

FAYSTON

ELEMENTARY SCHOOL

2019-2020

Family Handbook

Website: www.faystonschool.org

FAYSTON SCHOOL MISSION:

Fayston Elementary School, in partnership with the community, will prepare our students, academically and socially to succeed in meeting the challenges and opportunities of tomorrow and beyond, in a diverse, rapidly changing world.

Our students are learners who:

- are self reliant individuals
- are creative
- are effective communicators
- are flexible and adaptable
- are respectful, responsible, and accountable to themselves and to others
- possess the academic foundation needed for the challenges of the 21st century
- are reflective
- are strategic thinkers and risk takers
- value diverse ideas
- know how they learn and actively engage in their learning
- demonstrate a desire/passion for their learning
- pursue excellence
- look beyond themselves to connect with others and with a community

Please use this handbook as a source of information about our school, its programs, policies and the people who work here.

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School Facts

Fayston Elementary School is a small high performing school with approximately 80 students in grades pre-k to 6th. Fayston Elementary School was established in 1963. Fayston School is part of the Harwood Unified Union School District HUUSD.

Our school mascot is a fox. Our school colors are blue and silver/white.

Visiting the School

Just like you, we care about your children's safety. Parents are welcome to visit the school at any time. Advance notice is a courtesy and can assure your time spent at school is productive. Please check in with the office upon your arrival. With the exception of drop off or dismissal, you will be given a visitor's pass. Please wear your pass at all times and be sure to leave the pass at the front desk before you leave the building.

School Hours

School begins at 7:40 a.m. Students need to be at school by 7:30 so that classes can start on time. Students may go to their classrooms anytime after 7:25 a.m.

Students (K-6 only) who arrive at 7:40 a.m. or later will need to obtain a tardy slip from the main office. 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 a.m..

Every classroom begins the day with a *Morning Meeting* and parents are welcome to attend. This builds community within classrooms and 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 so that they can take part in this portion of the day.

Students are dismissed at 2:30 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 or email to the administrative assistant. **In the event that an unexpected change must take place, please call the administrative assistant no later than 1:30 p.m.**

FES Preschool Schedule:

The preschool program, for children who are three and four years old by September first, meets Tuesdays, Thursdays and Friday 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.

Kindergarten:

Kindergarten meets Monday through Friday during the regular, full-day school hours. Kindergarteners may enter their classroom anytime after 7:25 a.m., but will be marked tardy after 7:40 a.m. Kindergarten dismissal is at 2:30 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 learn before 7:40 a.m.. 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*, please coordinate your planned attendance

with the classroom teacher. If you are in a classroom during this time, please join the group and support a prompt start to our day.

Dismissal

2:20 - The office will make a “dismissal in 5 minutes” announcement.

2:25 - The office will make a “buses are boarding” announcement. Our goal is for buses to leave the parking lot no later than 2:30.

2:30 - The office will make a “*students being picked up*” announcement to all classrooms. Students will go directly to the lobby where they will be picked up by parent(s) or other adults with permission.

If you are picking up your child from school, we ask that you not arrive at school before the bus dismissal at 2:30. **Please park in the parking lot and NOT in the circle/round-about.** Students will be waiting in the lobby for adults picking them up. Being escorted to cars by adults is safest for our students.

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 notification 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. **We ask that you avoid arriving early and taking students from class earlier than necessary.**

Parking

Please adhere to the following parking lot procedures:

- Park only in official parking spaces.
- Please respect the no-parking zones or coned off areas.
- Be sure to remain parked when the buses’ red lights are flashing.
- Please do not let your car idle in the parking lot.
- **Please do not park your car in the circle and leave it unattended.**

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.

Registering and 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 following the prompts on our HUUSD website, [click here](#) for that link. If you have questions please contact our administrative assistant at 496-3636. Registration allows us to plan in a way that best serves your child and provide you with information about programs and opportunities that are available in our community.

Children who will be three or four years old on or before September first of the school year are invited to attend the Fayston School Preschool Program. You may follow the same [registration link](#) to enroll your child.

Children must be five years old on or before September first of the school year to enter kindergarten. Please contact the administrative assistant at 496-3636 to register. Copies 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 emails may be sent to Amy Yavitz, Administrative Assistant, at ayavitz@wwsu.org. Individual staff members have email access and telephone extensions.

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 closings and delays due to weather or other issues are announced using a messaging system called SwiftReach. You will receive the phone calls and emails using the contact information that you provide to us on the Student Information Form. Please let us know if you are not notified of a school delay or closing, or if your contact information changes.

The Responsive Classroom Philosophy

Fayston Elementary 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 School 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 or email the administrative assistant as soon as possible. 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's absent, we will call you to confirm your child's safety.

Attendance

Vermont law requires regular attendance at school by children between the ages of six and sixteen years. Attendance at school is critical to the continuity of education both academically and socially. We ask for your help in ensuring your child is present in his/her educational setting.

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 a 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 incomplete, of poor quality or late will be marked as such and reflected on the child's progress report. Vacations of five or more days require the Superintendent's approval. Please complete the **Planned Absence Request Form** located on the school's website under "Families" see the principal or administrative assistant for more information on that process.

Students' attendance will be evaluated using the following standards:

<i>Below the Standard Unsatisfactory</i>	<i>Near the Standard Needs Improvement</i>	<i>Meets the Standard Satisfactory</i>	<i>Meets with Honors Commendable</i>
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 periodically 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. For students whose attendance needs improvement or is unsatisfactory, a referral to the Educational Support Team or other group responsible for monitoring attendance will be made, 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 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 field trips. **A criminal background check will be required for all chaperones of field trips in the HUUSD. We suggest that you complete that criminal background check early in the school year as the process can take up to a month to complete.**

Our School Website and Social Media: 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. Additionally, there is a page dedicated to *Responsive Classroom*, pages for the School Board, Fayston PTO, and classroom communication. 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.

Weekly Communication

We will be communicating weekly about happenings in the school. At the start it will be only in writing but we are hoping to have a digital component soon. This communication will be sent out via SwiftReach each week. Please note that this communication will contain important information regarding school and community events. If you have events that support our students that you would like entered into the weekly news please contact Celia Hooker at chooker@huusd.org or Amy Yavitz at ayavitz@huusd.org. All newsletter content is at the discretion of, and edited by, the principal.

Whole-School Meetings – Wednesdays

Approximately, 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. Community members and guests, are welcome and encouraged to attend our Whole-School Meetings.

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. Opportunities for other after school activities open throughout the school year. Some of these activities may be offered with the support of a small fee.

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 and return the attached agreement. Students are not permitted to use online services until the signed agreement is received.

Electronic Devices

Bringing portable electronic devices to school is strongly discouraged. All too frequently these items become damaged or lost. 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 (preferably, 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.

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, audition and performance. Students demonstrate their skills at least once a year in a public performance.

In addition to general music class, students in fifth and sixth grade have the opportunity to study instrumental music. Lessons are offered in small groups once a week during 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 twice a week for 40 minutes.

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, and then building on those skills in the context of games, are major goals 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 kindergarten through sixth grades to participate in outdoor winter activities during the school day as an extension of the PE program. 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), 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 an extension of our Physical Education program and is required of all students in kindergarten 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 are 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, talk about 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 K through six. Students in Kindergarten through 4th grade have French two days per week for a total of 60 minutes. Students in grades 5 through 6 have French 2 days per week for a total of 90 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.

Developmental Guidance Program

A licensed school counselor delivers a developmental guidance program to students. The counselor is providing proactive skills and strategies, 1:1 in small or large groups, to address the social emotional needs of the students in our building. The school counselor works with teachers and our school wide support systems to address student needs. Students may access counseling services through referrals by teachers, staff and or families.

Library Program

The library is open every day during school hours. Our librarian works Mondays through Thursdays. During all other times, an adult must accompany students. 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.

The Nature Trail

The 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. Please feel free to explore it with your children and community members after school and on weekends, promoting an awareness and stewardship of nature.

FOUR WINDS- Environmental Education Program

The Fayston School offers a monthly volunteer-run environmental education program in conjunction with the Four Winds Nature Institute. Four Winds helps both children and adults gain the knowledge and science skills needed to understand the world around them and the creative problem solving and citizenship skills required to protect it. Additional information is available at www.fwni.org. If you are interested in becoming one of our energetic volunteers, please 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, to speak with the principal, or both.

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 2019-2020

Questions about bus routes should be addressed by contacting First Student at 244-6422. [Bus routes](#) are posted on the huusd website and can be accessed by clicking on the hyperlink.

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

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. Students at Fayston School have come up with 3 overarching school rules:

1. Be safe
2. Be respectful to everyone and everything
3. Be ready to learn and support each other

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:

1. 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.

2. 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.

Hallway Quiet

In order to establish an atmosphere of respect and learning, conversations in the hallways should be conducted only when absolutely necessary and in a quiet voice. This is to assure that classes are not disturbed. We ask everyone to please observe this rule.

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.

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. 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 re-joining 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.

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.
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. Shorts should be at least mid thigh length.
6. Students should be aware of seasonal weather and dress appropriately.
7. Students should be aware of the day during which art, PE and other classes or projects require particular shoes (i.e. sneakers for PE) and dress for the occasion.
8. Hats may not be worn inside the school.

Physical Restraint & Seclusion

Fayston Elementary School follows an adopted policy and procedure around the use of physical restraint and seclusion (see policy F26, located on the school and supervisory union websites). Fayston Elementary School maintains a commitment to a positive and safe learning environment. Restraint & seclusion are only used when a child presents a significant danger to himself/herself or others. Additionally, it is only completed by individuals who have been trained in its use. Family notification occurs whenever such an unusual incident occurs. For further information on school practices and procedures in this area, please contact the school principal.

Bullying/Harassment/Hazing

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

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

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

The Fayston School believes that students should have a safe, orderly, civil and positive learning environment and that bullying has no place and will not be tolerated in its school. To address bullying, the Fayston School encourages students to report to teachers, administrators and other school staff acts of bullying. The school principal and school nurse are the designated respondents to all acts of bullying. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are required to promptly notify these designated personnel. Students and families are also encouraged to make direct reports to these personnel as well. The school nurse and principal are required to accept and review all reports of bullying. If after initial inquiry, a report appears to warrant further investigation, designated staff shall promptly continue with an investigation following a prescribed process in compliance with our school policy. The families of both the victim and the person bullying will be contacted. School policy F32-R Prevention of Bullying of Students, can be found [here](#).

Bullying and Harassment State Law and School Policy define harassment as an incident or incidents of verbal, written, visual or physical conduct which is 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 and 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 or creating an objectively intimidating, hostile, or offensive environment. An investigation will begin within one school day of receiving the report. The school will take prompt and appropriate remedial action calculated to stop the harassment.

"Hazing" means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with any school or program operated by the District/School; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing is not tolerated at Fayston School. The school principal and school nurse are again the designated investigators of hazing; please contact them immediately if any acts of hazing are suspected.

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 not-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. The administrator 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 a reasonable suspicion 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, the school in such cases does not inform families.

Progress Reports

Progress reports will be issued 2 times a year. Parent/student 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 in January. 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. Progress reports also document attendance.

Information about HUUSD's Common Core State Standards' Aligned Report Cards

All WWSU schools have transitioned to new curricula aligned with Common Core State Standards (CCSS) and have modified the report card to bring it into alignment with these standards (*in Literacy and Mathematics only*). Additionally we have condensed these sections of our report card, resulting in fewer criteria. We have also combined reading and writing into a common "literacy" section. This holistic approach reflects an overall proficiency of a student in the main areas of instruction, versus providing a grade for each isolated skill. Parent/Teacher conferences will provide parents with an opportunity to discuss these areas in further detail. A general summary of the report card criterion are provided below. Please visit the WWSU Website to find the Common Core Parent "Road Maps" for detailed information by grade and subject area.

HUUSD Criterion-Literacy

Criterion	Description
Reading Standards	Use language structure and text evidence to support reading comprehension, make inferences, determine theme and main idea, identify literary elements, and summarize grade level text (both informational and literary). Read across a large range of text types for a variety of purposes and continue to build reading stamina.
Reading Foundational Skills (K-5 only)	Develop an understanding and working knowledge of concepts of print, phonological awareness, phonics and conventions of the writing system and apply this knowledge in their own reading.
Writing	Write in a variety of text types (narratives, information/explanatory, argument, etc.) with a clear purpose, using the writing process and technology, and an understanding of the intended audience. Use information from a variety of valid sources (research) to support writing content and know how to use that information ethically. Build writing fluency and stamina.
Speaking and Listening	Participate productively in a variety of rich, structured conversations in different settings with diverse partners. Understand the speaker's point of view. Evaluate, respond to, and build upon what others have said. Present information coherently to an audience using digital media and visual display when suitable to help convey the intended

	message. Be aware of the different contexts and audiences in preparing for a presentation.
Language Skills	Demonstrate command of the conventions of the English language (grammar, usage, and mechanics) when speaking and writing. Understand grade appropriate words when encountering them. Increase general and content vocabulary and apply word knowledge to unknown words. Understand the use of figurative language and word relationships. Use language knowledge in both reading and writing to understand and convey meaning.

HUUSD Criterion-Mathematics K-5

Criterion	Description
Counting and Cardinality <i>(Kindergarten Only)</i>	Count in sequence and show understanding of cardinality (i.e. the number four means the quantity of 4; the number written or spoken represents the size of the set).
Operations and Algebraic Thinking	Basic operations—the kinds of quantitative relationships they model and the kinds of problems they can be used to solve as well as their mathematical properties and relationships. Extends beyond whole number operations to support later application to algebra.
Number and Operations in Base Ten	Understand place value concepts and applies the understanding to operations and problem solving.
Number and Operations-Fractions <i>(Grades 3 and up)</i>	Understand of the meaning of fractions, how to represent fractions, and perform operations involving fractions.
Measurement and Data	Describe and compare measurable attributes. Measure lengths indirectly and by iterating length units. Measure and estimate lengths in standard units. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Interprets and uses data to solve problems.
Geometry	Analyze, compare, compose and decompose shapes. Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Graph points on the coordinate plane to solve real-world and mathematical problems.
Mathematical Practices	Process standards which specify the mathematical ways of thinking students should develop while learning mathematics such as: communication, representation, reasoning and proof, connections, and problem solving, procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition.

HUUSD Criterion-Mathematics 6th Grade Only

Criterion	Description
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.
Algebra and Functions	Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.
Geometry	Solve real-world and mathematical problems involving area, surface area, and volume.
Statistics and Probability	Develop understanding of statistical variability. Summarize and describe distributions.
Mathematical Practices	Process standards which specify the mathematical ways of thinking students should develop while learning mathematics such as: communication, representation, reasoning and proof, connections, and problem solving, procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition.

It is important to understand that a report card provides only a snapshot of where a student is on the learning continuum at a given time. Scores are reported as follows:

Score Point 1- *Substantially Below Proficient*: a student in this range likely needs intensive instructional intervention to help fill the gaps and bring them up to grade level standard.

Score Point 2- *Partially Proficient*: This may mean the student is inconsistent in their understanding related to the standard or that aspects of the standard are being met while other aspects are still not there yet.

Score Point 3- *Proficient*: This student is consistently meeting benchmark expectations for the particular standards for students at this grade level at a given time of year

Score Point 4- *Proficient with Distinction*: This student is consistently exceeding benchmark expectations for the particular standards for students at this grade level at a given time of year. Unlike grades (A, B, C etc...) which are more subjective and often inconsistent; proficiency scores help to communicate to parent, student, and teacher where to focus instructional attention so maximum growth and learning can take place. These scores can, and do, fluctuate throughout the year as expectations change as do the learning opportunities and types of

activities students are engaged with. It is not uncommon for students to be “proficient” in a section in one trimester, and “partially proficient” at a later date. And, as we have combined categories under broader headings, scores may vary from prior years.

Please do not hesitate to contact your child’s teacher or principal regarding these report card changes ~ you are an important part of your child’s education!

Food Service

The Fayston School Food Service 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 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 only be served between 7:25 a.m. and 7:35 a.m. Breakfast will not be served after 7:35 a.m. in the gym.** Snack or breakfast is served around 9:00 a.m. in the classroom. Lunch, consisting of a hot item and a variety of hot and cold vegetables, fresh bread, fruit and milk is served starting at 11:30 a.m. for students in grades K-3 and at noon for students in 4-6.

Adults can join us by calling in the morning, for breakfast, snack or lunch. Lunch is \$4.50 and \$3.00 for breakfast for adults. Your advance phone call is important so that we prepare enough food for everyone. Applications for free or reduced lunch fees are available from the administrative assistant or the Food Service Director. These forms are also sent home to all families on the first day of school. All families who believe they may qualify for reduced food service fees are strongly encouraged to apply. The paperwork and process are strictly confidential, and students are not identified in any way during the school day.

A menu is emailed home and published on the school website (www.faystonschool.org) monthly. Payment in advance is necessary. A note will be sent home when your child is getting low on his/her credit. At that time, payment is expected again in whole dollar amounts. 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 Food Service Program, please contact: Cheryl Joslin at 496-3636 ext.109.

Hot lunches cost \$3.25 per day and breakfast is \$2.00. Extra milk is \$0.35. Students bringing home lunches may purchase milk for \$.35. We ask that you pay by check (made out to the Fayston Lunch Program). Payment should be given to the school secretary; it can be delivered in person, mailed or sent in with your child. We ask that families keep sufficient funds in student accounts to cover weekly meal purchase. Families will be informed weekly of account balances; these are also available online (please check with the main office for information on how to do this, or see the food service section of the school website).

Applications for federal aid are available from the office and sent home at the beginning of each school year. Per our meal charge policy (see [F34: Meal Charge Policy](#)) all students will be

provided with a meal regardless of their meal account status. “When an account has a negative balance of \$300 or more, or remains negative for 3 or more months, the account may be sent to collections.” We ask that all funds owed to the food service program are paid in full by the last day of school. Online payments can now be made by visiting our school’s website and clicking on Food Service. There you will find a button where you can set up your E-Funds for School Lunch Account.

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 Harwood Unified Union School District (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 Harwood Unified Union School District 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 attached at the end of this handbook.

Act 1 – Vermont's Sexual Abuse Response System

All HUUSD schools have increased their efforts to ensure students, staff and parents help keep our schools safe from sexual abuse and violence. Three primary requirements of school districts are: (1) provide instruction to students on how to recognize and prevent sexual abuse and sexual violence, (2) ensure adults employed in schools receive orientation on the prevention, identification and reporting of child sexual abuse and sexual violence, and (3) provide parents, guardians and other interested persons the opportunity to receive orientation, identification and reporting information on sexual abuse and sexual violence. To that end, should you wish to receive additional information on sexual abuse and violence, please contact our health educator, school counselor or principal.

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 a fee associated with the use of the building and it follows the HUUSD policy guidelines. Groups using the

building are required to show proof of insurance and are financially responsible for any and all damages.

A Building Use Form can be found on the school's website under the "Community" link located in the heading of our web page. Interested parties should complete the form and return to the main office for approval.

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.

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.

Our Multi-Tiered Educational Support System (MTSS)

The Harwood Unified Union School District works together with parents and the community to ensure that every student is provided with the learning opportunities needed for them to grow and develop his or her potential and gain knowledge, skills and attributes necessary to become productive citizens.

Our goal is to engage and support all learners through the development and implementation of a rigorous preK-12 comprehensive curriculum to meet the diverse needs of all students in all content areas aligned with State and National Standards.

Our multi-tiered system of support (MTSS) and our Educational Support Team (EST) process is a vital part of our educational system. Our philosophy is rooted in the belief that *all* students can learn and grow. To this end, our school is committed to helping every student achieve challenging standards and to giving a variety of learning opportunities in each and every classroom. The primary purpose of our EST is to offer a variety of learning options and supports that allow all learners to be successful, recognizing that children are more confident and successful in school when we support their learning in a collaborative problem solving system.

Key Components of our Support System for Students:

- Standards-based outcomes based on National Common Core State Standards
- Responsive decision-making
- Ongoing analysis of data to make decisions about instruction
- Evidence-based instruction
- High-quality classroom instruction
- Multi-tiered model and variety of strategies within classrooms to benefit all learners
- Educational Support Team

For more information please go to wwsu.org under Student Support Services for an informational brochure and guiding principles.

Assessment of Student Performance

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 a particular need.

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 Smarter Balanced Assessment Consortium (SBAC), 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.

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 Shannon Seymour, President of the PTO, with any questions at shannoneseymour@gmail.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. A background check is required for all volunteers.

Health and Wellness Services

Counseling Services

Counseling services are available to all students during normal school hours on Monday afternoons, and all day on Tuesday and Wednesdays.

Wellness Classes - Classes are taught at each grade level, once a week for one trimester and are aligned with the Vermont Health Education Grade Expectations (<http://education.vermont.gov/health-education/grade-expectations>). Topic examples include conflict resolution, stress management, bullying and harassment, and goal setting.

Individual Counseling - A referral for individual counseling can be made by a teacher, parent or student. In a school setting, individual counseling is short-term (six to eight sessions) and seeks to address barriers that impact student learning. Should a student need ongoing services beyond the four to eight sessions, a referral can be made to an outside mental health provider.

Small Groups - Groups meet for six to eight weeks throughout the year and are typically the result of a parent or teacher referral. Examples of small groups that have been offered in the past include friendship, girls/boys club, organization/study skills and Social Thinking.

Individual counseling and small groups are scheduled to minimize the loss of instruction time.

Enrichment - Enrichment reinforces what is taught in the classroom, furthering students' social and intellectual abilities while introducing them to new experiences and ideas. Activities are selected that appeal to a broad range of interests and talents, involve regular collaboration with peers of similar abilities, and culminate in a product or performance for an authentic audience. Examples include the student-led assembly program, Lego Robotics club and a variety of service-learning and community service projects.

Health Education - Classes are taught at each grade level, once a week for one trimester (exception for Kindergarten students who have health and wellness classes weekly throughout the year for shorter time periods) and are aligned with the National Health Education Standards. The mission of health education is to provide students with the attitudes, knowledge, and skills necessary to make health promoting decisions, achieve health literacy, adopt health-enhancing behaviors, prevent injury and disease, promote the health of others, and to value maintaining a healthy lifestyle over their lifespan.

Topic selection includes both a focus on health-related content as well as essential health skills. Some covered topics include decision-making, nutrition and physical activity, alcohol and tobacco awareness, injury prevention, and other personal health topics.

School Health Office Mission and Procedures

The health and well-being of our students is important to the entire Fayston School staff. The Health Office is coordinated by Jasmine Eagan, our part-time school nurse. The principal and the administrative assistant are delegated to perform health-related duties in the nurse's absence. At Fayston School, we believe that healthy students are better learners. The school nurse and designees will empower each student to achieve their individual learning potential by promoting optimal health, wellness and safety. The school nurse works as a team with school administrators, teachers, social workers, food service staff, families and community to assist

each student to reach their maximum state of well-being. Through this coordinated school health model, the staff at Fayston School will:

- Provide each student with a safe and caring environment that enables him or her to develop healthy decision making skills.
- Collaboratively monitor the physical, social and emotional wellness of each student as well as their family.
- Provide confidentiality to colleagues, parents/guardians and students.
- Model healthy habits to all students.

Role of the School Nurse:

- A school nurse or nurse designee is on duty during school hours and available to provide care to staff and students as needed and administer medications to students.
- Vermont State Immunization Law has been extended to include all students K-12. All students are required to show proof of immunization or exemption from immunization before returning to school in the fall. When a student receives new immunizations, please send updated immunization records to the school nurse.
- Specified school personnel including the school nurse and any nurse designees, will administer all prescription and non-prescription medications. Non-prescription medications need written parent permission only. Non-prescription medication will be kept only in the Health Office and nowhere else on school premises. All medications need to be in their original containers. Medications may not be transported to or from the school by a student. (See medication administration procedures below)
- The school nurse performs annual hearing and vision screenings every year for all students in grades PK, K, 1, 3, and 5. If a parent/guardian or member of school staff has concerns about a particular student in other grades, the school nurse will perform screenings for those students as well.

Emergency Information:

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 FES, please sign a release of records so that we may transfer your child's documents to the receiving school efficiently.

Medications:

Administration of Student Medication in School:

Any student who is required to take medication must comply with the established procedure for medication to be administered during the school day.

Prescription Medication:

A school nurse shall assure that in the administration of prescription medication, the following procedures are followed:

1. A written order must be obtained from a medical doctor, dentist, osteopath, physician's assistant, or nurse practitioner detailing the name of the medication, dosage, time the medication is to be given, the date of termination for administration, and the diagnosis and/or reason for giving the medication at school.
2. A written request and permission from the parent/guardian of the student must be obtained, requesting that the school nurse comply with the health care provider's order*.
3. Medication must be brought to school in a container appropriately labeled by the pharmacy or health care provider*.
4. The initial dose of a medication will not be given at school.
5. Medications shall be stored in a locked compartment in the health office, or in an alternate locked location at the discretion of the school nurse and Building Administrator.
6. Delivery of all medications to elementary schools is the responsibility of the parent/guardian or any other designated adult. Medication should not be transported to and from elementary school grounds by students.
7. The parent/guardian of elementary students needs to pick up unused medication within three (3) days following the termination date of administration. The school nurse retains the right to discard unused medication following this three (3) day period.

Non-Prescription Medication:

The school nurse shall assure that in the administration of non-prescription medication, the following procedures are followed:

1. Written permission from the parent/guardian must be obtained detailing the name of the medication, dosage, and time to be administered at school, termination date for administration, and the reason for giving the medication. There will also be a health form completed at the beginning of the school year that gives parent/guardian an option to check off non-prescription medications that you are giving permission to be given at school by the nurse or designee.
2. The initial dose of a medication will not be given at school.
3. Medications shall be stored in a locked cabinet in the health office.
4. Delivery of all medication to elementary schools from home is the responsibility of the parent/guardian or any other designated adult. Medications should not be transported to and from elementary school grounds by students.
5. Parent/guardian will be notified when a student is given a dose of non-prescription medication during the school day.
6. The parent/guardian of elementary students needs to pick up unused medication within three (3) days following the termination date of administration. The school nurse retains the right to discard unused medication following this three (3) days period.

7. A small supply of stock over-the-counter medications including Acetaminophen, Ibuprofen, Benadryl, and Tums will be kept in a locked cabinet in the health office. If a student will require administration of an over-the-counter medication on a regular basis for longer than a few days, we request that a personal supply of the medication is brought into the health office for the student.

Self-Management of Medication for Chronic Health Condition (e.g. asthma, diabetes):

The school nurse shall assure that in the self-management of medication, the following procedures are followed:

1. The need for self-management of a medication must be written and clearly stated by both the health care provider* and parent/guardian.
2. Written orders from the health care provider* must be obtained.
3. Written parent/guardian authorization must be obtained.
4. Prior to self-administration, the student must demonstrate to the school nurse proper and safe use of the medication.

*Health care provider referenced in #1 includes medical doctor, dentist, homeopath, physician's assistant, and nurse practitioner.

Head Lice Prevention:

The school will:

- Develop and publicize educational materials. Information can be accessed on school and supervisory union websites or distributed by hard copy to staff and families as needed.
- Encourage parents to report incidences of lice among family members to the school nurse.
- Conduct student or staff head inspections at the discretion of the school nurse.

Management:

- Any staff member who suspects a student has head lice will report this to the school nurse or principal.
- When a nurse or designee initially finds a student with head lice and/or nits, the parents will be contacted. The nurse or designee will verify if treatment was performed and/or discuss treatment options.
- The nurse may recommend that other members of the family receive inspections for head lice. The nurse will encourage parents to notify any childcare providers and other close personal contacts when an active case of head lice has been identified.
- Parent/guardian of all students will be notified that there is an active case of head lice in the school. The privacy and confidentiality of the student and family will be maintained to the extent possible.
- The nurse will exercise her discretion in carrying out head inspections of other students and staff associated with the identified student.
- The school nurse in consultation with the school administration reserves the right to additional steps should a family not be able to adequately treat head lice and the

situation does not resolve itself in a reasonable amount of time. Additional steps may also be taken should the situation become a detriment to the student, i.e. there is prolonged exposure to chemicals or emotional/social distress is caused to the student.

When cases of lice are diagnosed, the school and classroom teachers will institute practices that can include, but are not limited to:

- Assigning individual hooks for student belongings where there are no individual lockers or cubbies.
- Having students store their hats inside their coat sleeves.
- Discouraging head-to-head contact between students as well as sharing of hats, combs, brushes, and hair ornaments.
- Removal of classroom pillows and stuffed animals. Upholstered furniture may need to be covered, cleaned, or removed.
- Discontinuing temporarily “dress-up” activities and other activities that promote close person-to-person contact.

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. 7817) to formulate your child’s plan. Please update the School Nurse if your student develops a new medical issue that may require an emergency plan for school (allergies, asthma, seizures, etc.)

Protocol for Medications on Field Trips:

Any child diagnosed with a 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 a trained adult who is responsible for administering medications or initiating the emergency plan if necessary. If the student does not regularly take medication at school, the parent/guardian must be sure to provide a written order from the student’s health care provider. Written permission from parent/guardian to administer the medication on the field trip must also be provided to the school nurse. The student may not be able to participate in the field trip if the necessary medications/treatments and accompanying orders and permissions are not provided prior to the field trip. Unless specific permission is given, students may not carry their own medications including inhalers and epinephrine.

Health Concerns/When students should stay home:

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 rash, symptoms of pinkeye/conjunctivitis (redness of the lower eyelid, itching, and crusting drainage). Students being treated with antibiotics for conjunctivitis must have been on 24 hours of treatment before returning to school. Children arriving with any of the above symptoms will be sent home. Students should be symptom-free and fever 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, strep throat, 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. Please consider providing a healthy snack.

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.

The School Board

The Harwood Unified Union School District School Board (HUUSDSB) now governs the daily activity for the Fayston Elementary Schools and all other schools in the Harwood Unified School District. Board membership and information can be accessed [here](#). The HUUSDSB meets the 2nd & 4th Wednesdays, at 6:00 p.m. Meeting agendas are available by email or hard copy from the principal in advance. Agendas are posted at the school, town clerk's office and Harwood Unified Union School District's office at Mad River Park, Valley Reporter, and on Front Porch Forum. Additionally, draft

minutes of meeting are available from the principal five days after 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.

School Policies

The school board has adopted the following policies, available for inspection on the school's website:

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

E13: VIDEO AND AUDIO RECORDING ON SCHOOL BUSES Policy:

The member district schools of the Washington West Supervisory Union: Fayston Elementary School, Harwood Union High School, Moretown Elementary School, Waitsfield Elementary School, Warren Elementary School, and the Waterbury/Duxbury Union School District (Crossett Brook Middle School and Thatcher Brook Primary School) recognize that all students should have a safe, orderly and positive learning environment including the school bus. The WWSU authorizes the use of video/audio recording equipment by the district on selected school buses to assist in providing a safe and secure environment for all passengers. This authority shall extend additionally to all vehicles owned or contracted for the transportation of WWSU students. The supervisory union authorizes the Superintendent of Schools and the Principal of each school to establish and maintain guidelines and procedures for the retention and viewing of the recordings.

Procedures

1. Communication/Notice: The presence of recording equipment on a bus/vehicle shall be announced by notice of this policy given annually in student/parent handbooks. The Transportation Coordinator will provide annual notice to all bus drivers.
2. Confidentiality: All recorded "footage" is to be considered confidential and is to be viewed only on an "as needed" basis by those individuals authorized herein.
3. Custody: Recordings shall be stored in a secure location by the appropriate official. This custody shall not be delegated to any bus/vehicle driver.
4. Authorization of the Review of Recordings: Recordings can only be reviewed by the direct authorization of the Superintendent or her designee and in the presence of a WWSU principal and/or the Superintendent.
5. Retention
 - a. The cameras utilize digital media for recording. Recordings shall be retained for 30 days from the date of recording. After the 30 school-day holding period, and if no request has been made to view a recording (as provided below), the recording may be deleted, destroyed, or the media reused.
 - b. If a notable incident is identified by any of the drivers, passengers, parents or administrators related to the incident, the transportation coordinator should be notified and the relevant digital media will be removed from service. The recording is to be kept until the final resolution, including appeals. Recordings that become documentation in a case with findings will be kept indefinitely. Revised 1/14/13
6. Viewing
 - a. Requests to view recordings must be made directly to the transportation coordinator and only by the Superintendent or designee.
 - b. Recorded information may be monitored by authorized personnel only on a random or non-random basis and as deemed necessary and prudent to ensure the safety and security of students, staff visitors and Board property.
 - c. Recordings shall be viewed only in the presence of the principal or designee unless the principal, or designee, specifically grants express written permission prior to the viewing.
 - d. Recordings shall be viewed only by the following or others expressly authorized by the principal or designee:
 - Superintendent or designee

- Transportation coordinator
- principal
- Other school personnel as authorized by administration
- Bus drivers as authorized by administration

2019-2020 Fayston Elementary School - Staff Directory

Staff Member	Email	Phone Extension
Amy Yavitz -Administrative Assistant	ayavitz@huusd.org	7816
Jamie Sharpe– School Nurse	jsharpe@huusd.org	7817
Celia Hooker- Principal	chooker@huusd.org	7818
Beth Abbott-Koch –K Teacher	babbottkoch@huusd.org	7819
Carolyn Adams – Music Teacher	cadams@huusd.org	7820
Doug Bergstein – 5/6 Teacher	dbergstein@huusd.org	7821
Justina Boyden – Interventionist/MTSS Coordinator	jboyden@huusd.org	7822
Nancy Robinson- Health Educator	nrobinson@huusd.org	
Rachel Foley- Pre-K Teacher	rfoley@huusd.org	7825
Jean Goldhammer – Grade 1	jgoldhammer@huusd.org	7826
Ross Greene- PE Teacher	rgreene@huusd.org	7827
Amy Jamieson – Speech Language Pathologist	ajamieson@huusd.org	7828
Cheryl Joslin – Food Service Director	cjoslin@huusd.org	7829
Erin Koch – 2nd Grade	ekoch@huusd.org	7830
Erika Lindberg – French Teacher	elindberg@huusd.org	7832
Beth McGeorge- Special Education Teacher	bmcgeorge@huusd.org	7834
Nora McDonough- Art Teacher	nmcdonough@huusd.org	7835
Staff Room		7836
Sarah Adelman- Librarian and Tech Integrationist	sadelman@huusd.org	7823

Jason Stevenson– School Counselor	jstevenson@huusd.org	7837
Cristal Vasseur - 4th Grade	cvasseur@huusd.org	7838
Ted Withey – Maintenance Director	twithey@huusd.org	7839
Support Staff		
Mary Hoyne – Instructional Assistant	mhoyne@huusd.org	7840
Judy Long- PK Assistant Teacher/Instructional Assistant	jlong@huusd.org	7833
Jessica Knoop- Instructional Assistant & Early Ed After School Director	jknoop@huusd.org	7843
Keith Puffer- Technology Coordinator	kpuffer@huusd.org	
Sarah Bray- Assistant to Food Service Director	sbray@wwsu.org	7824

Harwood Unified Union School District Central Office Staff Directory

Phone number for HUUSD is 496-2272

Position/ Name:	Email	Phone Extension
Accounting Manager- Angela Neill	aneill@wwsu.org	7949
Accounting Manager- Susan Neill	sneill@wwsu.org	7950
Accounts Payable- Heidi Clark	hclark@wwsu.org	7951
Admin. Assistant- Laura Titus	ltitus@wwsu.org	7953
Admin. Asst. to DSS-Angela Young	ayoung@wwsu.org	7955
Business Manager-Michelle Baker	mbaker@wwsu.org	7948
Director Curriculum/Assessment- Shannon Lessley	slessley@wwsu.org	7947
Director/Student Support Services-Donarae Dawson	ddawson@wwsu.org	7946
Medicaid Clerk- Tisa Rennau	trennau@wwsu.org	7956
Payroll / Benefits- Tanya Cheney	tcheney@wwsu.org	7954
Project Manager- Shannon Wisdom	swisdom@wwsu.org	7952
Superintendent-Brigid Nease	bnease@wwsu.org	7945

Technology Coordinator HUUSD - Phil Hayes	phayes@wwsu.org	7957
Keith Puffer- Tech Coordinator	kpuffer@wwsu.org	7959
Ray Daigle- Facilities Director for HUUSD	rdaigle@wwsu.org	Phone 882-1103