents have the right to inspect, with an advance written request to the Principal, any survey or instructional tool that includes one of the aforementioned topics. The school will provide reasonable advance notice of any intent to use a survey or instructional tool that includes one or more of the components listed above.

## **Related School Policy**

The school has developed, in consultation with parents, a related policy on the collection and maintenance of educational files. This handbook shall serve as the Fayston Elementary School's annual notification of the policy as well as the procedures and rights outlined above.

## **Questions about Confidentiality and FERPA**

Questions about any of the above should be directed to the Principal. Additionally, parents have the right to correspond with the U. S. Department of Education concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-5920

## **Legal Rights**

The Fayston Elementary School respects the legal rights of all students, parents and employees. It does not discriminate against any person or group on the basis of race,

color, religion, national origin, ancestry, place of birth, gender, sexual orientation, disability or age.

The Fayston School does not disqualify any student from any school-sponsored activity based on the family's financial status. If an event club, activity, field trip or other opportunity is a financial hardship, please contact your child's teacher or the Principal.

### **Asbestos Management Plan**

The Asbestos Hazard Emergency Response Act (Title 40 CFR Part 763.93 [g][4]) requires written notification to families that the Fayston School has a management plan for the safe control and management of asbestos-containing materials. The plan is available at the school or by calling Washington West Supervisory Union (Laura Titus) at 496-2272 ext.111.

### **Use of School Facilities**

Use of the school building for appropriate, after-hours activities by community groups is encouraged. The use of school facilities is at the discretion of the Principal. We do not provide keys to the building, but will do our best to accommodate building use.

There is no fee associated with the use of the building, except when damage occurs or additional cleaning is necessary. Groups using the building are financially responsible for any and all damages. The School Board and administration hope that the Fayston School will continue to grow and become the hub of our community. Therefore, we strongly support community use of the school facility.

### **Educational Support Team**

The Educational Support Team is comprised of representatives from classroom teachers, specialists and the Principal. The purpose of this team is to discuss ways in which we can support struggling students. Additionally, the team has a role in developing strategies to challenge students who may seek enrichment. Referrals to the Educational Support Team may come from teachers, staff members or parents. To inquire more about the EST, contact the Principal.

### **Assessment of Student Performance**

#### **A Word About Assessments**

The Fayston Elementary School is very proud to have scored significantly above state expectations on assessments in reading, writing and math last year. Additionally, our students experienced success on classroom-based assessments and teacher-created tests.

It is important to remember that assessments capture a “snapshot” of student performance on a given day. Assessment scores may be impacted by many factors, such as social interactions, personal health and emotional wellness, various learning issues, whether or not a child has had breakfast or lunch, etc. Assessments are one piece of information and must be combined with classroom observations, review of daily work and close communication with families in order to gain an accurate and complete profile of any student.

Our assessment data is being used in two important ways. The first is to publicly hold ourselves accountable to taxpayers. The second is to have a reliable means of evaluating our programs and practices. In this way we are also able to monitor individual student growth and more effectively adjust instruction to meet particular needs.

Measuring student achievement is an important way of determining the quality of a school. In addition to that measure, a school is successful when all children are held to high expectations in their learning as well as their behavior. School quality means competent, committed teachers and staff who consistently seek more effective ways to engage students in thinking and learning.

In addition to the New England Common Assessment Program (NECAP), Fayston School uses a number of other measures to assess student learning.

### **The New England Common Assessment Program**

Beginning in the fall of 2006, the Vermont Department of Education introduced a new state testing program for students in grades three through eight. The New England Common Assessment Program (NECAP), a series of custom-designed tests developed in collaboration with the Rhode Island and New Hampshire Departments of Education, measures student proficiency in reading, math and writing Grade Level Expectations (GLEs). Reading and math are assessed at every grade level, three through eight, and writing is assessed in grades five and eight. These assessments are administered at Fayston in October. Scores are available sometime in the spring. More information on the NECAP is available at: [http://www.state.vt.us/educ/new/html/pgm\\_assessment.html](http://www.state.vt.us/educ/new/html/pgm_assessment.html) or by speaking to your child’s teacher.

### **What are the Grade Level Expectations (GLEs)?**

The Grade Level Expectations provide specific benchmarks for Vermont’s Framework of Standards and Learning Opportunities. They provide guidance for the design of local curriculum, instruction and assessment. Specifically, they address student expectations in math, reading and writing skills required for state assessments. In addition, other areas of the general curriculum are governed by the GLEs. More information on the Grade Level Expectations is available at:

<http://www.state.vt.us/educ/new/html/pubs/framework.html#grade> expectations or by speaking to your child's teacher.

### **The Benchmark Assessment System**

The Benchmark Assessment System by Fountas and Pinnell is the reading assessment we will be using with our second graders to replace the VT-DRA. This assessment is individually administered to each student throughout the year to track his or her progress in reading, as well as to serve as a year-end measure. Each student reads texts at a predetermined starting point and is asked specific questions about the text to measure his/her understanding within the text, beyond the text and about the text. Using a set of Benchmark books, including both fiction and non-fiction titles, the assessment administrator is able to obtain a number of scores to determine a student's current reading level in relation to the Vermont Grade Level Expectations (Standard 1.2: Reading Accuracy GLE-R2: 9, Standard 1.3: Reading Comprehension, and Standard 5.13: Responding to Text GLE-R2: 10). The assessment yields scores for Accuracy Rate, Fluency, Oral Reading, and Comprehension. Within each score, detailed information is gathered about the student's reading skills, which is used to guide classroom instruction.

### **The Handwriting Without Tears Assessment**

Handwriting Without Tears is a developmentally-based curriculum that teaches the mechanics of writing, including writing readiness, printing and cursive, when appropriate. The goal is to make handwriting legible, fluent, easy and automatic for all children.

The program incorporates multi-sensory techniques and consistent habits for proper letter formation. Handwriting Without Tears provides activities to help improve a child's self-confidence, pencil grip, body awareness, posture and much more. In addition, it helps prevent letter reversals, accommodates both left- and right-handed individuals, introduces letters strategically in a way that supports early reading, uses meaningful lesson themes such as geography and music, and takes a short amount of classroom time to implement.

Beginning in 2006 both first and second grade classes piloted a comprehensive handwriting assessment that measures a child's placement, size, control and spacing of letters. It allows teachers to identify long- and short-term goals for handwriting, as well as provides strategies for teaching specific skills. The assessment is given annually and the results are available in the spring.

### **Gates-MacGinitie Reading Test, 4<sup>th</sup> Edition**

The Gates-MacGinitie reading assessment program is used here at the Fayston Elementary School. This school initiative was implemented to monitor each student's reading vocabulary development, particularly his/her reading comprehension and reading

fluency for grades three through six. The assessment administered is the Gates-MacGinitie Reading Test, 4<sup>th</sup> Edition.

The use of the Gates-MacGinitie Reading Test each fall allows us to track each child's reading progress from third through sixth grade. This, in combination with our assessments at the first and second grade levels, (Primary Observation Assessment given two to three times in first grade and the Benchmark Assessment System in second grade), will allow us to have a more comprehensive view of each student's reading development here at F.E.S. Scores from the Gates-MacGinitie assessment are sent home to families, along with a letter of explanation.

### **The Vermont Early Learning Standards (VELS)**

The Vermont Early Learning Standards are intended to provide guidance for families, teachers and administrators on what children should know and be able to do as they enter kindergarten. While the VELS should be used to guide the development of curriculum, it should not be used as a curriculum or assessment in and of itself. The VELS should:

- inform families about the development and capabilities of children who are about to enter kindergarten
- inform educators in the development of curriculum and educational strategies
- guide in the selection of assessment tools that are appropriate for learners from a variety of backgrounds with differing abilities
- support referrals of qualified specialists when concerns about development become apparent
- provide a framework for administrators to oversee curricular practices and advocate for resources
- focus a conversation among families, community members and legislators about the education of your children
- link the development and learning of your children to the future curriculum goals and learning outcomes of public schools.

Copies of the VELS are available from the Principal or kindergarten teacher.

### **School Action Plan**

Writing an Action Plan is an opportunity for the entire school community to reflect on the needs of students and families, and design a plan that addresses those needs. Every Vermont school must have an action plan to address areas of need identified by the school. The plan includes goals, timelines, measures of progress and individual areas of emphasis. Fayston Elementary School's action plan focuses on math, maintaining a positive school environment, and on wellness.

**Fayston Elementary School 2009-2010 Action Plan**  
***FINAL – Approved by the Board on April 2, 2009***

**Mathematics Goal I**

The staff will stay current on best practices for teaching mathematics.

**Educational Strategies:**

The staff will select one (or more, time permitting) strand from the NCTM Focal Points for in-depth discussion throughout the year. The first strand shall be algebra.

Staff will attend math-themed state-level meetings that support the FES and WWSU mathematics goals.

**How will we assess progress?**

Assessment scores

Shared knowledge with/between staff

**Mathematics Goal II**

Fayston Elementary School students who struggle to learn mathematics skills, concepts, procedures and/or problem-solving will receive supplementary instruction in their area(s) of need provided by a qualified teacher.

**How will students be identified?**

A low score on the Boehm-3 Test of Concepts

Scores of 1 or 2 on Progress Reports

A score of less than 80 percent on mid or end-of-year assessments or WWSU common assessments

Scoring below the 80<sup>th</sup> percentile on the NECAP tests

Teacher referral\*

\* Ultimately, teacher impressions will guide whether or not a student is included.

**Educational Strategies:**

The staff will work collaboratively to design and implement a program of supplemental instruction for struggling math learners.

**How will we assess progress?**

Work samples / portfolio

Brief narrative summary by the supplemental provider (required at least every

four weeks and when a student is exited from support group.)  
NECAP assessments  
School-wide mid and end-of-year assessments  
WWSU assessments (where available)  
Second form of any assessment already administered

### **Mathematics Goal III**

The staff will use a thorough gap analysis that already exists or an analysis FES creates, to outline which units are to be taught at which grade level, as well as to identify where the program should be supplemented. The staff will use a deeper understanding of assessments to drive instruction.

#### **Educational Strategies:**

A gap analysis between the GEs and the revised Investigations shall be obtained or created and used to identify areas for supplementation.

A minimum of two staff meetings shall be used to analyze mathematics assessments.

#### **How will we assess progress?**

Documented attendance at assessment analysis meetings.

A written plan outlining gaps between the standards and program, along with

A description of how any gaps will be supplemented.

Student assessment scores.

### **School Climate Goal**

The adults and children at the Fayston Elementary School will strive to maintain a safe, orderly, civil and positive learning environment that is free from harassment, hazing and bullying for the entire school community.

#### **Methods of Assessment:**

1. Student, staff and family climate survey
2. Attendance data
3. Behavior data (i.e. bus reports, planning forms, observations, progress report scores in the areas of civic and social responsibility and personal development).

#### **Educational Strategies:**

1. Maintain a School Safety Committee that meets monthly and includes parents, staff and the community. The primary goal of this committee is to create, maintain and review a school crisis plan.

2. All new staff will have two years from their date of hire to complete the Responsive Classroom I training. The principal may, at his discretion, approve extensions or exceptions to these deadlines.
3. C.A.R.E.S. (with picture representations) will be posted and taught/practiced in each classroom and throughout the building.
4. Continue positive promotion of school in the media.
5. Additional Responsive Classroom support, courses and workshops will be supported with release time and professional development funds.
6. Weekly meetings between the counselor and principal to discuss issues related to school climate.
7. R.C. format Morning Meetings in every classroom every day. To the extent possible, all adults will attend a Morning Meeting.
8. Student, staff and family climate surveys are used to assess and plan for a continued positive learning environment.
9. Students and staff will engage in activities that promote mutual respect.
10. Staff will follow the teacher language guidelines detailed in, *The Power of Our Words*.
11. Whole-staff time will be allotted to discuss student issues.
12. 2009-2010 Responsive Classroom focus: How will we address students that need additional behavioral support in addition to RC? (Including the creation of steps that outline our response to individual needs.)

### **Wellness Goal**

The Fayston Elementary School will maintain a Wellness Committee to promote wellness within the school community and support the teaching of health and related Grade Expectations. This committee shall meet at least twice each trimester.

#### **Methods of Assessment:**

1. Meetings are warned and minutes taken and distributed to the school community to document the team's work.
2. Documentation of student learning by Health Education Coordinator.

#### **Educational Strategies:**

1. The school nurse will facilitate and coordinate this committee with support from the principal.
2. We will focus on strategies to increase participation of the greater community in the Wellness Community.
3. A health education coordinator will be hired one day per week.
4. Support will be given to activities that promote wellness throughout the school (i.e. Yoga, after-school PE clubs, etc.)

## **Parent-Teacher Organization (PTO)**

Fayston Elementary School has an active PTO, working together with the Principal and staff to support various programs and engage the school community. Meetings are held regularly at the school during evening hours. A schedule of meetings can be obtained from the School Office. The PTO also has a link on the school website at [www.faystonschool.org](http://www.faystonschool.org).

## **Volunteers**

Volunteers make many valuable contributions to the education of Fayston children by helping in classrooms, the library, chaperoning field trips, sharing expertise with children, coordinating winter sports, teaching environmental education, working with the PTO and in many other ways. We thank you all for your efforts. Approval to volunteer is at the discretion of the Principal. All volunteers who intend to have an ongoing relationship with the school must schedule a meeting with the Principal and sponsoring staff member. A background check is required for all volunteers who are left unsupervised with children.

## **After Hours Use of the Playground**

The public is invited to use the playground during times when school is not in session. It is expected that those using the playground will treat the equipment and grounds with care and respect. Please note the playground rules mentioned earlier in this handbook, on page 20.

## **Health and Wellness Services and Procedures**

The health and well being of our students is important to the entire Fayston School staff. The Health Office is coordinated by Betty McCaffrey, R.N., our part time school nurse. Mrs. McCaffrey is here Mondays, all day, and Wednesday mornings. The Principal and the Administrative Assistant are delegated to perform health related duties in the Nurse's absence.

Our Health Coordinator is a grant-funded position that will provide all students with a combination of direct health instruction and school-wide coordination of the health curriculum.

### **Emergency Information**

A request for updated emergency information is included in the first day of school packet. Please complete it, return it immediately and include your 911 address. If you have changes in phone numbers or other additions or deletions during the year, please contact the school office so your child's file can be updated. Remember to list any of your child's medical conditions and regular medication and contact the Health Office with any additions or changes.

## **Incoming and Transferring Students**

Children entering Fayston Elementary School must present their birth certificate and proof of immunizations. A physical examination within the previous year is also desired. Please arrange with the previous school to have your child's academic and health record forwarded to us. Likewise, if you are leaving F.E.S, please sign a release of records so that we may transfer your child's documents to the receiving school efficiently.

## **Medications**

If a child is required to take medication during school hours, only the School Nurse or delegated staff member will administer the medication. Prescription medication requires a written order from a physician detailing the name of the drug, dose, time interval and reason for medications. Written permission from parent or guardian is also needed. A form for these permissions can be obtained from the Administrative Assistant or School Nurse and returned or faxed to the office. The fax number is 802-496-5297. Over the counter medications require written permission from the parent or guardian on the form available from the school office.

All medications must be brought to the Health Office or Main Office (when the nurse is out) by the parent or guardian and must be appropriately labeled by a pharmacy or physician. Students may not transport medications to or from school. A parent or guardian must pick up unused medication within three days of being notified by the School Nurse. Unused medication will be discarded after this time.

The health form enclosed with the first day of school packet includes an option to give permission for either acetaminophen (Tylenol) or ibuprofen (Advil) and sugarless cough drops on an as-needed basis. Your signature will allow the School Nurse or her designee to administer the medication you have selected for minor pain, headache, etc. Your child will receive the recommended dose from the Health Office supply. Topical fluoride (Swishes) is available on a weekly basis in your child's classroom. Indicate your consent for this by filling out the appropriate portion of the health form sent home on the first day of school.

## **Emergency Health Care Plans**

These plans are developed in conjunction with parents/guardians for children with significant allergies and/or medical problems. Please contact the School Nurse (802-496-3636 ext. 102) in August to formulate your child's plan.

## **Protocol for Medications and Field Trips**

Any child diagnosed with a potentially life-threatening medical condition that may require medication shall travel on field trips or off-site with such medications in the vehicle. The child must remain in the company of the trained adult who is responsible for initiating the emergency plan if necessary. If a child does not have a classroom supply of medication, the Health Office dose may be sent and returned immediately after the trip. This does not apply to regular daily riding of the school bus.

### **Immunizations**

If your child is just entering F.E.S., please provide an immunization record from a physician, health department or previous school that shows that your child has received required immunizations. State law requires the following for a child to enter a Vermont school:

DPT (or TD)	5 doses	and 1 Tdap booster when entering 7 <sup>th</sup> grade
Polio	4 doses	
Measles	2 doses	MMR preferred 1 <sup>st</sup> dose on or after 1 <sup>st</sup> birthday and 28 days between doses
Rubella	1 dose	on or after 1 <sup>st</sup> birthday; MMR preferred
Hepatitis B	3 doses	
Varicella	2 doses	

### **Physical Examinations and Health Screenings**

Preschool, kindergarten and transfer students must present documentation of a physical exam within the past 12 months prior to entering F.E.S. It is helpful to receive results of updated exams, especially if your child has a medical problem. Annual screening, while not diagnostic, allows us to identify some of the children with vision, hearing, blood pressure and weight problems. The state mandates when we should screen our students for vision and hearing. Blood pressure screening is done in kindergarten and fifth grade. Height and weight of all children is done annually. A child who does not pass the screening receives a direct referral made to parents/guardians by the School Nurse. Screening is generally conducted in the fall, but if a teacher notes a possible problem, screening is done at that time.

### **Health Concerns**

No child should come to school with the following conditions: temperature above 100 degrees; sore throat and/or earache accompanied by temperature above 100 degrees; significant symptoms of cold and/or cough; nausea and/or vomiting; diarrhea; unexplained generalized rash; head lice or nits. Children sent to school with these

symptoms will be sent home. Students should be symptom-free for 24 hours or cleared by the School Nurse before returning to class.

### **Illness or Injury During School Hours**

Minor illnesses and injuries are treated in the Health Office. If a child develops significant symptoms of illness or incurs a significant injury during school hours the parent/guardian will be notified and the plan on the Emergency Procedure Card will be followed. If emergency treatment is required, EMS and the parents/guardians will be contacted and the child will be transported to the hospital. Parents or guardians are responsible for all medical expenses.

### **Control of Communicable Illnesses**

In order to help prevent and control communicable illnesses, please notify the School Nurse immediately if your child has a reportable communicable disease diagnosed by a physician or has impetigo, scabies, conjunctivitis (pink eye), lice infestation or ringworm. Exclusion from school may be necessary until appropriate treatment is received. Consultation between the School Nurse or her designee and parents/guardians must occur before the student returns to school.

### **Healthy Habits**

Fayston students and their families are encouraged to practice habits that promote health both at home and at school. These include:

- **Washing hands often and well:** after using the bathroom, after recess, before lunch and after a sneeze or cough. Use hand sanitizer if soap and water are not available.
- **Cover mouth and nose when coughing or sneezing.** Use your elbow or a tissue to capture your cough or sneeze. Throw the tissue away.
- **Keep hands away from eyes, nose and mouth.** Contaminated hands can spread illness.
- **Stay home if you are sick and avoid close contact with someone who is ill.** This means parents too.
- **Practice other good health habits:** Get enough sleep, eat nutritiously.
- **Drink plenty of fluids. Be physically active.**

### **Healthy Foods for Celebrations**

We recognize the enjoyment of celebrating birthdays, academic and social accomplishments, and that those celebrations often include snacks and other food. Candy, gum and soda are not allowed in school. Please consider providing a healthy snack such as fruit or raw vegetables, at least as an additional alternative, to the typical cupcakes and cookies.

### **Head Lice**

Any student with head lice or nits will be excluded from school until the condition has been corrected. Students who become symptomatic, or with reasonable cause, will have their heads checked for lice and nits by the Nurse or her designee.

### **Electronic Devices**

Bringing portable electronic devices such as iPods, Game Boys and other handheld electronic items to school is strongly discouraged. All too frequently these items become damaged or missing. Their use is prohibited during the school day, and if brought to school, such items will need to remain in a child's backpack or in a secure location. Electronic devices that are part of an educational experience planned with a classroom teacher may be brought to school (optimally, by a parent or other adult) for the purposes of research or making a presentation. In such cases, it is suggested that the item, when not in use, is stored in a secure location. The school is not responsible for the theft or damage of such devices.

Students are not permitted to have cell phones at school.

### **Visiting the School**

Parents are cordially invited to visit the school at any time. We welcome the opportunity to provide parents a chance to become better informed about their child(ren)'s school. Advance notice is a courtesy and can assure your time spent at school is most productive. Please check in with the office upon your arrival. You will be given a visitor's pass. Please wear your pass at all times.

### **The School Board**

The Fayston Elementary School's Board of directors meets monthly, on the third Tuesday, at 6:00 p.m. at the school, unless otherwise warned. Meeting agendas are available by email or hard copy from the Principal at least 24 hours in advance. Agendas are posted at the school, town clerk's office and Washington West's office in the Small Dog Electronics building. Additionally, draft minutes of meetings are available from the Principal within five days of the meeting. The Board welcomes community attendance and participation at meetings. Those attending to discuss a particular topic should kindly notify the Principal so that time may be allotted on the agenda. Current School Board members include:

Michael Riddell, Chair	<a href="mailto:mriddell@madriver.com">(<a href="mailto:mriddell@madriver.com">mriddell@madriver.com</a>)</a>	496-9646
Susan MacLean-Daley, Clerk	<a href="mailto:newcreation@accessvt.com">(<a href="mailto:newcreation@accessvt.com">newcreation@accessvt.com</a>)</a>	496-6008
Russell Beilke	<a href="mailto:russellbeilke@heart.org">(<a href="mailto:russellbeilke@heart.org">russellbeilke@heart.org</a>)</a>	469-3224
Bob Lockett	<a href="mailto:blockett@madriver.com">(<a href="mailto:blockett@madriver.com">blockett@madriver.com</a>)</a>	496-2653
Jean Wry	<a href="mailto:jeanwry@gmavt.com">(<a href="mailto:jeanwry@gmavt.com">jeanwry@gmavt.com</a>)</a>	496-9747

## **Appropriate Attire**

In order to promote a climate of respect and a strong focus on learning, students are asked to observe the following guidelines as they dress for their school day:

1. Clothing should cover the entire front and back midriff areas during all activities including those where active movement is involved (PE, recess, etc.). Shoes are required at all times.
2. All clothing should conceal all undergarments during all school activities including PE and other times that include physical activity. Short shorts are not appropriate attire.
3. Clothing should be free of references to alcohol, tobacco, other drugs, violence, offensive behavior, speech or topics that might be offensive to others.
4. Shirts and upper body garments should, at the very least, have short sleeves to keep them in place. Students should avoid halter-tops, strapless or single strap garments and spaghetti straps. Shirt straps must be the width of two adult fingers.
5. Students should be aware of seasonal weather and dress appropriately.
6. Students should be aware of day during which art, PE and other classes or projects require particular shoes (i.e. sneakers for PE) and dress for the occasion.
7. Hats may not be worn inside the school.

## **Students Being Excused from Physical Education or Recess**

Physical activity is part of the required curriculum. Thus, all students are required to participate in PE and should have an opportunity to participate in recess activities. Students needing to be excused from either will require a note from home. They will generally remain in the Health Office during this time.

## **School Policies**

The School Board has adopted the following policies that are available for inspection at the school:

Fiscal Management	Admission of Resident Students
Budgeting	Admission of Non-Resident Students
Financial Accountability	Head Lice
Financial Reports and Statements	Unlawful Weapons
Risk Management	Harassment
Emergency Closings	Participation of Home Study Students in School Programs and Activities
Safety and Security	Anti-Hazing
Student Conduct and Discipline	Eligibility for Kindergarten
Bus Discipline	Board Member Education
Tobacco Prohibition	Public at Board Meetings
Search and Seizure	

Interrogation or Searches by Non-School Personnel	Conduct at Board Meetings
Collection and Maintenance of Education Files	Internet Acceptable Use
Student Safety	Curriculum Development
Student Medication in School	Student Assessment
Alcohol and Drug Abuse	Limited English Proficiency Students
Selecting Library Materials	Copyrights
Handling Complaints	Field Trips
Local Action Plan	Selecting Instructional Materials
Public Solicitations / Advertising	Education Support System
Annual School Reports	Community Use of School Facility
Local Education Agency Plan	Visits by Parents, Community or Media – Interviewing, Filming, Videotaping or Recording
Extended School Year	Board Member Conflict of Interest
Provision of Special Education	Board Goal-Setting and Evaluation
Services to Private School Students	Policy Adoption
Policy Development	Attorney-School Relations
School Visits by Board Members	Policy Dissemination, Administration and Review

### **Policy Review**

The Board of Directors of the Fayston Elementary School plans to, as part of a three-year policy review cycle, review, revise or adopt a policy related to the following topics during their regular monthly meetings held on the third Tuesday of each month, at 6:00 p.m., at the school. The full three-year schedule of policy review is available by request.

#### **2009-2010 Schedule of Policy Reviews**

<i>August:</i>	<i>Annual School Reports, Local Education Agency Plan, Bus Discipline</i>
<i>September:</i>	<i>Search and Seizure, Interrogation or Searches of Students by Law Enforcement Officers or Other Non-School Personnel</i>
<i>October:</i>	<i>Student Medication at School, Child Abuse Neglect and Reporting</i>
<i>November:</i>	<i>Admission of Non-Resident Students, Head Lice</i>
<i>December:</i>	<i>Eligibility for Kindergarten, Internet Acceptable Use</i>
<i>January:</i>	<i>Curriculum Development, Student Assessment</i>
<i>February:</i>	<i>Copyrights, Field Trips, Selecting Library Materials</i>
<i>March:</i>	<i>Attorney-School Relations, Selection of Instructional Materials</i>
<i>April:</i>	<i>Handling Complaints, Local Action Plan</i>
<i>May:</i>	<i>Community Use of School Facilities, Public Solicitation / Advertising in School, Filming, Videotaping or Recording</i>
<i>June:</i>	<i>Visits by parents, Community or Media, Annual School Reports</i>

Copies of the policies are available in hard copy or electronically by contacting Cally Schober, Administrative Assistant, at 496-3636 ext. 101. Email: [cschober@faystonelementary.org](mailto:cschober@faystonelementary.org). Questions about the review process or input on policies may be directed to Chris Dodge, Principal, at 496-3636 ext. 103. Email: [cdodge@faystonelementary.org](mailto:cdodge@faystonelementary.org). The Board encourages public participation in policy development.

**Staff Directory**

Dodge, Chris	Principal	<a href="mailto:cdodge@faystonelementary.org">cdodge@faystonelementary.org</a>
Schober, Cally	Administrative Assistant	<a href="mailto:cschober@faystonelementary.org">cschober@faystonelementary.org</a>
Abbott-Koch, Beth	PK /K Teacher	<a href="mailto:abottkoch@faystonelementary.org">abottkoch@faystonelementary.org</a>
Adams, Carolyn	Music Teacher	<a href="mailto:cadams@faystonelementary.org">cadams@faystonelementary.org</a>
Ballard, Michele	Instructional Assistant	<a href="mailto:mballard@faystonelementary.org">mballard@faystonelementary.org</a>
Bergstein, Doug	5 / 6 Teacher	<a href="mailto:dberg@faystonelementary.org">dberg@faystonelementary.org</a>
Boyden, Justina	1 / 2 Teacher	<a href="mailto:jboyden@faystonelementary.org">jboyden@faystonelementary.org</a>
Coombs, Nancy	Special Educator	<a href="mailto:ncoombs@faystonelementary.org">ncoombs@faystonelementary.org</a>
Cote, Sharon	SLP	<a href="mailto:scote@faystonelementary.org">scote@faystonelementary.org</a>
Goldhammer, Jean	1 / 2 Teacher	<a href="mailto:jgoldhammer@faystonelementary.org">jgoldhammer@faystonelementary.org</a>
Hanna, Bonnie	Instructional Assistant	<a href="mailto:bhanna@faystonelementary.org">bhanna@faystonelementary.org</a>
Hoyne, Mary	Instructional Assistant	<a href="mailto:mhoyne@faystonelementary.org">mhoyne@faystonelementary.org</a>
Joslin, Cheryl	Foodservice Director	<a href="mailto:cjoslin@faystonelementary.org">cjostlin@faystonelementary.org</a>
Joslin, Jean	Instructional Assistant	<a href="mailto:jjoslin@faystonelementary.org">jjoslin@faystonelementary.org</a>
King, Tracy	On-Staff Substitute	<a href="mailto:tking@faystonelementary.org">tking@faystonelementary.org</a>
Koch, Erin	3 / 4 Teacher	<a href="mailto:ekoch@faystonelementary.org">ekoch@faystonelementary.org</a>
Krottinger, Nicole	Guidance Counselor	<a href="mailto:nkrottinger@faystonelementary.org">nkrottinger@faystonelementary.org</a>
Lewis, Carla	3 / 4 Teacher	<a href="mailto:clewis@faystonelementary.org">clewis@faystonelementary.org</a>
Lindberg, Erika	French Teacher	<a href="mailto:elindberg@faystonelementary.org">elindberg@faystonelementary.org</a>
May, Lauren	K Teacher	<a href="mailto:lmay@faystonelementary.org">lmay@faystonelementary.org</a>

McCaffrey, Betty	Nurse	<b>bmccaffrey@faystonelementary.org</b>
McDonough, Nora	Art Teacher	<b>nmcdonough@faystonelementary.org</b>
Moulton, Linda	Instructional Assistant	<b>lmoulton@faystonelementary.org</b>
Orr, Deborah	After School Director (Open Hearth Employee)	<b>OHAFDDirector@faystonelementary.org</b>
Patterson, Martin	PE Teacher	<b>mpatterson@faystonelementary.org</b>
Smith, Patty	Health Education Coordinator	<b>psmith@faystonelementary.org</b>
Torsell, Leslee	Instructional Assistant	<b>ltorsell@faystonelementary.org</b>
Twombly, Robin	Librarian	<b>rtwombly@faystonelementary.org</b>
Vasseur, Cristal	5 / 6 Teacher	<b>cvasseur@faystonelementary.org</b>
Washington, Arthur	Assistant Chef	<b>awashington@faystonelementary.org</b>
Withey, Ted	Director of Maintenance	<b>twithey@faystonelementary.org</b>
Wright, Mary Jane	Literacy Teacher	<b>mjwright@faystonelementary.org</b>

**Washington West Supervisory Union Staff Directory**

**The main phone number for WWSU is 496-2272.**

Michelle Baker mbakerwwsu@gmavt.net	Business Manager	Ext. 117
Aria Benjamin aria@wwsu.org	Data Support Specialist	Ext. 118
Amy Caffry	Medicaid Clerk	Ext. 120
Donarae Cook dcookwwsu@gmavt.net	Director of Special Education	Ext. 113
Angela Neil aznean@yahoo.com	Financial Assistant	Ext. 116

Sheila Rivers	Director of Curriculum and Assessment	Ext. 115
Tisa Rennau trennau@wwsu.org	Administrative Assistant to Director of Curriculum and Assessment	Ext. 121
Brigid Scheffert bscheffert@wwsu.org	Superintendent	Ext. 114
Marilyn Spaulding mreedwwsu@yahoo.com	Accounts Payable	Ext. 110
Laura Titus laurawwsu@yahoo.com	Administrative Assistant	Ext. 111
Pearl Vargas pvargas@gmavt.net	Payroll and Benefits	Ext. 112
Angela Young angelawwsu@gmavt.net	Administrative Assistant to Director of Special Education	Ext. 119

## 2009 – 2010 Fayston School Calendar

<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>																																																																																																																								
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4 student days 8/24 & 8/25 Inservice School starts 8/26	21 student days (25 running total) 9/7 No School (Labor Day) 9/23 Early Release for Prof. Development	20 student days (45 running total) 14 Early Release for Prof. Development 22-23 No School Teacher's Convention	18 student days (63 running total) 11 Early Release for Prof. Development 24 (pm) and 25 (am) Conferences 26 & 27 Thanksgiving																																																																																																																								
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17 student days (80 running total) 9 Early Release for Prof. Development 24 – 1/3 Holiday Vacation	19 student days (99 running total) 1/1-1/3 Holiday Vaca. 1/18 No School MLK Day	15 student days (114 running total) 17 Early Release for Prof. Development 2/20 – 3/2 Winter Break	20 student days (134 running total) 3/1 – 3/2 Winter Break 3/18 (pm) 3/19 (am) Conferences 24 Early Release Prof. Development																																																																																																																								
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17 student days (151 running total) 7 Early Release PD Prof. Development 17 – 25 Spring Break	20 student days (171 running total) 12 Early Release for Prof. Development 5/31 No School	9 student days (180 running total) Last day 6/11 pending snow days; snow days in ( ).	Inservice day to be held directly following the last student day.																																																																																																																								

| Memorial Day |

V School vacation

V\* Non-student day (may be parent conferences, inservice or vacation)      Numbers in italics & underlined are early dismissal days for students & extended professional development days

**2009-2010 Integrated Arts Schedule**

6/18/09 Final Version

Monday	Tuesday	Wednesday	Thursday	Friday
Library / Art	French / Health	PE / Library	PE / Art	Music / French
7:40 – 8:10 -----	-----	Morning Mtgs.	-----	-----
<b><u>ART</u></b>	<b><u>FRENCH</u></b>	<b><u>PE</u></b>	<b><u>PE</u></b>	<b><u>MUSIC</u></b>
8:15-9:15 5/6 Art (B)	8:10-8:50 5/6 French (B)	8:10-8:50 5/6 PE (B)	7:55-8:25 PK PE	7:55-8:25 K Music
9:30-10:15 K Art	8:50-9:30 5/6 French (V)	8:50-9:30 5/6 PE (V)	8:30-9:10 5/6 PE (V)	8:30-9:10 5/6 Music (V)
10:25-11:25 5/6 Art (V)	9:45-10:20 1/2 French (G)	9:35-10:05 1/2 PE (G)	9:15-9:55 5/6 PE (B)	9:15-9:55 5/6 Music (B)
12:30-1:30 1/2 Art (B)	10:20-10:55 1/2 French (B)	10:05-10:45 K PE	10:00-10:40 3/4 PE (K)	10:00-10:40 3/4 Music (K)
1:30-2:25 1/2 Art (G)	10:55-11:25 PK French (AK)	10:50-11:20 1/2 PE (B)	10:40-11:20 1/2 PE (B)	10:45-11:25 3/4 Music (L)
	12:30-1:10 3/4 French (L)	12:45-1:25 3/4 PE (K)	12:45-1:25 3/4 PE (L)	12:40-1:15 1/2 Music (G)
	1:30-2:10 3/4 French (K)	1:30-2:10 3/4 PE (L)	1:30-2:10 1/2 PE (G)	1:15-1:50 1/2 Music (B)
				2:00 Band
<b><u>LIBRARY</u></b>	<b><u>HEALTH</u></b>	<b><u>LIBRARY</u></b>	<b><u>ART</u></b>	<b><u>FRENCH</u></b>
10:15-10:55 3/4 Library (K)	8:10-8:40 5/6 Health (V) 1 <sup>st</sup> and 3 <sup>rd</sup> Tues.	8:10-8:50 5/6 Library (V)	9:30-10:00 PK Art	8:10-8:50 5/6 French (B)
12:45-1:25 K Library	8:50-9:30 5/6 Health (B) 1 <sup>st</sup> and 3 <sup>rd</sup> Tues.	8:50-9:30 5/6 Library (B)	10:00-11:00 3/4 Art (L)	8:55-9:25 K French
1:30-2:10 3/4 Lib. (L)	9:25-9:55 1/2 Health (B) 1 <sup>st</sup> and 3 <sup>rd</sup> Tues.	12:45-1:25 1/2 Library (G)	12:45-1:45 3/4 Art (K)	9:30-10:10 5/6 French (V)
	12:40-1:10 3/4 Health (K) 2 <sup>nd</sup> and 4 <sup>th</sup> Tues.	1:30-2:10 1/2 Library (B)		10:10-10:45 3/4 French (L)
	1:10-1:40 1/2 Health (G) 2 <sup>nd</sup> and 4 <sup>th</sup>			10:55-11:30 1/2 French (G)
	1:45- 2:15 3/4 Health (L) 2 <sup>nd</sup> and 4 <sup>th</sup> Tues.			12:35-1:15 3 / 4 French (B)
				1:15-1:55 3 / 4 French (K)

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**2009 – 2010 School Safety Committee Meeting Dates**

Meetings are generally planned for the first Wednesday of each month at 6:00 p.m. at the school.

September 2, 2009

October 7, 2009

November 4, 2009

December 2, 2009

January 6, 2010

February 3, 2010

March 3, 2010

(Tuesday) April 6, 2010 \*\*

May 5, 2010

June 2, 2010

*\*\* Meeting is on a Tuesday to accommodate the school's early-release that week.*