

Fayston Elementary School
2010-2011
Family Handbook

September 2010

Dear Fayston Elementary School Families,

Welcome to a new school year and thank you for welcoming me into this wonderful community of learners! I hope everyone enjoyed a great summer and that you are ready to come together to learn from each other, support each other and enjoy the diverse skills and talents we all bring to Fayston Elementary School.

We have been busy this summer preparing for the 2010-2011 school year. The goal of this Family Handbook is to be a resource for becoming familiar with school procedures and expectations. We are always available to answer any questions, so please feel free to call or stop by anytime.

Our first day of school this year started with the wonderful tradition of First Day Breakfast. The photographs gracing the cover of this handbook represent a collection taken by Justina Boyden, our 1/2 Teacher, and the entire collection may be viewed on our school website www.faystonschool.org. Many thanks to all of you who donated the delicious food and to the parent volunteers who set up, served and cleaned up! What a great message this community gathering sends to our children – that we care about them as learners, and that we celebrate the beginning of their school year. Speaking for the FES staff, I thank you for your support and collaboration in our work with your children.

We have an exemplary staff that is ready to provide excellent learning opportunities for every student. I look forward to meeting all FES families and working together to ensure that we have a great school year!

Sincerely,

*Cathryn Hayes, M.Ed
Fayston Elementary School Principal*

School Facts

School Mascot - Tiger

School Colors - Blue and Silver

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.

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, an after school activity, 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.

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. We ask that you drop off your child(ren) no earlier than 7:25.

Preschool Schedule:

The preschool 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 Schedule:

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. 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.

Students who have not been picked up by 2:35 p.m. will wait in the front hall. If we are unable to contact a parent, the student’s emergency contacts will be called and asked to come pick up the child. We require a note whenever there is a change in your child’s dismissal routine. 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:

- 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 light are on is illegal and can result in a ticket and a fine (\$195.00 and 6 points). All violations are reported.

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. 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. The school funds a limited number. 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. 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. 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 closing 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. A link to school closings is also found on the “Families” page of the school website (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.

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 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.
- 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, our conferences, performances and special events, volunteer opportunities, Whole-School Meetings and other events, we aim to make Fayston Elementary 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 meeting almost always begin at 7:40 a.m. 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 and are considered unexcused. 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. 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:

Below the Standard Unsatisfactory	Near the Standard Needs Improvement	Meets the Standard Satisfactory	Meets with Honors Commendable
Student has six or	Student has four or	Student has no more	Student had perfect

more absences, tardies or early dismissals during the trimester.	five absences, tardies or early dismissals during the trimester.	than three absences, tardies or early dismissals during the trimester.	attendance: no absences, tardies or early dismissals during the trimester.
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Attendance is evaluated and reported each trimester and becomes 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.

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.

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 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 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.

Our School Website: www.faystonschool.org

The Fayston School maintains a website with up-to-date information about the school. The latest edition of the school newsletter, lunch menus, several photos of school events and a calendar are all available at 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.

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 or by paper copy by emailing cschober@faystonelementary.org or calling Cally Schober, Administrative Assistant, at 496-3636 ext. 101. The deadline for materials for the newsletter is Friday each week at noon. All newsletter content is at the discretion of, and edited by, 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.

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.

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 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 new automated card catalogue system.

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 a good time 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 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, after school, 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 40 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 should arrive for each class with safe shoes (sneakers) and comfortable clothes that allow full range of motion. PE encourages 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 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 also provides 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, snowshoeing 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 encourage creative thinking. By designing a program that promotes students' creativity, students will grow to be aware and observant of the world around them. They will take chances, discover new ways of seeing and responding to their world, and gain self-confidence.

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 and second grade have French two days per week for a total of 70 minutes. Students in grades 3 through 6 have French 2 days per week for a total of 80 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

Sarah Shackett, a licensed School Counselor, offers no-cost in-school counseling for individual students and groups of children on Mondays and Wednesdays. Sarah works with children with mental health diagnoses, complex family situations, and who struggle to find success in school due to academic, social-emotional, and behavioral challenges. Through a broad range of therapeutic techniques, Sarah works with individual students one-on-one and in a group setting to help each student achieve their goals.

Students may access counseling services through referrals by teachers, staff and families. Sarah can be reached directly by emailing her at sshackett@gmavt.net, or by calling 496-3636, ext. 106.

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. Materials are carefully selected. Special book requests are always welcome as are recommendations for materials to add to our collection.

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 sign along the trail that is available on CD. It is a wonderful resource that is vastly underused. 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.

Volunteers are most welcome. Call the school for more information.

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. 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.

A student should only bring items that may be carried in a bag and held on the student’s lap. 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.

Bus Routes for 2010 – 2011

Questions about bus routes should be addressed to Ray Staskus, Busing Manager, at 244-6422, or by emailing raymond.staskus@fs.firstgroupamerica.com. Bus routes will be posted on our website at 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

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 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

- 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 our 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.
- Use words that make people feel safe.

Be Respectful

- 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.
- 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.

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. FES 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 a parent/guardian's signature.

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, nun chucks, 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. 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 for further information on data gathering.

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. 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. 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, snack is 50 cents and lunch is \$2.85 for children (40 cents or free for reduced-eligible families). Extra milk is 35 cents. Adults can join us by calling in the morning, for breakfast, snack or lunch. Lunch is \$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 paper work and process are strictly confidential, and students are not identified in any way during the school day.

A menu is sent home and published on the school website (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 15th 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 advanced 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.

Educational Support Team

The Educational Support Team (EST) 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

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. For more information about student assessment, please contact your child's teacher or the principal.

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 2010-2011 Action Plan
Final - Approved 5/18/10

Technology Goal

Teachers and instructional support staff will provide students with learning opportunities for 21st Century skills including communication and collaboration by working toward becoming proficient using technology as a teaching and learning tool. Some examples may include the use of Mimios, flip cameras, and document cameras. Teachers and instructional support staff will show increasing evidence of applying this knowledge in their work with children, allowing students to access resources outside of the school.

Strategies:

Individually, by the end of the third week in September, each teacher and instructional support staff member will conduct a self-assessment of his/her own technology skills, particularly related to the new equipment. The assessment tool will be provided by the Principal.

Based on this assessment, and any particular areas of interest the staff member has, he/she will set individual goals that move the staff member closer to proficiency with the equipment and his/her interests. These goals will be set with the Principal, by the end of the first week in October. The goals shall specify desired student outcomes as a result of this increased knowledge. Support staff members may opt to work collaboratively to support a teacher's goals for student outcomes.

To the extent possible, teachers and instructional support staff members will work with the Technology Integration Specialist in an effort to meet their goals.

To the extent that they are relevant to staff members' individual technology goals, staff members may attend workshops, courses and other trainings in an effort to achieve their goals. Professional development funds and professional leave, with prior approval from the Principal, may be used for this purpose.

A portion of staff meeting and/or other professional development time will be dedicated to technology learning and sharing knowledge and discoveries as a staff.

Methods of Assessment:

Staff members will conference with the Principal on their initial goal(s), followed by a progress conference following a mid-year self-assessment. An end-of-year goals conference will take place, during which a final self-assessment will assist staff in setting future goals. The progress conferences shall have a dual focus of staff member and student learning, to the extent possible.

Staff members will self-assess their technology skills mid-year and at the end of the year using the same self-assessment tool. Goals may be adjusted as necessary based on these assessments, or any time the Principal and staff member agree that a change is in order.

The staff member will show evidence, by March, of applying newfound knowledge to his/her practice, and the resultant student learning.

Mathematics Goal I

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

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 Number and Operations.

Staff will attend math-themed professional development that supports the FES and WWSU mathematics goals.

How will we assess progress?

NECAP assessment scores

Local and SU assessments, where available

Shared knowledge with and among 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?

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

Helpful tools used in making that decision may include, but are not limited to:

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 (currently in development)

Students scoring partially proficient or below on NECAP assessments

Teacher referral

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?

Progress on students regularly attending supplemental math instruction will be documented each trimester and communicated to families. Measures of progress may include, but will not be limited to:

Teacher Observations

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 (if available)

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 safety 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 interactions 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. 2010-2011 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 has been hired for 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. Participation from any parent or staff member is encouraged and always welcome. Please contact Doug Mosle with any questions at doug@bradleybrook.com. The PTO also has a link on the school website at www.faystonelementaryschool.com.

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.

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 Patty Smith, our part time school nurse. Ms. Smith is here Mondays, all day, and Tuesdays in the morning. The Principal and the Administrative Assistant are delegated to perform health related duties in the Nurse's absence.

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.

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) 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 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.

Health Concerns:

Children with the following conditions should not attend school: 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. Children arriving 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.
- 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.

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 welcome to visit the school at any time. 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 meeting 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	(mriddell@madriver.com)	496-9646
Susan MacLean-Daley, Clerk	(newcreation@accessvt.com)	496-6008
Russell Beilke	(russellbeilke@heart.org)	469-3224
Bob Lockett	(blockett@madriver.com)	496-2653
Heidi Spear	(hshenry@gmavt.net)	496-7454

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. 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, 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
Safety and Security	School Programs and Activities
Student Conduct and Discipline	Anti-Hazing

Bus Discipline	Eligibility for Kindergarten
Tobacco Prohibition	Board Member Education
Search and Seizure	Public at Board Meetings
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

Washington West Supervisory Union Staff Directory

The main phone number for WWSU is 496-2272.

Position/ Name:	Email	Phone Extension
Accounting Manager-Angela Neill	aznean@yahoo.com	116
Accounts Payable-Marilyn Spaulding	mreedwwsu@yahoo.com	110
Admin. Assistant-Laura Titus	ltituswwsu@yahoo.com	111
Admin Asst. to Curr.-Tisa Rennau	trennau@wwsu.org	121
Admin.Asst. to DSS-Angela Young	angelawwsu@gmavt.net	119
Business Manager-Michelle Baker	mbaker@wwsu.org	117
Director Cur/Asses-Sheila Rivers	srivers@wwsu.org	115
Director/St.Sup. Serv-Donarae Cook	dcookwwsu@gmavt.net	113
Medicaid Clerk-Amy Caffry	acaffry@wwsu.org	120
Payroll / Benefits-Pearl Vargas	pvargas@gmavt.net	112
Superintendent-Brigid Scheffert	bscheffertwwsu@gmavt.net	114

2010-2011 Fayston Elementary School - Staff Directory

Staff Member	Email	Phone Extension
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Cally Schober – Administrative Assistant	cschoeber@faystoneelementary.org	101
Patty Smith – School Nurse/Health	psmith@faystoneelementary.org	102
Cathryn Hayes - Principal	chayes@faystoneelementary.org	103
Beth Abbott-Koch – PreK & K teacher	abbottkoch@faystoneelementary.org	201
Carolyn Adams - Music	cadams@faystoneelementary.org	209
Michele Ballard – support staff	mballard@faystoneelementary.org	161
Doug Bergstein – 4/5 teacher	dbergstein@faystoneelementary.org	204
Justina Boyden – 1/2 teacher	jboyden@faystoneelementary.org	202
Tracey Clements – support staff	tclements@faystoneelementary.org	162
Nancy Coombs – Special Educator	ncoombs@faystoneelementary.org	116
Jean Goldhammer – 1/2 teacher	jgoldhammer@faystoneelementary.org	203
Mary Hoyne – support staff	mhoyne@faystoneelementary.org	211
Amy Jamieson – Speech Language Pathologist	ajamieson@faystoneelementary.org	220
Cheryl Joslin – Food Service Director	cjoslin@faystoneelementary.org	109
Kerry Koenig – Food Service Assistant	kkoenig@faystoneelementary.org	109
Erin Koch – 3/4 teacher	ekoch@faystoneelementary.org	110
Carla Lewis – 3/4 teacher	clewis@faystoneelementary.org	200
Erika Lindberg – French	elindberg@faystoneelementary.org	162
Nora McDonough - Art	nmcdonough@faystoneelementary.org	210
Linda Moulton	lmoulton@faystoneelementary.org	123
Martin Patterson - PE	mpatterson@faystoneelementary.org	207
Allison Schlageter – Technology Integration	aschlageter@faystoneelementary.org	160
Leslie Sellars – On Staff Substitute Teacher	lsellars@faystoneelementary.org	122
Sarah Shackett – School Counselor	sshackett@faystoneelementary.org	106
Leslee Torsell – support staff	ltorsell@faystoneelementary.org	159
Robin Twombly – Librarian	rtwombly@faystoneelementary.org	107
Cristal Vasseur – 5/6 teacher	cvasseur@faystoneelementary.org	205
Ted Withey – Maintenance Director	twithey@faystoneelementary.org	133
Mary Jane Wright – Literacy	mjwright@faystoneelementary.org	108
