

FAIR HAVEN GRADE SCHOOL



Family & Student Handbook 2023-2024

Our Mission

We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of standards, and by challenging them to be productive members of our global society. We are committed to a comprehensive system of support to assure each student has the opportunity to develop the skills and talents necessary for college and career readiness.



SLATE VALLEY UNIFIED UNION SCHOOL DISTRICT

33 Mechanic Street
Fair Haven, VT 05743
Tel: 802.265.4905
Fax: 802.265.2158

Parent/Guardian Signature Requested

The daily operations of the school require the cooperation of families and school personnel to provide our children with a safe, efficient educational setting. This requires effort on the part of all, and we appreciate you taking the time to read this handbook.

Once again we are offering parents/guardians two options: The handbook may be read online at www.slatevalleyunified.org, or a hard copy may be requested. In either case, we ask that once you have read the handbook please sign and return this page to school with your child. Thank you.

Please read and check one of the following:

- I have read the Family & Student Handbook online.
- Please send home a hard copy with my child.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Student Names: _____

Please sign and return this page to school with your child. Thank-you

Slate Valley Board Of Directors

Name	Email	Term Expires
Patricia Beaumont - Benson	patricia.beaumont@svuvt.org	2024
Karina Jutzi - Benson	karina.jutzi@svuvt.org	2026
Rebeckah St. Peter - Benson	rebeckah.stpeter@svuvt.org	2025
Julie Finnegan - Castleton	julie.finnegan@svuvt.org	2026
Toni Lobdell - Castleton	toni.lobdell@svuvt.org	2024
Timothy Smith - Castleton (Chair)	timothy.smith@svuvt.org	2025
Tara Buxton - Fair Haven (Clerk)	tara.buxton@svuvt.org	2024
Curtis Hier - Fair Haven	curtis.hier@svuvt.org	2026
Christopher Stanton - Fair Haven	christopher.stanton@svuvt.org	2025
Christine Pouliot - Hubbardton	christine.pouliot@svuvt.org	2024
Janis Reinke - Hubbardton	janis.reinke@svuvt.org	2025
Christina Ryan - Hubbardton	christina.ryan@svuvt.org	2026
Glen Cousineau - Orwell	glen.cousineau@svuvt.org	2025
Peter Stone - Orwell (Vice Chair)	peter.stone@svuvt.org	2024
John Wurzbacher - Orwell	john.wurzbacher@svuvt.org	2026
<i>(West Haven has 3 Open Seats)</i>		

Slate Valley Administration

Brooke Olsen-Farrell, Superintendent	bfarrell@svuvt.org	265-4905
Kristin Benway, Director of Special Services	kbenway@svuvt.org	265-4905
Cheryl Scarzello, Director of Finance	cscarzello@svuvt.org	265-4905
Chris Cole, Director of Operations	ccole@svuvt.org	265-4905
Casey O'Meara, Director of Curriculum	comeara@svuvt.org	265-4905

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ANNUAL NOTIFICATION OF DESIGNATION OF DIRECTORY INFORMATION AND RIGHT OF REFUSAL

TO: All parents/guardians of students, and to eligible students*, currently attending schools in the Slate Valley Unified Union School District.

DATE: August 2023

Schools in the Slate Valley Unified Union School District may disclose designated directory information on students and eligible students without the prior consent of the parent/guardian of the eligible students, and without any record of such disclosure. The following types of personally identifiable information have been designated directory information:

- Student's name, address, date of birth, dates of enrollment;
- Parent or legal custodian's name and address;
- Student's grade level classification;
- Student's participation in recognized school activities and sports;
- Weight and height of members of athletic teams;
- Student's diplomas, certificates, awards and honors received.

Disclosure may include such personally identifiable information contained or reflected in photographs.

If you are an eligible student and are currently attending any of the Slate Valley Schools, or if you are the parent/guardian of a student currently attending school in any of the Slate Valley Schools, you have a right to refuse to permit the designation of any or all of these types of information as directory information concerning your child or (if you are an eligible student) yourself, by providing written notice of your refusal, listing the type(s) of information which you refuse to have so designated, to the principal of the school your child attends (or the school you attend, if you are an eligible student), on or before September 1, 2023.

*You are an eligible student if you are at least 18 years of age or are attending an institution of post-secondary education.

NOTIFICATION OF MANAGEMENT PLAN AVAILABILITY

TO: Parents, Teachers, Employees, Other Personnel or their Guardians
Parent-Teacher Organization Presidents

FROM: Brooke Olsen-Farrell, Superintendent of Schools
Slate Valley Unified Union School District
33 Mechanic Street
Fair Haven, Vermont 05743
Telephone: 265-4905

DATE: August 2023

RE: Designated Persons for Asbestos

The Asbestos Hazard Emergency Response Act (40 CFR 763.93 (g)(4)) requires that written notice be given that the following schools have Management Plans for the safe control and maintenance of asbestos-containing materials found in their buildings. These Management Plans are available and accessible to the public at the administration office of each facility listed below.

SCHOOL	ADDRESS	TELEPHONE
Benson Village School	Benson, VT 05731	537-2491
Castleton Elementary School	Bomoseen, VT 05732	468-5624
Fair Haven Grade School	Fair Haven, VT 05743	265-3883
Fair Haven Union Middle & High School	Fair Haven, VT 05743	265-4966
Orwell Village School	Orwell, VT 05760	948-2871
Slate Valley Central Office	Fair Haven, VT 05743	265-4905

DESIGNATED PERSONS:

David Ward

Fair Haven Union High School

Patrick Goodwin

Fair Haven Grade School

Eoin Noonan

Orwell Village School

Clay Williams

Benson Village School

Mark Cassidy

Castleton Elementary School

Chris Cole

Director of Operations
Slate Valley Unified School District

ESEA PRIVACY LETTER

Fall 2023

Dear Parents and Guardians:

In accordance with the Elementary and Secondary Education ACT (ESEA) Section III (h)(6) I want to inform you of the following:

1. As a parent of a child who attends a school that receives Title I funds, (Castleton Elementary School, Castleton Village School, Fair Haven Grade School, Benson Village School, and Orwell Village School), you have the right to request information regarding the professional qualifications of your child's classroom teacher. This information could include:
 - ☐ Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught.
 - ☐ Whether the teacher is teaching under licensure waiver.
 - ☐ A teacher's degree background.
 - ☐ Whether the child is provided services by paraprofessionals and, if so, their qualifications.

2. Schools are required to provide upon request of a military recruiter or an institution of higher education, access to secondary school students' names, addresses, and telephone numbers. Parents may request that their children's contact information not be released to military recruiters or institutions of higher education. This should be done in writing to the school on or before September 3, 2023.

3. Parents have the right upon request to:
 - ☐ Inspect any instructional material used as part of the educational curriculum.
 - ☐ Be informed of the administration of any non-emergency, invasive physical examinations, or screenings that are not otherwise permitted or required by state law, including those without parental notification.
 - ☐ Inspect any third-party surveys before they are administered.
 - ☐ Be made aware of the collection and use of personal information collected from students for the purpose of marketing that information (except for the purpose of developing educational products for services).

4. Parents are required to give written prior parental consent before minor students are required to participate in any Education Department funded survey, or evaluation that reveals information concerning:

- ☐ Political affiliations or beliefs of the student or the student's parents.
- ☐ Mental and psychological problems of the student or the student's family.
- ☐ Sex behavior or attitudes.
- ☐ Illegal, anti-social, self-incriminating, or demeaning behavior.
- ☐ Critical appraisals of other individuals with whom respondents have close family relationships.
- ☐ Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
- ☐ Religious practices, affiliations, or beliefs of the student or student's parents.
- ☐ Income other than that required by law to determine eligibility for participation in a program, or for receiving financial assistance under such a program.

Should you have any questions, please feel free to call your school's Principal or the Superintendent's Office.

Sincerely,



Brooke Olsen-Farrell
Superintendent of Schools

Slate Valley A to Z

Academic Honesty

Academic honesty is a fundamental principle for all educational institutions. It is imperative students understand the importance of assuming responsibility for their own work, as well as their contribution to group work assigned by the teaching staff. Our faculty and staff understand the need to educate children about academic honesty within the classroom.

Slate Valley Unified recognizes that cheating, plagiarizing, stealing academic material, and missing class deliberately on the day of a test/quiz are all included in our Academic Honesty Expectations. Staff members will handle problems related to academic honesty directly with our students and families. It is up to the discretion of the teacher to decide if and at what point to bring the matter to the Principal.

Access Control

It is the policy of the Slate Valley Unified School District to provide a safe environment for students and employees while facilitating access to school buildings, premises and equipment by authorized users. The safety and security of the district's physical space and assets is a shared responsibility of all members of the Slate Valley Unified Union School District.

The Superintendent has established access control procedures to address the design, administration and management of access control systems and measures. Access-control privileges shall be determined and assigned by the Director of Operations and/or his or her designee based on the specific needs and requirements of the District and the electronic identification/access badge.

Access To Student Records

The Family Education Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible student") certain rights with respect to the student's educational records. Parents or students (age 18 or older) have the right:

1. To inspect and review the student's education records within 45 days of the day the school receives a request for access.
2. To request the amendment of the student's education records that either the parent or eligible student believes to be inaccurate or misleading.
3. To consent to disclosures of personally identifiable information contained in the student's records, except to the extent the FERPA authorizes disclosure without consent.
4. To file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

Achievement Testing & Assessment

The primary purpose of assessment is to guide instruction and promote student learning. Through assessments, educators will determine that all students are making progress toward meeting the Common Core and Next Generation Standards. Assessments will provide a variety of valid and reliable information to inform instruction and meet accountability priorities at all levels - student, parent, school, community, and state.

Specifically, SVUUSD assessments will:

1. Be meaningfully aligned with curriculum goals and grade expectations;
2. Provide evidence that students can apply knowledge and skills in a variety of settings;
3. Determine what a student can do independently;
4. Provide students with purposeful feedback about their learning;
5. Identify areas of curriculum and instructional strengths and weaknesses;
6. Focus professional development opportunities to ensure assessment literacy and instructional knowledge and skills;
7. Identify the next steps for teaching and learning.

Overview of Types of Assessments

Summative assessments: provide data about student performance at a particular point in time and provide valuable information about the effectiveness of curriculum, programs, materials and instructional practices. They may be used for progress monitoring of student growth.

All performance indicators assessed summatively are averaged together and result in a proficiency score. [Here](#) is a visual representing the language above.

Formative assessments: provide ongoing feedback for students and teachers about learning. It is the intent of our Local Comprehensive Assessment Plan to support and provide the resources for ongoing professional development for teachers in the use of formative assessment practices to guide instruction. Teachers use classroom assessment data to make changes that will lead to increased student understanding.

Strategies for Assessing Student Progress on Grade Expectations

SVUUSD assesses student progress relating to the CCSS, NGSS, and curriculum documents. The variety of ways are listed below:

1. Formative Assessment Strategies (feedback, questioning, self/peer assessment, learning targets with criteria)
2. Looking at Student Work
3. Student Demonstrations - (Assessment activities will be conducted within each classroom.)
4. Standardized Assessments - (e.g., NECAP, SBAC, Star 360)
5. Performance Tasks
6. Curriculum program assessments (unit tests)

Athletics

Our interscholastic sports program is based upon promoting the respective sport as a positive, enjoyable experience to our students. To do this, we must emphasize good sportsmanship, ensure the significant participation of all teams and encourage responsibility, dedication, self-discipline, teamwork and the spirit of competition. We also hope to help improve and develop the skills of all

team members. We do subscribe to the fair playing time philosophy: however, students must have regular attendance, a good attitude and attend all practices in order to be allowed playing time. We also realize the importance of setting priorities and placing academics first and foremost in our students' total educational program. Please remember that while winning is nice, these principles must come first in our program.

(The standards for Athletics and Activities for the Middle School are outlined by the Vermont Principals' Association. These guidelines are available online at: <https://vpaonline.org/> or by request at any of the schools.)

Attendance

It is the policy of the Slate Valley Unified Union School District to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

Attendance Procedures

When a student is absent:

Regular attendance at school is essential for academic progress. Vermont law requires regular school attendance by students. Parents and guardians of students enrolled in school (regardless of their age) are required by law to ensure their children's attendance at school. We believe regular attendance is necessary to assure academic growth, as well as the development of responsible work and study habits. If your child will not be in attendance, please call or email the school before the start of the school day and state the reason for the planned absence.

Based upon State law (§ 1121), a parent/guardian is responsible for their child attending school, unless the child:

1. is mentally or physically unable to attend; or
2. has completed the tenth grade and is not enrolled in public school; or
3. is excused by the superintendent or a majority of the school directors.

(The superintendent of a public school may excuse, in writing, any student from attending the school for a definite time, but for not more than ten consecutive school days and only for emergencies or for absence from town)

4. is enrolled in and attending a postsecondary school which is approved or accredited in Vermont or another state.

Valid Reasons for absences include:

- a. Illness
- b. Observance of religious holiday
- c. Death in the family
- d. Family emergency or situations beyond the student's control

Parent/guardian must obtain prior approval from the Superintendent for any extended leave due to emergencies or absence from town.

Reasons may be reported to the school by the parent/guardian in writing or verbally. Reporting absences to the school is an important method of enhancing student safety. Parents/guardians are expected to contact the school by 8:15 am with a verbal reason for the absences. Communication regarding absences is part of our effort to determine if every student sent to school arrives at school. If the school does not receive a call or receives a call but no reason for the absence, it is considered unexcused or truant until we receive an acceptable excuse for that absence. The building principal determines whether an absence reason is excused or unexcused.

If a child has not arrived at school, and we have not received a phone call, a designated school employee will call the home every day a student is out. If there is no answer we will contact the emergency number you have provided. This procedure is designed to ensure that a child is safe if s/he does not arrive at school.

If a student has an unexcused absence from school, s/he will not be allowed to participate in any school sponsored after school function, such as a game, concert, club, etc.

Tardiness

Punctuality at school is extremely important. All students arriving after (the building start time) will be considered tardy. Any student arriving late to school must check into the office, to obtain a pass to class.

*Students arriving after the start of the school day without a valid excuse approved by the Principal, will not be able to participate in after school or evening activities.

Chronic tardiness may impact academic proficiency. Students with chronic tardiness will be referred to the truancy coordinator and administration to initiate a meeting with the intervention team as needed.

Notification of Parents/Guardian

The attendance policy and procedures will be posted on the district website and in each student handbook.

Unexcused Absences Notification

Parents will be notified when five (5), seven (7), ten (10) unexcused absences have occurred. Notification may occur by email, phone or letter. However, after the tenth absence a letter will also be sent. At ten (10) unexcused absences the parent will be requested to attend an attendance meeting in order to proactively develop an attendance plan.

Following the twentieth (20) day of an unexcused absence, the Department of Children and Families will be notified and a truancy affidavit will be filed with the State's

Attorney's Office.

Early Dismissal/Signing Out of School

If students need to leave school, parent/guardian must come into the building to sign their child out. If the parent is sending a designated adult to pick up their child the person must be identified on the emergency contact card or the parent/guardian must call the school with the name and relationship of the person picking up their child. This person will be required to provide valid identification.

At the high school level, seniors who are academically eligible and meet the guidelines for senior privileges can sign out in the main office.

Excessive Absenteeism

Students with ten (10) or more unexcused absences will be referred to the truancy coordinator and school administration to set up an attendance intervention team meeting.

Homebound and Hospitalized Students

Any student who is expected to be out of school because of a serious illness (homebound/hospitalized instruction) for more than 10 days may be entitled to a tutor in order to maintain his/her skill level. Please obtain a doctor's written order and contact the school if this situation occurs.

Missed Assignments/Making Up Work

Planned student absence(s): Prior to any approved planned absences, students or parent/guardian are required to make arrangements for completing any missed class work or assignments.

Unexpected student absence(s): Students or parent/guardian are required to make arrangements for completing any missed class work or assignments. Students will have an equal number of days they were absent to complete the work.

Slate Valley Board of Directors Meeting Schedule

Meeting generally held the 2nd and 4th Monday of each month at 6:30 PM

(Exceptions during school breaks/holidays)

SVUUSD Board Meetings

Monday, March 13th - Fair Haven Union Middle High School - Reorganization

Monday, March 27th – Orwell Village School - Buildings and Grounds/Policy Meetings 5:30 p.m.

Monday, April 10th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, April 24th – Benson Village School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, May 8th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, May 22nd – Castleton Elementary School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, June 12th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, June 26th – Fair Haven Grade School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, August 14th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, August 28th – Orwell Village School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, September 11th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, September 25th – Benson Village School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, October 16th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, October 30th – Castleton Elementary School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, November 13th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, November 27th – Fair Haven Grade School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, December 11th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, December 18th – Orwell Village School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, January 8th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, January 22nd – Benson Village School - Building & Grounds/Policy Meetings 5:30 p.m.

Monday, February 12th - Fair Haven Union Middle High School - Finance Meeting 5:30 p.m.

Monday, February 26th - SVUUSD Annual Informational Meeting at 6:30 p.m. at FHUHS

Monday, March 11th - Fair Haven Union Middle High School

Monday, March 25th - Castleton Elementary School - Building & Grounds/Policy Meetings 5:30 p.m.

Agendas and minutes of monthly meetings are posted on the SVUUSD website at slatevalleyunified.org. The policy manual for the Slate Valley Directors is available in the Superintendent's office and a complete set of the policies is also available on our website at slatevalleyunified.org. If you would like a copy of a particular policy, one can be provided to you upon request at the district office or the particular policy can be accessed online.

Bus Transportation

All resident pupils in grades K-12 living more than one mile from the school are entitled to transportation service. Riding the bus is a privilege and contingent upon proper behavior and observance of the expectations. The bus drivers are expected to enforce these expectations and make suggestions in line with good citizenship. The most important factor in bus transportation is safety. When a student ignores the expectations, it can easily result in endangering not only their safety, but also the safety of fellow passengers. Students must remember that they are responsible for following the expectations and may be suspended from riding the bus by the school principal.

Early in the fall, students will participate in a bus orientation led by our bus drivers, which includes a review of the expectations for riding the bus and emergency evacuation procedures.

Parents are asked to have an adult waiting for any child who is younger than third grade when being delivered home. Children will not be dropped off if no adult can be seen waiting to receive the student, and the child will be returned to school to wait for their parents in the office. There is always someone in the office until we hear that all buses are in and all students have been delivered safely home.

On occasions regularly scheduled routes may need to be adjusted due to snow or mud conditions. There will also be times that students will be unable to be picked up due to mechanical issues with a bus. Parents and guardians will be notified through our Powerschool Broadcast Notification System, which will dial your home, and cell phone numbers with a recorded announcement.

Bus Expectations and Conduct

Previous to loading (on the road and at school) students will:

1. Be on time at the designated bus stops to keep the bus on schedule. Bus drivers shall wait for a student at any given bus stop no more than a reasonable length of time to allow the student to board the bus. On days when road conditions are bad, please do not expect the bus to be exactly on time.
2. Stay off the road at all times and conduct yourself in a safe manner while waiting for the bus.
3. Wait until the bus comes to a complete stop before attempting to board.
4. Understand that in case of inclement weather or poor road conditions, the bus driver might have to make the decision to omit all or part of a trip.
5. Have written permission from parents/guardians in order to ride a bus other than the one they normally ride. This permission slip must be given to the bus driver.
6. Do not transport animals, firearms, explosives, or anything else of a dangerous nature on the bus
7. Line up (grades K-6) and board the bus following the supervising teachers' permission.

While on the bus, students will:

1. Board the bus only when the bus driver is in their seat.
2. Help look after the safety and comfort of others at ALL times.
3. Assist in keeping the bus safe and sanitary.
4. Maintain a low level of conversation and avoid loud talking, laughing, and unnecessary confusion so the bus driver can maintain their focus. Absolute silence is required at all railroad crossings.
5. Be financially responsible for any damage to the bus, which is school property.
6. Not tamper with the bus or any of its equipment.
7. Keep their books, packages, coats, and other belongings out of the aisles.
8. Keep their hands and head inside the bus at all times.
9. Not throw any objects inside or out of the bus.
10. Sit in their seats while the bus is in motion.
11. Not smoke, drink, or eat on the bus.
12. Be courteous to fellow students and the bus driver.

Please note: the bus driver has the right to direct students to assigned seats if necessary.

Chaperones

All educational field trips and other school-sponsored student travel must be adequately supervised and chaperoned by a faculty member(s) with abilities and interests paralleling the interests and objectives of the class or group. A certificated faculty member will be designated as sponsor, and other staff members or parents designated chaperones as appointed by the principal. The number of chaperones will be based on the number of students participating and the specific needs of the trip. The chaperones will need to adhere to the Volunteer Policy in regards to background checks if they are supervising students other than their own child. No group or individual shall participate in an educational field trip or school sponsored travel unless properly supervised and chaperoned consistent with the provisions of this manual.

Note: A sponsor or chaperone may not bring his/her own child on a field trip unless the child is an official member of the class or group.

Concussions

As per the CDC, a concussion is a type of traumatic brain injury—or TBI— caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells. Even what seems to be a mild bump or blow to the head can be serious. Our faculty and staff as well as our coaches are educated about the signs and symptoms of concussions. All coaches are required to participate in an online Concussion in Youth Sports training from the CDC as there can be a greater likelihood of concussions in athletic competitions. In cases where the coach or duty teacher suspects a possible concussion, the student is removed from activity, parents are notified

immediately, and the student will need to be evaluated by an appropriate healthcare professional (in most cases, a physician). Students who are diagnosed with concussion must complete a Return to Learn Protocol, which allows them to gradually return to their normal level of activity. In the case of sports, an athlete will only be allowed to return to play with the permission of an appropriate healthcare professional and will do so by following a Return to Play Protocol after completing their Return to Learn Protocol. Please see the school nurse with any questions regarding concussion protocols in SVU schools.

Desks & Lockers

Students are reminded that desks and lockers belong to the school and are only on loan to the students. Students should never leave money or valuables in their desks or lockers. Students are not to share their lockers and are to use only those assigned to them. School administration has the right to open and inspect any locker at any time, for any reason, without notice, and without student consent.

District 1:1 Device Student/Parent Agreement:

Description:

- The Slate Valley Unified Union School District has adopted a 1:1 program which provides an electronic device for each student. This device will be issued at the beginning of the year, allowed to be taken home in accordance with each school's locally developed procedures, and returned at the end of the school year.

Educational Goals and Vision:

- Provide on-demand Internet access to electronic resources in the classroom.
- Allow students to document and express themselves using digital resources.
- Provide a tool for students to take state and federal assessments.

Costs:

- There is no cost to receive the device.
- An incident fee may be charged when a hardware repair is required from damage. The fee will be determined each year based on current repair costs (Max: \$40 per incident).
- Lost/stolen devices or questionable damage will be reviewed by the administration on a case-by-case basis to determine fees.
- Students will be charged for missing items: Price is determined each year based on replacement costs and situation (Max: \$200).
- The administration may hold back school activities or other school-related items while a balance is due.

Expectations Responsibilities and Care:

- Devices must be charged each night to be ready for use during the school day. Students may not be permitted to plug them in during class.
- No stickers or writing on the device.
- Students must take measures to protect the device from damage or theft.
- At no time shall the device be used for unlawful or inappropriate activities.
- The device, power cord, and any case that was assigned to the student is required to be handed in at the end of the school year.
- Students are not allowed to let others use their assigned device.

At Home Expectation:

- It is the parent's responsibility to monitor the student's use while at home.
- When the device is brought home it must be charged each night to be ready for use the following school day.

Summer:

- Students will not be allowed to have the device over the summer. If an educational need is shown and approved by the administration a device may be assigned.

Violations:

- Students must follow the Slate Valley Unified Union School District Policy D3 Responsible Computer, Network & Internet Use at all times while on these devices.
- School administration and faculty have rights to view the contents of the device.

Damages, Lost or Stolen (Incidents):

- Damages and other incidents must be reported to the IT department as soon as possible.
- School administration will be informed of any incidents that they need to address.
- Students will need to file a police report if a device is stolen.
- Depending on the issue a fee may be charged.
- Students may either be issued a loaner or be asked to sign-out a spare while their device is being repaired.

Dress

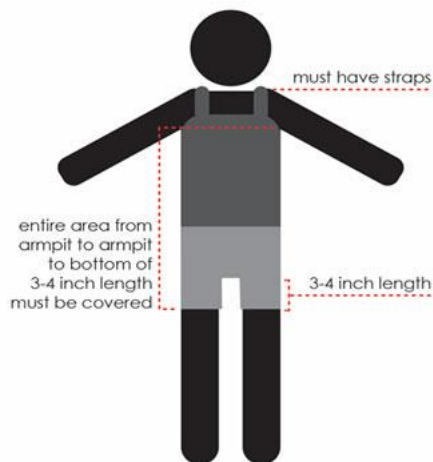
Slate Valley Unified Union School District respects students' rights to express themselves in the way they dress. All students who attend Slate Valley Unified Union's Schools are also expected to respect the school community by dressing appropriately for a K-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This dress code is intended to provide guidance for students, staff, and parents.

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the

health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Minimum Requirements:

1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see images below). Tops must have shoulder straps. Rips or tears in clothing should not be within the zone of expected coverage.
2. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
3. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
4. Headgear including hats, hoodies, and caps are not allowed unless permitted for religious, medical, or other reasons by school administration.
5. Specialized courses may require specialized attire, such as sports uniforms or safety gear.



Additional Requirements:

Students cannot wear clothing with:

1. Violent language or images,
2. Images or language depicting alcohol, tobacco, marijuana, or any other controlled substance or promoting the use of,
3. That depicts, implies, advertises or advocates hate speech, profanity, or pornography,
4. Images or language that created a hostile or intimidating environment based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

The administration at each school reserves the right to determine what constitutes appropriate dress.

Drug Free School

Slate Valley is proud to announce that our school is Drug, Smoke, and Substance Free. Alcohol, tobacco of any kind and other drugs are forbidden on school property. The school community shows their support for this policy by promoting “SAY NO TO DRUGS.” Our school health curriculum includes developmental and progressive lessons about the effects of drugs and tobacco.

Eligibility for Students in Grades 5-6

Slate Valley believes that every interested student be afforded the opportunity to participate in athletics and activities at the middle school level. All schools are encouraged to find creative ways and means for every middle school student to experience the personal growth and development that comes through active participation. A personalized plan of action may be developed for continued participation. (Adapted from the VPA MS Athletics Preamble.)

The following criteria for eligibility for participation in interscholastic sports are intended to set standards for academic eligibility:

1. Students should be in good academic standing as determined by the Principal in courses taken during the previous marking period.
2. Students should be in good disciplinary standing as determined by the Principal.
3. Students should be in regular attendance and should be in attendance on the day of the event unless excused by the Principal.
4. Students will also meet the criteria set forth in the guidelines of the Vermont Principals' Association.

Emergency Response Actions

It is the policy of the Slate Valley to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, insofar as possible, to prevent and respond to unexpected crises quickly and appropriately. While the unexpected nature of a crisis may make preparation difficult, the school believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

Examples of school crises include but are not limited to fire, bus accidents, nuclear disaster, criminal acts, civil disturbances, disease epidemic, physical injury, death, presence of intruders on school premises, hazardous materials spills, weather related emergencies, natural disasters, bomb threats, terrorist activities, or other emergencies.

All schools have developed a crisis prevention and response plan and administrative procedures that identify how the students and staff shall respond to emergency situations, and the role that local emergency service providers shall play in crisis preparedness and incident management.

Students shall follow all guidelines outlined in the crisis plan and student handbook when practicing routine drills and when responding to actual emergency situations.

Students who cause school crises will be held accountable in accordance with the school discipline policy and state/federal law.

Incidents that disrupt the education process or endanger the safety of other students and staff shall be referred to law enforcement for possible criminal charges or to pursue civil litigation.

Lost instructional time resulting from response to a school crisis or emergency situation shall be made up at the discretion of the School Board.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT!

	<p>HOLD! In your room or area. Clear the halls.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Clear the hallways • Remain in room or area until the "All Clear" is announced • Do business as usual 	<p>ADULTS</p> <ul style="list-style-type: none"> • Close and lock the door • Account for students and adults • Do business as usual
	<p>SECURE! Get inside. Lock outside doors.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Return to inside of building • Do business as usual 	<p>ADULTS</p> <ul style="list-style-type: none"> • Bring everyone indoors • Lock outside doors • Increase situational awareness • Account for students and adults • Do business as usual
	<p>LOCKDOWN! A.L.I.C.E.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Move away from sight • Maintain silence • Do not open door 	<p>ADULTS</p> <ul style="list-style-type: none"> • Recover students from hallway if possible • Lock classroom doors • Turn out the lights • Move away from sight • Maintain silence • Do not open the door • Prepare to evade or defend
	<p>EVACUATE! A Location may be specified.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Leave stuff behind if required to • If possible, bring your phone • Follow instructions 	<p>ADULTS</p> <ul style="list-style-type: none"> • Lead students to Evacuation location • Account for students and adults • Notify if missing, extra or injured students or adults
	<p>SHELTER! Hazard and safety strategy.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Use appropriate safety strategy for the hazard 	<p>ADULTS</p> <ul style="list-style-type: none"> • Lead safety strategy • Account for students and adults • Notify if missing, extra or injured students or adults

HAZARD	SAFETY STRATEGY
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold



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Field Trips

The District recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study and explore real situations and processes in their actual environment.

For purposes of this procedure, a field trip shall be defined as any planned journey for one or more students away from District premises, which is under the supervision of an instructional staff member and an integral part of a course of study.

Fundraising

The ability to offer diverse, quality educational programs and experiences for our students depends in part on our ability to secure reliable and supplemental sources of funding. To facilitate the effective and efficient management of local district fundraising, the board authorizes fundraising activities where such programs:

1. Promote Pre-K-12 education,
2. Provide educational experiences for students, and/or
3. Address local funding obligations that support the educational mission of the district and/or promote the effective, efficient, or safe management and operation of the district.
4. Are conducted in accordance with all district policies (C5 – Firearms, C9 - Wellness, C20 - Student Conduct and Discipline etc.)

(Prevention of) Harassment, Hazing, & Bullying of Students

The Slate Valley Unified Union is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's [code of conduct](#).

Our designated individuals are as follows:

Slate Valley Unified School District	Brooke Olsen-Farrell, Superintendent	265-4905 Ext. 2553
	Kristin Benway, Director of Special Services	265-4905 Ext. 2551
Benson Village School	Amy Roy, Principal	537-2491 Ext. 7101
	Laura Budde, Guidance	537-2491 Ext. 7116
	Amanda Eddy, Teacher, Special Education	537-2491 Ext. 7104
Castleton Elementary School	Kim Prehoda, Principal	468-5624 Ext. 5900
	Tyler Gadway, Guidance	468-5624 Ext. 5943
Fair Haven Grade School	Wendy Foran, Assistant Principal	265-3883 Ext. 7031
	Joanna Surething, Guidance	265-3883 Ext. 7036
	Wendy Parker, Social/Emotional Interventionist	265-3883 Ext. 7002
Fair Haven Union Middle & High School	Jennefer Paquette, Co-Principal	265-4966 Ext. 2503
	Ben Worthing, Co-Principal	265-4966 Ext. 2504
	Gwen Hagenbarth, Assistant Principal	265-4966 Ext. 2600
	Margaret Hayward, Director of Special Services	265-4966 Ext. 2508
Orwell Village School	Patrick Walters, Principal	948-2871 Ext. 7400
	Ruzanne Behrens, Guidance	948-2871 Ext. 7402

[Prevention of Harassment, Hazing, and Bullying of Students](#)

Home Learning Opportunities

Homework is an integral part of student learning and is an extension of the work that takes place during the school day. When learning takes place in school, concepts are introduced and opportunities for guided practice are given. As students construct their own knowledge they will be able to reinforce this through the independent practice that homework provides. Thus, homework can enhance and extend learning as well as provide additional practice.

Appropriate to the developmental age of students, teachers may provide independent practice assignments or ask students to complete unfinished class work at home. Additionally, students may be assigned long-range projects for the purpose of developing study and research skills. The time required for students to complete homework assignments will vary depending upon the assignment, the age and the ability of the student.

Parents are encouraged to monitor homework as a means of becoming familiar with what is learned in school.

Guidelines

Kindergarten	Outside reading and related activities
Grade 1	Approximately 10 minutes per night
Grade 2	Approximately 20 minutes per night
Grade 3	Approximately 30 minutes per night
Grade 4	Approximately 40 minutes per night
Grades 5	Approximately 50 minutes per night
Grades 6, 7 & 8	Approximately 60 minutes per night

Parent Visits

We strongly encourage you to become involved in your child’s education here at Slate Valley Unified School District. Our primary concern is for the safety and well-being of our students; as such, we will be implementing the following visitor procedure.

All visitors to the School District shall display a temporary visitor ID badge while they are in any School District building or on School District grounds during school hours. All visitors shall enter all facilities via the designated visitor's entrance and immediately report to the school office to register and receive a temporary visitor ID badge. Visitors who do not comply with this policy/procedure will be asked to leave school property. School staff members who observe visitors without a visitor's badge shall ask the individual to report to the main office immediately and notify the main office of their pending arrival. In the event an individual refuses to comply with the visitor policy and refuses to leave the property, police shall be notified via 911 and the building principal or appropriate designee shall determine whether the emergency response protocol shall be initiated.

- No visitors are to enter the building with students during arrival. All visitors to our schools are strongly encouraged to have an appointment to enter the building. Entry may be denied without appointment.
- All visitors will need to access the building through the designated entrance and use the intercom system. It is expected that all visitors will state the purpose of their visit and/or specify with whom they have an appointment.
- If the visitor is granted access, they must present themselves to the main office immediately upon entry.
- Visitors may be required to show photo identification, and will be required to sign in to obtain a visitor's pass.
- It is imperative that visitors do not hold the door open for others behind them. Each visitor must be acknowledged individually through the intercom system.
- Upon entry, visitors will then be escorted to their point of contact or their point of contact will be asked to come to reception to receive the visitors. The contact will then be responsible for them while they are on site.
- Upon leaving visitors must report, sign out from the main office and exit from the designated visitor entrance/exit.
- Visitors are not to enter the building during dismissal. If you will be picking your child up early, you must notify the office in writing prior to dismissal. If it is an emergency, call the main office to notify the school.

PBIS (Positive Behavior Interventions and Supports)

All schools within the Slate Valley Unified School District utilize PBiS to improve school safety and promote positive behavior. We also use PBIS to decide how to respond to a child who misbehaves.

At its heart, PBiS calls on our schools to teach our children about behavior, just as we would teach about any other subject—like reading or math. PBiS recognizes that our students can only meet behavior expectations if they know what the expectations are. A hallmark of a school using PBiS is that everyone knows what's appropriate behavior. Throughout the school day - in class, at lunch and on the bus - our students understand [what's expected of them](#).

At PBiS schools; teachers, administrators, counselors, and family members work together to teach and support behavior expectations at school. PBiS exists to improve the behavior of all students in all school environments.

Personalized Learning Plans

The Slate Valley Unified School District will implement personalized proficiency-based learning systems for all students based on the district's vision (All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards). Slate Valley Unified Union will engage in PLP development and instructional practices to connect learning in school with student goals outside of school. This will require development of systems and practices to facilitate personalized experiential learning in our schools.

Promotion & Retention of Students

Retention

Research shows that most students do not benefit by repeating a grade. Grade promotion should be the standard. However, exceptional cases based on their own merits may warrant retention. Physical, emotional and social development are as important as academic achievement in determining whether a student will benefit from retention. Failure to achieve grade level standards/content is not in itself sufficient reason for retention. There is not any one factor, but rather a combination of factors that determine if retention is appropriate. Retention will only be considered after completion of Tier II interventions (an Educational Support Team Plan must exist) without significant success, and special education and English Language services have been considered.

Elementary & Middle School:

1. Following the end of any reporting term, the school will notify the parent(s)/guardian(s) of any student at risk of retention documenting student academic and behavior progress data supporting the need for retention.
2. A conference will be held with parents as soon as possible after the notification.
3. The conference will document specific intervention(s)-schedule/timeline/person(s) involved in the intervention(s)-related to the criteria below.
 - A. indicate the student's lack of progress (significant deficit(s)) in specific standard/curriculum-based skills;
 - B. demonstrate that the intervention specifically addresses their identified deficit(s);
 - C. provides ongoing assessment of the student's progress with the intervention.
4. Conferences to review the student's progress will be held after the end of the second reporting term to review student progress.
5. An end-of-year conference will be held three weeks prior to the end of the school year with the parent(s)/guardian(s), teacher(s), school administrator(s), and appropriate student assistance personnel to determine retention.

Grade Acceleration

Grade acceleration shall be considered only in rare and extreme cases. An Educational Support Team Plan (EST) must exist in order to be considered for acceleration. Teachers are urged to utilize methods and materials of instruction which broaden the interests and achievements of those students who are academically superior and use acceleration only in an extraordinary situation. Students in grades K-8 may be accelerated to another grade if the following conditions are met:

1. Current classroom performance indicates exceeding the current grade level proficiencies.
2. The student demonstrates mastery of the grade to be skipped by scoring at the 95th percentile or higher on Star 360 standardized tests for reading, writing, math, and local science and social studies assessments. (For example, a student accelerating from third grade to fourth grade would need to demonstrate mastery of third grade subjects through testing) Or the student performs at the 95th percentile or higher on the SBAC administered for the student's current grade.
3. The student's social and emotional development would benefit from acceleration.
4. The parents or guardians and the student desire acceleration.
5. The principal and teacher(s) from the current school agree that acceleration is in the student's best interest.
6. If the acceleration requires a building change, the receiving school must be included in the process.

Procedures Regarding Acceleration

1. Parent(s)/guardian(s) of the child notify the child's principal in writing of their desire for acceleration.
2. The principal will assemble a team that includes: the principal, a school counselor, teachers, and the parent(s)/guardian(s). If the acceleration requires a building change, the principal for the receiving school should also be included on the team.
3. The student will score at the 95th percentile on the norm-referenced test (Star 360) in all core areas (reading, language, writing, math) for the student's current grade level.
4. The student must demonstrate mastery and depth of knowledge in all core areas by scoring 95% or higher on the norm-referenced assessments in each content area for the grade to be waived or 95th percentile for a criterion-referenced test in each content area above the child's current grade.
5. After all data has been collected, the principal will assemble a team to review information gathered to make a decision. Participants will include: parent(s)/guardian(s), principal(s), school counselor, current teacher, and the receiving teacher.
6. When a decision has been made, a detailed plan will be developed by the Educational Support Team to outline how the student's needs will be met through
 - a. Enrichment and extension if no acceleration is recommended
 - b. A transition plan that addresses academic, social and emotional support if the student is assigned to a higher grade.

Recess

Recess is provided during the day to give students an opportunity to play outdoors and have some free time during the school day. We expect students to adhere to our Standards for Student Behavior on the playground and follow the PBiS playground expectations.

Reporting Student Progress & Parent/Teacher Conferences

The school year is divided into three trimesters of approximately thirteen weeks in length. At the close of each trimester, pupil progress reports (report cards) will be distributed to students to bring home and share with their parents. Please consult the school calendar for the exact distribution dates.

At SVUUSD, we feel that parent/teacher conferences will enable both the parents and the teachers to better understand each child, their program and their habits of work.

Parent/Teacher conferences may be scheduled up to twice a year. Parents are urged to attend these conferences in order to gain a deeper insight into their child's progress. Parents or teachers do not have to wait until these pre-scheduled conferences. If there is a question or concern about a student's progress, please schedule a conference at any time during the year.

Role of Religion in Schools (Policy D34)

It is the policy of the Slate Valley Unified Union School District to foster understanding and mutual respect among students, staff, parents and the community of diverse religious beliefs and backgrounds. The primary mission of the District is education. The proper role of religion in the public school lies in its academic value not in the appropriation or endorsement of any particular religion or belief system or of religion over non-religion.

Teaching about religious holidays, which is permissible, is different from celebrating religious holidays, which is not. As such, there shall be no school-initiated or sanctioned formal or informal observance of religion, religious holidays or religious festivals.

We still will have celebrations and special events in schools as we know that our students look forward to these events. However, they will not be centered on religious holidays and may not coincide with dates of religious holidays.

School Closings

The Slate Valley Unified School District Board has adopted the Powerschool Broadcast Notification Service for all schools. This will allow us to contact you immediately with important information about school events, emergency closings, and weather-related closings. We will be using this system to notify you of school delays or cancellations due to inclement weather. In the event of a delay, cancellation, or emergency closing you can now have the peace of mind knowing that you will be informed immediately by phone.

What you need to know about receiving calls sent through Powerschool

Broadcast:

- Caller ID will display the Central Office's main number (265-4905) when a general announcement is delivered.
- Caller ID will display 411 if the message is a dire emergency.
- Powerschool Broadcast will leave a message on an answering machine or voicemail.
- If the Powerschool Broadcast message stops playing, press any key 1-9 and the message will replay from the beginning.

We will also continue to contact the following television and radio stations in the event of a delay, cancellation, or emergency closing: WVNR, 1340 AM Poultney, VT; WNYV, 94.1 FM Whitehall, NY; Rutland Region Community; Stafford Technical Center Channel 15 & 20; WPTZ Channel 5; WSYB 1380 AM; WZRT 97.1 FM; and the Vermont Association of Broadcasters (WCAX-TV).

Security Cameras and Video Surveillance

The Slate Valley Unified Union School District has authorized the use of video camera surveillance on District property to monitor the health, welfare, and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. On campus video surveillance may occur on District property and on vehicles used for District-provided transportation. Security cameras shall be used only to promote the order, safety and security of students, staff and property and to assist school administrators in deciding upon appropriate disciplinary action.

Student Insurance

The SVUUSD School Board recommends that all students have accident insurance coverage for their and their parents' protection. SVUUSD does not provide insurance to cover accidental injury. Each year the district school board permits a major company to offer an inexpensive individual policy for students. This program is strictly voluntary and it is a family/insurance company relationship. The school assumes no responsibility for this program. Parents of children participating in athletics and other extra-curricular activities must present evidence of insurance. If insurance is a financial burden at this time, please contact the school.

Telephone Use

Generally, school telephones are for school-related business. Students may use the school telephone only for emergencies and only with a teacher's permission. This does not include such calls as permission to go to someone else's home, to stay for a game, or to have forgotten homework brought to school. Students and staff will not be asked to take a call unless it is an emergency.

Valuables

It is recommended that students not bring a large amount of money or other valuables to school, or on field trips. Classroom desks/lockers are not secure. We make every effort to teach students to respect the property of others. The school will not accept responsibility for missing personal belongings or technology.

Firearms/Weapons

It is the policy (C5) of the Slate Valley Unified Union School District to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at schools.

Furthermore weapons of any kind are not permitted on school property. This may include but is not limited to:

- any pistol, shotgun, stun weapon, revolver, or other firearm designed or intended to propel a projectile of any kind, including a rifle,
- unloaded firearms in closed containers,
- any air rifle or BB gun,
- toy guns and look-alike guns,
- any dirk, bowie knife, switchblade knife, ballistic knife, machete, knife or razor,
- slingshots,
- spring sticks,
- brass or metal knuckles, blackjacks,
- any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nunchuck, nunchaku, shuriken, or fighting chain,
- any disc, of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart,
- explosives, and
- destructive devices or other dangerous articles.

Health & Nursing Services

SVUUSD provides the services of licensed school nurses to all students. The school nurse is an important resource in providing and coordinating care for your child. Please fill out your child's annual student health forms as soon as possible at the beginning of the school year and update the school nurse if your child has any changes in their health or medications at any point during the school year as this allows us to provide the best care possible. By law, it is the responsibility of parents to ensure that their child is kept up to date with immunizations required for school - please see your medical provider and/or school nurse for more information. School nurses are required to follow the Vermont Department of Health immunization guidelines. The guidelines are necessary in order to help prevent the introduction and/or transmission of vaccine-preventable diseases in our schools. A publication of the American Academy of Pediatrics, Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents recommends an annual well exam for children at all ages and is also required for athletic participation every year.

School Nurses conduct vision and hearing screenings for students in grades PK, K, 1, 3, 5, 7, 9, and 12 each school year, as required by the VT Department of Health. Students with identified risk factors may need to be screened more frequently. These factors include, but are not limited to, students on a 504 plan or an Individual Education Plan (IEP), or who have other chronic health conditions. Students may also be screened more frequently at the request of a teacher or parent/guardian. Don't hesitate to contact the school nurse if you have concerns about your child's vision and/or hearing. If you wish to opt your child(ren) out of vision or hearing screening, please notify the school nurse in writing.

If a student needs to take medication during the school day, it must be kept in the health office and be administered by the school nurse or designee at the proper time. The medication must be brought to school by a parent in the original prescription bottle (your pharmacy can provide you with an extra labeled bottle if needed) and the parent and doctor must each sign a form giving the school permission to administer the medication.

School nurses work with parents and providers to plan for health and safety needs within the school environment to ensure access to all opportunities are available for all students.

Students with fever, vomiting, or other symptoms of illness should be kept home for at least 24 hours after symptoms have resolved or improved in order to limit the spread of illness in school. If a student becomes ill at school and needs to be sent home, it is the responsibility of the parent to provide working phone numbers for themselves and emergency contacts, as well as prompt transportation home for the ill student. Please be sure to adhere to your school nurse and doctor's guidance regarding your child's particular symptoms and/or diagnosis and when they may return to school. Be sure to contact the school office regarding each day your child will be absent - additionally, a doctor's note may be required. Any modifications to a student's physical education program or physical activity level (ie: no running) must be accompanied by a doctor's note stating the limitations and length of excuse. A doctor's note may be required for return to PE following injury as well. Please don't hesitate to reach out with any medical or social/emotional questions or concerns – school nurses are always available to help and provide support for your child.

Special Programs & Student Support Services

Act 157

Act 157 is a Vermont Law enacted to increase the capacity of schools to meet the needs of all students. This is accomplished by requiring each school to develop a comprehensive educational support system. Such a system extends the focus beyond that of academics to include other factors that may have a detrimental effect on a student's school performance (i.e. nutrition, mental health, challenging life circumstances). Such a comprehensive educational support system has been designed here at SVUUSD with the purpose of ensuring all students the opportunity to achieve the basic skill areas, meet the Vermont State Standards and experience success in the general education environment.

Educational Support Team (EST)

SVUUSD has active EST Teams, which consist of general educators from within each building (may include the Art, Music, Library, and Physical Education instructor); the referring teacher; parents; students; other specialists and an administrator as deemed necessary. The team meets on a regular basis to:

1. Ensure early identification of students at risk and availability of services to meet their needs.
2. Provide support to teachers to help determine what a student(s) might need to be more successful including instructional strategies and environmental accommodations.
3. Review, revise, and monitor the effectiveness of strategies and interventions employed in the classroom.

Guidance Services

Our guidance department fosters the educational, career and social/emotional development of our students throughout their academic careers. Our goal is to support students in reaching their full academic potential and enjoy a positive school experience. Our guidance counselors work with students, parents, and fellow staff members to help students receive the support needed to be successful. As counselors, they meet with students individually, in small groups, and in a whole class format. They teach students various coping strategies, skills, and methods to handle various challenges. Students, parents, and staff members may request counseling services. All counseling services are brief and solution focused. We also provide referrals as necessary for more intense services at parents' request. Counselors act as a liaison providing information and resources with school based support systems and outside agencies.

Math & Reading Support

With the support of Title I Federal and Medicaid funds, SVUUSD is able to employ reading/math interventionists to assist classroom teachers and students by providing small group instruction in both reading and math.

Migrant Education Program

Have you moved within the last three years to work as a farmhand or a logger? If so, your family may be eligible for free supplemental services. These services can include school-based instructional services, collaborative establishment of educational goals, and evaluation of student achievement, home visits and home-based instructional services. Students also can receive free books. In addition, health services are provided through health educators who are registered nurses. Families may contact their individual school and/or The Rural Education Center (1-800-639-2023) for more information.

Section 504 of the Rehabilitation Act of 1973

Section 504 prohibits the discrimination against handicapped persons by school districts and any organization receiving federal financial assistance. It protects all students with disabilities; defined as those having any physical or mental impairment that substantially limits one or more major life

activities (including learning). Students who have a disability that limits their ability to participate in the education program are entitled to rights and protection under Section 504 of the Rehabilitation Act of 1973 even though they may not be in need of special education services. Examples of students who may require protection under Section 504 (not an inclusive list) are students with health impairments such as asthma, diabetes, and AIDS, as well as, those students with emotional/behavioral disabilities or Attention Deficit Disorder.

Special Education Services

SVUUSD employs special education teachers, speech and language pathologists, school psychologists, related service providers such as Occupational and Physical Therapists, and instructional assistants to serve students who qualify for special education. These students have an Individualized Education Plan (IEP) developed by a team, including the parent, that addresses their individualized learning goals. Our special education procedures follow all applicable state and federal regulations. If you have questions about this process, please contact the school for further explanation.

Parents or teachers may refer a child for an evaluation any time there is concern about the child's academic performance or social and emotional development. Parents should discuss their concerns with the classroom teacher prior to making a referral for special services. Oftentimes, such referrals are made through the Educational Support Team.

Student & Parent Rights

Buckley Amendment

Public Law 93-380 includes an amendment popularly referred to as the Buckley Amendment, which requires school systems to refrain from publicizing any information at all about children when the parents do not wish such publicity to occur. Examples of the school's publication of a list of names would include: athletic events, honor-roll lists, contests and other recognition and awards. Unless written notification is received on or before September 4, of each school year, from the parents/guardians, it will be assumed that publication is agreeable.

Civil Rights Compliance /Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Higher Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, the laws of the State of Vermont, and the rules and regulations promulgated by the Secretary of Health, Education and Welfare, it is the policy of the Slate Valley Unified School District that no person will be discriminated against on the basis of race, color, national origin, sex, sexual orientation, creed or handicap in admission to, access to, treatment in or employment in its programs and activities.

Family Educational Rights & Privacy Act (FERPA)

Policy C1 Student Education Records - FERPA affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. SVUUSD will assume that either parent has the right to inspect, review, and release the student’s records unless evidence is provided demonstrating there is a legally binding instrument or court order providing the basis for specifically excluding a parent from such areas.
2. The right to request the amendment of the student’s education records the parent or eligible student believes is inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception permitting disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. Upon request, the school discloses education records without consent to officials of another school District in which a student seeks or intends to enroll. The school will also release student records without prior consent or authorization under certain other exceptions, including: government officials and authorities as required by law, in health and safety emergencies, in connection with the application and receipt of financial aid, and (if required by state law) to accrediting organizations carrying out their official functions and to comply with a judicial order or lawfully issued subpoena after having made a reasonable effort to notify the parent or eligible student of the order or subpoena. Student information is provided to the State of Vermont concerning certain incidences of discipline and student behavior, including: bullying, harassment, physical restraint, suspension, and long-term suspension.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office administering FERPA is Family Policy Compliance Office Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.
5. The District has determined that student directory information is not harmful or an invasion of privacy, and therefore will release this information without first obtaining parent consent or prior authorization. The purpose of releasing such information is to enable the District to publish newsletters, yearbooks, directories, and similar publications, and to release

information to media outlets concerning student academic and athletic achievements. The following directory information may be released or posted online (via the District website or SVUUSD social media accounts), or used in District publications, as stated above, without obtaining parental/guardian consent: student's name, parent's/guardian's names, address, telephone number, email address, date and place of birth, grade level, field of study, enrollment status (e.g. full-time or part-time), participation in officially recognized activities and sports including audiovisual or photographic records of the openly visibly activities thereof (e.g. artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc.), weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photographs (including video) of regular school activities that do not disclose specific academic information about the student and/or would not be considered harmful or an invasion of privacy.

6. If a parent/guardian, person acting as a student's parent/guardian, or the student (if 18 or older) does not want the District to release the directory information listed below, they must notify the District in writing that they don't want directory information released. If no written request is received in a timely manner, the school will disclose directory information without prior consent. Military recruiters and institutions of higher education are entitled under federal law to a list of names, addresses, and telephone numbers of high school students unless parents/guardians object to such release. If parents/guardians notify the school principal in writing of their wish to not release their student's name, address and telephone number to recruiters and institutions of higher education, the school will honor the request at that time.
7. Lists of student names and other directory information will not be made available except to school-related organizations, such as the PTO, at the discretion of the principal. Lists of such directory information are also provided to military recruiters and institutions of higher education.

Mandatory Reporter/Child Safety

Everyone employed by the Slate Valley Unified School District is a mandated reporter and is legally required to report suspected child abuse or neglect to the Department of Children and Families within 24 hours. Keep in mind that while mandated reporters are legally required to report suspected child abuse or neglect, *anyone can make a report*. Vermont Law (33 V.S.A.49, State Statutes 4912) defines an abused or neglected child as one whose physical health, psychological growth and development or welfare is harmed or is at substantial risk of harm by the acts or omissions of his or her parent or other person responsible for the child's welfare.

Any and all employees of SVUUSD are required to report any suspicions they have or call for advice. "It is not the job of the reporter to conduct a thorough investigation, or to come to a conclusion that abuse or neglect occurred, or to weigh the consequences to the educator or the student reporting. Nor does "reasonable cause to believe that any child has been abused or neglected" mean the reporter has to be convinced. Any doubts the employee may have shall be resolved in favor of reporting the suspicion.

Seclusion & Restraint

At SVUUSD we do have teams of individuals who have been trained in Crisis Prevention Intervention(CPI). The focus of this training is to provide for the care, welfare, safety and security of all individuals in a crisis situation. This team will aid faculty and staff in the use of de-escalation techniques. Physical intervention is only utilized as a last resort and in cases where the student in crisis was going to harm himself or harm another individual. It is important for parents/guardians to understand that the use of these techniques are always a last resort to any intervention and only utilized for purposes of protecting the student(s).

Teacher Qualifications

Under the Every Student Succeeds Act (ESSA) any school that receives Title I funds must notify parents of their right to request the professional qualifications of their student's classroom teachers, including the following:

1. Whether the student's teacher-
 - a. Has met the state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications

Parents in Vermont may access information about their teacher's qualifications by visiting an online portal. [Vermont's Online Licensing System](#) If you do not have computer access please contact, The District Office to request your student's teacher(s) professional qualifications.

Information about Title I program: [Title I, Part A Policy](#), [Parent and Family Engagement Procedures](#)

1. Complaint procedures: [state educational agency's written procedures for filing complaints](#) about violations of the Title I statute.
2. Annual meeting: Annual Meetings will be shared through District and School Social Media as well as through mailings from each Title I school.
3. Teacher and paraprofessional qualifications: At the beginning of every school year, Slate Valley informs parents of children in Title I schools of their right to request information on the professional qualifications of their children's classroom teachers and paraprofessionals. Additionally, schools must notify parents if a child is taught for at least four consecutive weeks by a teacher who does not meet state certification standards.
4. English learners: Slate Valley will notify parents within 30 days of the beginning of school if a child is placed in a Title I- or Title III-funded language instruction educational program. Specifically, Slate Valley will share with families the reasons for the identification, including the child's level of English proficiency, how it was assessed, the status of the child's academic achievement, the methods of instruction to be used in the LIEP, *how the program will meet the child's educational needs, and specific exit requirements.*

Policies

[Slate Valley Unified School District Policies](#)

Procedures

[Slate Valley Unified School District Administrative Procedures](#)

Field Trip Procedures

General Information

Educational field trips may be developed by each school to provide a variety of experiences and enhance the student's educational opportunities. Although field trips are adjunct to the instructional program, each is a learning activity and bears a direct relationship to the normal school experience.

For optimum student benefit, each field trip must be well planned beforehand and thoroughly evaluated after completion. The teacher or sponsor in charge of the group is responsible for the activity just as if it were conducted at school. All students within the class or school group must be given the opportunity to participate in the field trip.

This procedure has been developed to assist schools in planning and conducting educational field trips and travel to school-oriented activities off campus. The overall objective is to facilitate optimum learning experiences through educational field trips and school-sponsored student travel to approved activities.

Field Trips And Other Student Travel

The District recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study and explore real situations and processes in their actual environment.

For purposes of this procedure, a field trip shall be defined as any planned journey for one or more students away from District premises, which is under the supervision of an instructional staff member and an integral part of a course of study.

The administrative procedures for the operation of both field and other District-sponsored trips, including athletic trips, shall ensure:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored and supervised;
- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other rules, policies, and procedures set forth by schools;
- G. a copy of each student's Extra-Curricular Activity/Medical Treatment Form is in the possession of the staff member in charge.

An instructional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip. In any instance in which the itinerary of a trip is altered, the instructional staff member in charge shall notify the administrative superior immediately.

The Board shall approve those field trips and other student travel that are planned to take students out of the country or more than 100 miles away from school.

No student shall be denied participation for financial inability, nor shall they be penalized academically for nonparticipation.

Transportation For Field And Other District-sponsored Trips

It shall be the procedure of the district to use regular or special-purpose school vehicles for transportation on field and other District-sponsored trips. Authorized trips include athletic trips, band trips, chorus trips, and educational trips.

Except for emergency reasons, there shall be no variation from the scheduled route of the trip. Transportation may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for home to school purposes. All students are expected to ride the approved vehicle to and from each activity.

District students not affiliated with the trip activity, non-district students, and/or children of preschool age shall not be permitted to ride on the trip vehicle.

Approval Of The School Board

Educational field trips or student travel to activities/events outside the country or outside of a 100 mile radius, on school days or non-school days shall be submitted for Board approval.

Parent Permission And Student Responsibility

Permission for a student to participate in an educational field trip, or travel as a member of a school class or group to approved off-campus activities, must be obtained from the student's parent or guardian.

Transportation

The mode of transportation for educational field trips and other student travel to school-related activities will be by school buses, commercial carrier, or approved private vehicles. Specific procedures related to the use of school buses and private vehicles are included below.

Use Of School Buses

- A. The school must complete and submit a requisition for Bus Transportation.
- B. The seating capacity on most school buses used for educational field trips for elementary students is sixty-five (65), however, consideration should be given to the size of students and length of the trip when determining the number of buses needed. The seating capacity for secondary students on most school buses is forty-three (43) (two to a seat).
- C. Travel will begin and end at the school. Students will not be picked up or let off at other locations.
- D. Travel is permitted to the places and areas designated on the bus requisition only.
- E. Only those students who are official members of the class or group, their sponsors and chaperones are permitted to travel on the school bus.
- F. Student responsibilities and conduct on school buses on field trips are the same as traveling to and from school. Sponsors and chaperones are responsible for maintaining proper student conduct.
- G. Costs, such as tolls, admission fees, etc. are to be paid by the sponsor.
- H. Inform the Bus Company immediately when a scheduled trip is canceled.

Use Of Private Vehicles

Private vehicles may be used for educational field trips or as transportation for school-sponsored groups with the approval of the principal. However, prior to using a private vehicle to transport students, should it become necessary, the Central Office shall:

- A. verify that the driver of the vehicle (must be an employee of the district) has a valid driver's license;
- B. require the owner to show evidence of adequate insurance in force on the vehicle prior to and during the time it is used to transport students;
- C. verify and keep on file, the owner's insurance information on the form, Statement of Insurance on Private Vehicles;
- D. verify that non-student drivers have completed a criminal background screen that is in compliance with Policy;
- E. verify that each parent has been notified in writing regarding the transportation arrangement and has given written permission to transport their child in a privately owned vehicle

Chaperones

All educational field trips and other school sponsored student travel must be adequately supervised and chaperoned by a faculty member(s) with abilities and interests paralleling the interests and objectives of the class or group. A certified faculty member will be designated as sponsor, and other staff members or parents designated chaperones as appointed by the principal. The number of chaperones will be based on the number of students participating and the specific needs of the trip. The chaperones will need to adhere to the Volunteer Policy in regards to background checks if they are supervising students other than their own child. No group or individual shall participate in an educational field trip or school sponsored travel unless properly supervised and chaperoned consistent with the provisions of this manual.

Note: A sponsor or chaperone may not bring his/her own child on a field trip unless the child is an official member of the class or group.

Itinerary

An itinerary must be filed in the principal's office by the sponsor or sponsoring organization. Two (2) school contact persons, not making the trip, must be identified for parents, with each contact person's phone number in order to respond to calls or questions concerning the trip.

Accommodations

All arrangements for accommodations while on an educational field trip or school-sponsored student travel must be reviewed and approved by the principal before travel begins.

Medical Emergencies

The following procedures will be followed in the event a student becomes seriously ill or injured while on a field/activity trip.

- A. The school will ensure the Extra-Curricular Activity/Medical Treatment Form is complete for each student participating in the field/activity trip.
- B. A copy of each student's Extra-Curricular Activity/Medical Treatment Form is to be in the possession of the staff member in charge for all trips that are not completed prior to the end of the school day.
- C. If it becomes necessary to take a student to a hospital for emergency treatment:
 1. Contact the nearest hospital or law enforcement agency for assistance getting the student to the hospital. If the trip is to be completed before the end of the school day, contact the school and provide all essential information. The school will contact the parent/guardian and give all necessary information. Ensure the name, location, and telephone of the medical facility receiving the injured student is communicated to the parent/guardian. An adult member assisting with the field/activity trip will remain at the medical facility with the student until a parent or guardian arrives.
 2. If the student illness or injury occurs after the close of the regular school day or on a non-school day, get the student medical attention using the procedure noted above. Using the student's Extra-Curricular Activity/Medical Treatment Form, contact the parent/guardian and provide all necessary information. Attempt to contact the principal/assistant principal and provide all facts. Ensure an adult member assisting with the field/activity trip stays with the ill/injured student until the parent/guardian arrives at the medical facility.
 3. Complete a written incident report at school as soon as possible. The student must complete the Incident/Accident report as soon as possible after the accident.

Instructional Objective

An educational field trip is an extension of the classroom and regular classroom instruction. A specific instructional objective(s) should be included in planning the activity since approval is based largely on the educational benefit to the students participating in the field trip. Consideration must also be given to students keeping up with instruction in other classes and making up work missed as a result of participation in the field trip.

Loss Of School Time

A statement of instructional objective(s) must be included for any trip that results in loss of school time. Where possible, trips should be scheduled without loss of school time, i.e. student holidays, spring vacation, or during the summer vacation.

Food Allergy Protocol

Although the number of children with food allergies in any one school may seem small, allergic reactions can be life-threatening and have far-reaching effects on children and their families, as well as on the schools.

A food Allergy is an adverse immune response to certain foods. Current research shows the number of students with food allergies is growing, approximately 1 out of 25 children are affected by food allergies, 20% of students with food allergies will have a reaction at school and 25% of students who have a life threatening reaction at school have no previously known food allergy.

Food allergies are not typically airborne, but some rare patients have had reactions to foods they can ingest but not inhale; likewise patients that have an allergy to ingested food may not have a reaction to inhaled particles of the same allergen. The best way to deter the transfer of allergens is hand washing before and after eating.

Eight food products cause about 90% of food allergy reactions:

1. Milk (mostly in children)
2. Eggs.
3. Peanuts.
4. Tree nuts, like walnuts, almonds, pine nuts, brazil nuts, and pecans.
5. Soy.
6. Wheat and other grains with gluten, including barley, rye, and oats.
7. Fish (mostly in adults)
8. Shellfish (mostly in adults)

Procedure

- Parents will inform the nurse of the diagnosis and assist in the plan of care while at school, on field trips and during extracurricular activities
- The Nurse will inform school individuals under FERPA the rules of a student's diagnosis and treatment plan
- Parents are encouraged to send in healthy snacks such as fruits, vegetables, cheeses, and whole grain crackers which have a low risk of containing nuts-for more information check the monthly list on the Snack Safely website
- Students will wash their hands before and after eating snacks and meals
- Teachers will observe for nuts in the classroom during snack time and if nuts are brought in the snack will be returned to the student's backpack and replacement will be organized
- Cafeteria tables will be washed after each lunch period
- A table/tables in each cafeteria will be designated as a nut free areas
- Any issues will be brought to the attention of the school nurse and administration
- Outside clubs and organizations will adhere to this protocol (Booster Club, after school care programs, sports banquets, etc.)

Meal Charge Procedure

I. Purpose:

The purpose of this document is to establish consistent procedures to provide meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt.

Note: During the school year 2023-2024, our school district will be offering meals at no charge to all students using the Community Eligibility Provision or Provision 2. The State of Vermont will provide the cost of any “paid” student meals. This meal charge policy will remain in effect for a la carte and second meals.

II. General Statement of Procedure:

A. The Slate Valley recognizes proper nutrition is essential for adequate learning to occur and to establish lifelong, healthy eating habits while also working to maintain the financial integrity of the school food service program.

B. It is the procedure of Slate Valley to offer high quality, healthy breakfasts and lunches that meet the federal guidelines to all students at a reasonable cost to ensure no child goes hungry while at school.

C. Meals must be paid for either in advance or with cash at the register daily. Payments to student accounts are made by either sending a check to the school which can be applied to a student’s meal account or by going online to <https://abbeygroup.net> to make a payment using a credit card. Checks should be made payable to Slate Valley Food Service Program.

1) It is the responsibility of families to provide meals for their students and to ensure that money is deposited into student meal accounts.

2) It is the responsibility of families to maintain a positive balance in student meal accounts throughout the year.

D. Families may apply for free and reduced-price meals at any time during the school year. Meal applications are distributed to households annually by mail or email prior to the first day of school. Parents are encouraged to complete and return the application as soon as possible. In addition, applications are available at the school office during regular business hours and online at www.slatevalleyunified.org. If household size changes or income changes, families may re-apply for meal benefits any time during the school year.

1) Households who apply for free and reduced-price meal benefits are responsible for payment of all school meals and accumulated charges until approval is granted. Federal guidelines allow a maximum of 10 days to approve a new application. No

child is allowed a free or reduced price meal without an approved application or direct certification information on file. Parents will receive a notification letter of the student's eligibility showing the effective date. If a notification letter is not received within 10 days, the parent should check with the approving official at the Slate Valley Central Office at (802) 265-4905 to obtain the status of the application.

- 2) Households who are receiving 3SquaresVT or Reach-Up benefits will receive a notification of eligibility letter based on Direct Certification from the district if the district has received information about your child(ren). If your household receives these benefits and you have not received a notification of eligibility letter from the district, it means the district has not received information regarding eligibility of your child(ren), and the household must contact the district immediately at 265-4905 to provide current information.
- 3) Free and reduced-price eligible students may receive one (1) reimbursable breakfast and one (1) reimbursable lunch each day at no charge.
- 4) **A la carte items, such as a separate carton of milk or a second entrée, are not allowed to be charged and therefore must be paid for at the time of purchase.**

III. Meal Charge Procedure:

- A. If the student account has insufficient funds to pay for breakfast and/or lunch meals, the following procedure will apply:
 - 1) When the account balance is approximately \$5.00 overdrawn the parent will be contacted by phone, and a letter will be sent home with the student stating that payment is due and required the next day.
 - 2) If a student meal account balance reaches \$10.00 or more overdrawn the building administrator will be notified. The school district will check with the student at the beginning of the school day to determine if the student has money for meals. If the student does not have money and has not brought food from home, a reimbursable emergency meal will be provided. An emergency meal might include a cheese sandwich, vegetable sticks, fruit and milk. Only one emergency meal will be provided to a student after which it will be expected that the student will bring food from home until such time as the student's meal account is no longer overdrawn.
 - 3) The Food Service Manager and the Principal (or designee) will monitor the student during meal periods to make certain the student is receiving meals provided by the student's family.
 - 4) The Principal (or designee) will determine if further action is warranted when students are not being provided a meal from home which may include filing of a report to the Department of Children and Families.

- B. Free and reduced-price eligible students will always be provided a meal regardless of unpaid student accounts.
- C. A student eligible for paid meals who has 'cash in hand' at the time of meal service will be provided a meal regardless of unpaid student accounts. The 'cash in hand' will not be applied to past due accounts.

IV. Account Status Notifications:

- A. Households are strongly encouraged to keep sufficient funds in their student's account(s) to cover weekly meal purchases. Families can check on account balances by the following means:
 - The Food Service Program will send a weekly email and paper notice to families regarding an overdue balance.
 - Families can check their account balances online via the Meals Plus system.
 - Families may contact the Food Service Manager at school:
 - Benson Village School – benson@abbeygroup.net or 537-2491
 - Castleton Elementary School – castleton@abbeygroup.net or 468-5624
 - Fair Haven Grade School – fairhaven@abbeygroup.net or 265-3883
 - Fair Haven High School -- fhuhs@abbeygroup.net or 265-4966
 - Orwell Village School – orwell@abbeygroup.net or 948-2871
 - High school students will be given a verbal reminder or written notice in the food service line.
- B. Families will be notified when the student account balance has reached \$5.00 by either phone or a letter sent home.
 - Parents will be notified by email when the student account reaches the minimum balance of \$5.00 or less.
 - An email reminder will be sent to parents once the student account reaches \$0.
 - Weekly emails will be sent to parents whose children have a negative account balance.
 - Notices will be sent home with elementary school students weekly.

V. Collection of Unpaid Meal Debt:

When the student balance is \$5.00 or more overdrawn, the following collection activities will be followed:

- The Food Service Manager (or designated staff) will contact the household to request payment.
- The Food Service Manager will contact the building principal if no payment is received.
- The building principal (or designated staff) will contact the household to discuss the requirements of the family to provide meals for the student.
- The building principal may contact the local social services office if the household refuses to provide meals or pay for student meals.

- A certified letter may be sent to the household notifying them that the debt will be turned over to a collection agency if not paid by a certain date.
- All funds owed to the food service program will be paid in full on the last day of school.
- If a student ends the school year with an overdrawn account balance, it may affect the student's ability to participate in graduation ceremonies with their class.

Parking Procedures

Purpose:

To establish safety guidelines for staff and students who drive motorized vehicles to and from school as a part of our all-hazards approach to school safety.

Qualified Drivers:

Staff - All staff will be issued a parking permit prior to the start of the school year upon the completion of a registration form. Staff are expected to park in the designated parking areas. Substitute teachers will also be issued a permit. Only staff are allowed to park in the staff parking lot. The school will assume no liability for damage to any vehicle due to theft, vandalism, fire or accidents within the property of the school. Any violators who are illegally parked can be fined and towed at the owner's expense. If there is a need to leave a car parked overnight on school property, then it is the staff member's responsibility to alert the main office.

Students (Fair Haven Union Middle and High School) - The parking at the Fair Haven Union Middle and High School is a privilege and not a right. The school will assume no liability for damage to any vehicle due to theft, vandalism, fire or accidents within the property of the school. Any violators who are illegally parked can be fined and towed at the owner's expense. The administration or their designees reserve the right to determine the seriousness of any infraction and issue a fine and or extraction of the vehicle from the premises. Overnight parking will be prohibited with exceptions made for school-related field trips/events.

Parking Registration:

Before any Slate Valley Unified Union School District school parking permit is issued, the student driver/guardian or staff member must complete the following:

1. Proof of registration, insurance, and a valid license must be provided to the administration designee for issuance of the parking permit.
2. If at any time during the school year, you are no longer a student at FHU or a staff member within Slate Valley, you will be considered ineligible for a parking permit.
3. All parking permits will be displayed on the rear window lower left-hand corner. The permit must be visible at all times and if the permit is not visible this could result in the vehicle being towed at the owner's expense.
4. FHU only- Students are required to park ONLY in the student parking area located at the end of Mechanic Street as you enter the school property. The permits are required during the school hours between (7:30 am and 4:00 pm). Students that are returning back to school from meetings or school events after hours are not required to have a permit.

SLATE VALLEY SCHOOL DISTRICT WILL NOT REIMBURSE FOR TOWING OF VEHICLES. Should a tow truck arrive, the tow company may require payment before a vehicle will be released.

SVUUSD Parking Permit Applications can be found in the main office and on our district website.

Fair Haven Grade School at a Glance

Faculty & Staff

Fair Haven Grade School Administration

Deborah Infurna, Principal	dinfurna@svuvt.org	Ext. 7029
Wendy Foran, Assistant Principal	wforan@svuvt.org	Ext. 7031
Terri Demasi, Administrative Assistant	tdemasi@svuvt.org	Ext. 7020
Suzan Langmaid, Admin Asst	slangmaid@svuvt.org	Ext. 7021

Educational Staff

Rebecca Armitage, District SpEd. Coach	rarmitage@svuvt.org	Ext. 7038
Molly Clark, District Instructional Coach	mclark@svuvt.org	Ext. 7077
Wendy Chouinard-Parker, 504/SSC	wparker@svuvt.org	Ext.7002
Laura Dailey, Special Education	ldailey@svuvt.org	Ext. 7032
Jared Danyow, K-1 Looping Teacher	jdanyow@svuvt.org	Ext. 7049
Courtney Donovan, Special Education	cdonovan@svuvt.org	Ext. 7075
Judith Folmsbee, Grade 5	jfolmsbee@svuvt.org	Ext. 7071
Kimberly Gould, Speech Language	kgould@svuvt.org	Ext. 7085
Courtney Grenier, K-1 Looping Teacher	cgrenier@svuvt.org	Ext. 7051
Katie Hart, Preschool	khart@svuvt.org	Ext. 7054
Noor Hussnane, SSC	nhussnane@svuvt.org	Ext. 7003
Cynthia Hutchins, Music	chutchins@svuvt.org	Ext. 7067
Amanda Keller, Nurse	akeller@svuvt.org	Ext. 7086
Stephanie Kennedy, School Based Clinician	skennedy@svuvt.org	Ext. 7063
Lynn LaClair District Instructional Coach	lmclair@svuvt.org	Ext. 7077
Madeline LaFerriere, Grade 5	mmorse@svuvt.org	Ext. 7074
Katelynn LaPan, Health	klapan@svuvt.org	Ext. 7081
Michelle LaRose-Mangan, Clinician	mlarose-mangan@svuvt.org	Ext. 7043
Tiffany Manning, Gr. 2-3 Looping Teacher	tmanning@svuvt.org	Ext. 7048

Teann McCrea, K-1 Looping Teacher	tmccrea@svuvt.org	Ext. 7058
Lisa Morgello, Schoolwide Interventionist	lmorgello@svuvt.org	Ext. 7069
Megan Mead, Grade 2-3 Looping Teacher	mmead@svuvt.org	Ext. 7073
Rebekah Nadler, Librarian	rnadler@svuvt.org	Ext. 7037
Morgan O'Dell, Grade 2-3 Looping Teacher	modell@svuvt.org	Ext. 7056
Parth Patel, Physical Education Teacher	ppatel@svuvt.org	Ext. 7046
Michele Poalino, Grade 6	mpoalino@svuvt.org	Ext. 7065
Margaret Quinn, Grade 2-3 Looping Teacher	mquinn@svuvt.org	Ext. 7050
Marcella Ray-Mullikin, Art Teacher	mray-mullikin@svuvt.org	Ext. 7076
Patricia Roberts, K-1 Looping Teacher	proberts@svuvt.org	Ext. 7055
Courtney Robinson, Grade 6	crobinson@svuvt.org	Ext. 7059
JoAnna Surething, School Counselor	jsurething@svuvt.org	Ext. 7036
Emma Wagner, Grade 4	ewagner@svuvt.org	Ext. 7066
Abigail Wald, District Instructional Coach	awald@svuvt.org	Ext. 7077
Karen Weatherwax, School Psychologist	kweatherwax@svuvt.org	Ext. 7084
Ken White, District Tech. Integration	kwhite@svuvt.org	Ext. 7030
Sarah Winter, Special Education	swinter@svuvt.org	Ext. 7075
Carrienne Wolcott, Home-school Liaison	cwolcott@svuvt.org	Ext. 7068
Hannah Wood, School-Wide/EST Coord.	mcmillen@svuvt.org	Ext. 7052

Instructional Assistants

Tammy Abbey	Annie Bartholomew	Tanya Choiniere
Lindsey Canfield	Bethany Edwards	Joann Higgins
Olivia Higgins	Hailey Johnson	Corey Kendall
Erica Notte	Alicia Waymire	Deb Williams

Custodial Staff

Patrick Goodwin	Donna Reed	Joe Eaton
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Food Service

Angela Walton
Sandy Lavin

Laura Sargent

Rebecca Carter

Lunch Support Personnel

Tom Weatherwax

Home School Compact

Our home-school compact offers ways that school, families, and students can work together to help our students grow academically, socially and emotionally. It provides strategies to support collaboration and teamwork between school and home for the benefit of students. It is a commitment made amongst teachers, families/caregivers, and students to share the responsibility for improving student achievement. This compact is jointly developed, reviewed, and revised by families/caregivers, students and faculty each spring based on the school's academic goals and students' needs. This compact will be reviewed and provided to families at Open House and reviewed with students by classroom teachers. All parties are requested to sign a copy of this compact.

FHGS Continuous Improvement Goals:

- Improve student growth in literacy and Math as measured by district assessment.
- Improve student engagement and positive student behaviors as measured by student perception data, administrative walk-through data, and student behavioral data.

Building Partnerships by Communicating About Student Learning

FHGS is committed to frequent communication with families/caregivers about their children's learning. Some of the ways that Fair Haven Grade School (FHGS) faculty will communicate include:

- Open house
- Parent teacher conferences twice a year
- Monthly *Falcon Newsletter*
- Newsletters from your child's classroom
- Google classroom, SeeSaw, and Class DoJo communication tools
- Emails and phone calls
- Report cards
- FHGS Facebook and Website & App
- PowerSchool for current grade checks

FHGS Faculty and Administration Commitments

To support student achievement, we will do our personal best to:

- Maintain high expectations for students' social, emotional, and academic growth
- Provide a positive, safe, and engaging learning environment that is inclusive and supportive for all students
- Support a growth mindset and goal setting through personalized learning plans
- Design academic programs to meet a diversity of needs and learning styles in order to help each student achieve his/her goals
- Teach, model and reinforce Falcon Expectations of being respectful, responsible, and safe

To support effective communication, we will do our personal best to:

- Review the homeschool compact with parents
- Treat all children and their families/caregivers with respect and dignity
- Initiate timely communication with families/caregivers when there is a celebration or concern regarding their child's progress, behavior, etc.
- Respond to family/caregiver's communication in a timely manner
- Contact family/caregivers when their child does not arrive at school

Family/Caregivers Commitments

To support student achievement, we will do our personal best to:

- Have my child at school each day on time and ready to learn
- Monitor my child's attendance, tardiness, and early dismissals from school.
- Encourage my child to read daily
- Reinforce Falcon Expectations of being respectful, responsible, and safe at home
- Support the school's academic and social and emotional efforts at home
- Participate in school events, conferences and meetings and seek ways to volunteer through our PTO

To support effective communication, we will do our personal best to:

- Initiate communication with school staff when their child is going to be late/absent, share a celebration, question or concern
- Talk with my child each day about school and homework
- Respond to communications in a timely manner
- Treat all school personnel with respect and dignity
- Notify the school of any changes in my address, phone number, email, or child's transportation in a timely manner

FHGS Student Commitments

To support my achievement, I will do my personal best to:

- Arrive to school on time daily, rested and ready to learn
- Read daily at home
- Ask questions to seek understanding, share concerns/issues with staff at school
- Follow the school expectations of respectful, responsible, and safe behaviors
- Be an upstander and report unsafe behaviors you see to help create a safe school
- Be engaged in school activities and access supports and services when needed

To support effective communication, I will do my personal best to:

- Share with families/caregivers any communication from FHGS regarding school happenings and/or newsletters, report cards, etc.
- Talk about school and what I am learning with my family/caregiver
- Participate in conferences with my family/caregiver and teacher
- Treat all school personnel and students with respect and dignity

Arrival Procedures:

The safety of our students is a priority. We have established arrival procedures that optimize safety and efficiency. Family and community members are not allowed in the building at the student arrival locations. If you have school business, you must use the front, north side ramp entrance. We appreciate your cooperation with all arrival procedures for the safety of our students.

Bus Students: will arrive at school approximately 7:50 a.m. Buses will unload at the front of the school building. Students will be greeted by staff at the north and south front entrance. Students will hand sanitize and go directly to their classroom and middle school students will go directly to their TA classroom. Breakfast will be available in the classroom for students.

Parent Drop Off: will begin at 7:45 a.m. in the back of the building. Parents are asked to drive up to the cafeteria door, where they will be greeted by staff. Students will hand sanitize and go directly to their classroom and middle school students will go directly to their TA classroom. Breakfast will be available in the classroom for students. **PLEASE DO NOT DROP STUDENTS OFF AT THE FRONT OF THE BUILDING.** The front of the building is reserved for buses, preschool drop-off, and walkers. Additional traffic and parking out front is a safety issue.

Walkers and Preschool students: Arrive out front between 7:55 a.m. - 8:05 a.m. Students will be greeted by staff at the north and south front entrance. Students will hand sanitize and go directly to their classroom and middle school students will go directly to their TA classroom. Breakfast will be available in the classroom for students.

Any student who arrives after 8:05 a.m. will need to check in at the office. Arrival after 8:05 a.m. is considered tardy. (see attendance).

No student is to leave the school building or grounds during school hours without parent and office permission. Students who arrive by school bus are to go directly into the school building and not leave school grounds.

Breakfast & Lunch

The Abbey Group provides a variety of breakfast foods and lunch choices including a daily entree, salad bar, and deli sandwich, soup, or salad. Since the district has adopted provision 2, breakfast and lunch will be free to all students.

Breakfast Program: All students will have the opportunity to eat breakfast beginning at 7:45 to 8:05 a.m. every day. Breakfast orders will be made the day prior and be served in the classrooms. Upon arrival, all students will report directly to their classroom.

Snack: All students will have a scheduled snack time in the morning. Students can bring a healthy snack from home. All healthy snacks from home must follow the Slate Valley food allergy protocol. Please refer to snacksafely.com for a list of allergy safe snacks. Students may purchase snack juice or milk. K-6 students may not bring coffee, soda or energy drinks to school. If they are brought to school students will be asked to save them for home.

Lunch: All students will have a 30 minute lunch time. Students are welcome to bring lunch from home. Beverages may not include coffee, soda or energy drinks. We ask that anyone bringing nut products from home avoid the designated nut free tables in the cafeteria. Hot lunch offerings are provided by our food service group. Federal regulations require a hot lunch to have a balanced meal (meat/meat alternate, grain, dairy, fruit/vegetable) on their tray. All students are required to choose 3-5 items , and make sure one is ½ cup of fruit and/or vegetable. Students are encouraged to eat but not required to eat items on their tray.

While at lunch, our students will:

1. Display good manners at all times;
2. Talk at a socially appropriate level;
3. Properly handle food, utensils, and other lunchroom materials;
4. Remain seated until dismissed;
5. Secure permission to leave the lunchroom.

Meal Schedule

K-6	Breakfast	7:45-8:05
PK (T,F class)	Lunch	10:30-11:00
K	Lunch	11:00-11:30
1	Lunch	11:30-12:00
2	Lunch	11:10-11:40
3	Lunch	11:42-12:12
4	Lunch	11:45-12:15
5	Lunch	11:50-12:20
6	Lunch	11:55-12:25

Meal Prices: All students can access meals for free. If an extra meal is purchased, it will be at the following cost:

School	Breakfast			Lunch			Milk
	Student		Adult	Student		Adult	
	Full Price	Reduced Price	Adult	Full Price	Reduced Price	Adult	
Fair Haven Union Middle and High School	1.95	0	3.25	3.00	0	5.25	0.60
Elementary Schools	1.70	0	3.25	3.00	0	5.25	0.60

Meal Charge Procedure

During the school year 2023-2024, Slate Valley UUSD will be offering meals at no charge to all students using the Community Eligibility Provision or Provision 2. The State of Vermont will provide a Universal Meals Supplement to cover the cost of any "paid" student meals. The meal charge policy will remain in effect for a la carte items, second meals and milk purchased without a meal. Please see page 46 of this handbook for the full Meal Charge Procedure.

Daily Schedule (Preschool)

MWTH	8:00 - 11:00 a.m.
TF	8:00 - 1:00 p.m. with a 10:30 lunch time

Daily Schedule (grades K-6)

7:45	Parent Drop off outback
7:50	Buss arrival out front
7:55	Walker arrival out front
11:00-12:35	Lunch times
2:50	Dismissal gr. 4-6
2:53	Dismissal grades K-1
2:56	Dismissal 2-3
3:00	Busses depart, parent pick up begins outback

Early Release Schedule

7:45	Parent Drop off outback
7:50	Buss arrival out front
7:55	Walker arrival out front
10:45	Lunch time
11:18	Dismissal grades prek, K, and 1
11:21	Dismissal grades 2-3
11:25	Busses depart, parent pick up begins outback

Discipline

FHGS prides itself on a discipline plan that is fair, restorative and consistent. We feel that all students have a right to go to school in a safe environment. We recognize that students in an elementary school are still learning how to be safe, take ownership, accept others and be respectful. We will continue to use moments of misbehavior as opportunities to teach while also holding students accountable. Each student also deserves the opportunity to learn in an atmosphere of respect, free from the influence of disruptive classmates. Each student and teacher has a responsibility to do their part in creating and maintaining a respectful and safe learning environment. It is important to teach routines and expectations and the importance of taking ownership of our actions. It is also important to be accepting of natural and logical consequences. We realize that there will be times when students forget their responsibility or are temporarily unable to be cooperative. For this reason we have developed a plan of discipline that has the goals of restoring a safe and respectful environment and restoring relationships with those who are negatively impacted by the misbehavior. When a student is involved in a conflict (with other students, teachers, or school expectations) we view that as a situation that needs to be resolved and as a teachable moment. Therefore, we first pursue a cooperative resolution, unless the student is uncooperative and/ or an unsafe situation calls for immediate action.

DISCIPLINE & CONSEQUENCES

This document serves as a guide for disciplinary interventions at Fair Haven Grade School. Each student developmentally is a unique individual, and each behavioral incident is a unique situation. Therefore, the teacher reserves the right to use discretion in applying the following interventions for MINOR infractions and the administration reserves the right to use discretion in applying the following interventions for MAJOR infractions. Importantly, interventions/consequences will be documented.

MINOR Behaviors- Misconduct managed in the classroom by the classroom teacher	Behavior Description	Consequences (These are possible interventions for teachers to consider when managing minor behavior in the classroom, based on developmental level, frequency, intensity, and duration of the behavior.)
Defiant/Non-compliant	Not working/ not participating, head down on desk/ sleeping, not following directions	Re-teach expectations, increase positive specific praise/tokens Student/ restorative conference Parent/guardian contact Teacher detention time for time After 3 incidents within a short period of time with no improvement, the behavior becomes a major infraction
Disrespect	Making faces, rolling eyes, huffing/sighing, arguing, unkind response to a request, cheating, lying, teasing/taunting/name calling	Re-teach expectations, increase positive specific praise/tokens Restorative conference Parent contact Teacher detention time for time After 3 incidents within a short period of time with no improvement, the behavior becomes a major infraction
Disruption	Making noises, talking, out of seat	Re-teach expectations, increase positive specific praise/tokens Student/ restorative conference Parent/guardian contact Teacher detention time for time After 3 incidents within a short period of time with no improvement, the behavior becomes a major infraction
Technology/Cell Phone Violation	Texting, earbuds in, off task with technology (i.e. not on the site or assignment your suppose to be on)	Re-teach expectations, increase positive specific praise/tokens Student/ restorative conference Loss of technology privilege Parent/guardian contact Teacher detention time for time After 3 incidents within a short period of time with no improvement, the behavior becomes a major infraction
Inappropriate Language	Negative talk, name calling, swearing	Re-teach expectations, increase positive specific praise/tokens Student/ restorative conference Parent/guardian contact Teacher detention time for time After 3 incidents within a short period of time with no improvement, the behavior becomes a major infraction
Dress Code Violation	Dress is a safety or distraction issue	Re-teach expectations, Student needs to change their clothes or cover up. After 3 incidents within a short period of time with no improvement, the behavior becomes a major infraction
Physical Contact	Poking, tripping/ intentional bumping, throwing objects-no intent to harm, swiping objects-no intent to harm	Re-teach expectations, increase positive specific praise/tokens Student/restorative conference Parent/guardian contact Teacher detention time for time After 3 incidents within a short period of time with no improvement, the behavior becomes a major infraction
Property Misuse	Writing on desks, damage that is easily repaired/cleaned, stealing small items (i.e. eraser, pencil)	Re-teach expectations, increase positive specific praise/tokens Student/ restorative conference, pay restitution (clean, repair, return) Parent/guardian contact Teacher detention time for time After 3 incidents within a short period of time with no improvement, the behavior becomes a major infraction

After each MAJOR infraction, parents will be contacted by the classroom teacher, student support center staff or the administration.

MAJOR Behaviors- Misconduct Referred to Student Support Center and Administration	Behavior Description	Consequences
Defiant/Non-compliant	3 minor incidents with no response to classroom intervention within a short period of time, or a longer, more intense refusal to respond to a request. - Talking back - Causing a scene - Rude public interaction	1st offense: -Referral to the Student Support Center -problem-solving plan and student/ restorative conference - referring teacher contacts the parent/guardian 2nd offense: - Referral to the Student Support Center - Restorative Circle/ problem-solving plan - Detention - SSC staff & Teacher call parent/guardian. 3rd offense - SSC staff or Administrator contact parent/guardian - Logical consequence will be determined based on the situation, which could include any of the following: parent/guardian meeting, lunch/recess/after school detention, in-school suspension, loss of privilege and/or extra-curricular/sports, out-of-school suspension. Instructional strategies to consider: intervention with the social/emotional interventionist, behavior plan, school-based counseling, referral for community based mental health services, Coordinated Services Plan.
Disrespect	3 minor incidents with no response to classroom intervention within a short period of time, or a longer, more sustained behavior causing an interruption in the ability to teach and learn. - Sustained arguing, - Aggressive teasing/taunting/name calling	1st offense: -Referral to the Student Support Center -Restorative Circle/ problem-solving plan - referring teacher contacts the parent/guardian 2nd offense: - Referral to the Student Support Center - Restorative Circle/ problem-solving plan - Detention - SSC staff & Teacher call parent/guardian. 3rd offense - SSC staff or Administrator contact parent/guardian - Logical consequence will be determined based on the situation, which could include any of the following: parent/guardian meeting, lunch/recess/after school detention, in-school suspension, loss of privilege and/or extra-curricular/sports, out-of-school suspension. Instructional strategies to consider: intervention with the social/emotional interventionist, behavior plan, school-based counseling.
Disruption	3 minor incidents with no response to classroom intervention within a short period of time, or a longer, more sustained behavior causing an interruption in the ability to teach and learn. - Screaming/ yelling - Out of control behavior - Sustained loud talking, horseplay,	1st offense: -Referral to the Student Support Center -Restorative Circle/ problem-solving plan - referring teacher contacts the parent/guardian 2nd offense: - Referral to the Student Support Center - Restorative Circle/ problem-solving plan - Detention

	out of seat behaviors	<ul style="list-style-type: none"> - SSC staff & Teacher call parent/guardian. 3rd offense <ul style="list-style-type: none"> - SSC staff or Administrator contact parent/guardian - Logical consequence will be determined based on the situation, which could include any of the following: parent/guardian meeting, lunch/recess/ after school detention, in-school suspension, loss of privilege and/or extra-curricular/sports, out-of-school suspension. Instructional strategies to consider: intervention with the social/emotional interventionist, behavior plan, school-based counseling, referral for community based mental health services, Coordinated Services Plan.
Technology Violation	3 minor incidents with no response to classroom intervention within a short period of time, or Technology Agreement violation Accessing “off limit” areas (sexual or violent in nature)	1st offense: <ul style="list-style-type: none"> -Referral to the Student Support Center -Student Conference/ problem-solving plan - referring teacher contacts the parent/guardian - Loss of tech. Privilege for 1 day 2nd offense: <ul style="list-style-type: none"> - Referral to the Student Support Center - Student Conference/ problem-solving plan - Loss of tech. Privilege for 1 week - SSC staff & Teacher call parent/guardian. 3rd offense <ul style="list-style-type: none"> - SSC staff or Administrator calls parent/guardian - Long term loss of technology privileges
Out of Bounds	<ul style="list-style-type: none"> - in a location they are not suppose to be - Leaves school building - refuses to come into the building 	1st offense: <ul style="list-style-type: none"> -Referral to the Student Support Center -Restorative Circle/ problem-solving plan - Loss of privilege - referring teacher contacts the parent/guardian 2nd offense: <ul style="list-style-type: none"> - Referral to the Student Support Center - Restorative Circle/ problem-solving plan - Loss of privilege - Detention - SSC staff & Teacher call parent/guardian. 3rd offense <ul style="list-style-type: none"> - SSC staff or Administrator contact parent/guardian - Logical consequence will be determined based on the situation, which could include any of the following: Parent/guardian meeting, lunch/recess/after school detention, in-school suspension, loss of privilege and/or extra-curricular/sports, out-of-school suspension. <p><i>School Resource Officer will be accessed immediately if a student leaves school grounds.</i></p>
Inappropriate Language	3 minor incidents with no response to classroom intervention within a short period of time,, or <ul style="list-style-type: none"> - Swearing directly at a person - Offensive/ abusive language - threatening others 	1st offense: <ul style="list-style-type: none"> -Referral to the Student Support Center -Restorative Circle/ problem-solving plan - referring teacher contacts the parent/guardian 2nd offense: <ul style="list-style-type: none"> - Referral to the Student Support Center - Restorative Circle/ problem-solving plan - Detention - SSC staff & Teachers call parent/guardian. 3rd offense <ul style="list-style-type: none"> - SSC staff or Administrator contact parent/guardian - Logical consequence will be determined based on the situation,

		<p>which could include any of the following: Parent/guardian meeting, lunch/recess/after school detention, in-school suspension, loss of privilege and/or extra-curricular/sports, out-of-school suspension.</p> <p>* Any lethal threat to others will prompt a threat assessment</p>
Dress Code Violation	<p>3 minor incidents with no response to classroom intervention within a short period of time,, or Dress is a safety or distraction issue and the student refuses to change or cover up.</p>	<p>Students will remain in the Student Support Center until they are willing to change/cover and the parent/guardian will be contacted.</p>
Physical Aggression	<p>3 minor incidents with no response to classroom intervention within a short period of time,, or - hitting/punching with body part or object - kicking - hair pulling, pinching, scratching - spitting/ bodily fluids - Throwing things directed at a person</p>	<p>1st offense: -Referral to the Student Support Center, 1 day in-school suspension -Restorative Circle/ problem-solving plan SSC staff or administration contacts the parent/guardian 2nd offense: - Referral to the Student Support Center, 2 days in-school suspension - Restorative Circle/ problem-solving plan - Detention - SSC staff & Teacher call parent/guardian 3rd offense - SSC staff or Administrator contact parent/guardian - Logical consequences will be determined based on the situation, which could include any of the following: parent/guardian meeting, lunch/recess/after school detention, in-school suspension, loss of privilege and/or extra-curricular/sports, out-of-school suspension.</p> <p>Instructional strategies to consider: intervention with the social/emotional interventionist, behavior plan, school-based counseling, referral for community based mental health services, Coordinated Services Plan.</p>
Property Damage/Vandalism	<p>3 minor incidents with no response to classroom intervention within a short period of time, or - breakage/defacement requiring money and time of others to rectify - repeated stealing of minor items - stealing of larger items (cell phone, money, tech, etc.)</p>	<p>1st offense: -Referral to the Student Support Center -Restorative Circle/ restitution plan - referring teacher contacts the parent/guardian 2nd offense: - Referral to the Student Support Center - Restorative Circle/ restitution plan - Loss of freedom/ increased supervision - SSC staff & Teacher call parent/guardian 3rd offense - SSC staff or Administrator contact parent/guardian - Logical consequence will be determined based on the situation, which could include any of the following: parent/guardian meeting, lunch/recess/after school detention, in-school suspension, loss of privilege and/or extra-curricular/sports, out-of-school suspension.</p> <p>Instructional strategies to consider: intervention with the social/emotional interventionist, behavior plan, school-based counseling, referral for community based mental health services, Coordinated Services Plan.</p>
Bus Infraction	<p>When riding the bus, student does not comply with requests, or uses inappropriate language, or is out of their seat</p>	<p>1st offense: -Referral to the Student Support Center -Student conference/ problem-solving plan - SSC staff contacts the parent/guardian 2nd offense:</p>

		<ul style="list-style-type: none"> - Referral to the Student Support Center - assigned seat - SSC staff call parent/guardian. <p>3rd offense</p> <ul style="list-style-type: none"> - SSC staff or Administrator calls parent/guardian - loss of bus riding privilege for 3 days (increases if infractions continue).
Bus infraction: aggression/vandalism	When riding the bus, student is aggressive toward another student or vandalizes property	<p>1st offense</p> <ul style="list-style-type: none"> - SSC staff or administration calls parent/guardian - loss of bus riding privileges for 3 days - Restorative circle, restitution plan <p>2nd offense:</p> <ul style="list-style-type: none"> - SSC staff or administration calls parent/guardian - loss of bus riding privileges for 6 days - Restorative circle, restitution plan <p>3rd offense</p> <ul style="list-style-type: none"> - SSC staff or Administration calls parent/guardian - Suspended from bus privileges up to the entire school year. <p>Instructional strategies to consider: intervention with the social/emotional interventionist, behavior plan, school-based counseling, referral for community based mental health services, Coordinated Services Plan.</p>

Any student misconduct that may meet the definition of Harassment, Hazing or Bullying will be investigated following [Policy C10 - Prevention of Harassment, Hazing & Bullying of Students](#) and appropriate safety plans and consequences will be determined.

Any student misconduct that is of a sexual nature will be investigated following [Policy C12 - Prevention of Sexual Harassment as Prohibited by Title IX](#) and appropriate safety plans and consequences will be determined.

Any student misconduct that may involve Weapons will be investigated following [Policy C5 - Firearms](#) and be brought to the school board for an expulsion hearing.

Any student misconduct that may involve drugs/alcohol will be investigated following [Policy C2 - Student Alcohol and Drugs](#) and may result in 5 days suspension, counseling, board hearing.

Students with Disabilities:

A student with a disability can be suspended for 10 days or less without the school having to consider whether the disability contributed to the behavior that is subject to disciplinary action.

A student with a disability cannot be suspended for more than 10 days (consecutive or cumulative) in a year, unless the school:

- re-evaluates the student or
- conducts a “manifestation hearing”

At a manifestation hearing, the individuals on the student’s 504 or IEP team meet to decide if the behavior displayed by the child that is subject to disciplinary action has a direct or substantial connection to their disability. If the behavior that resulted in the proposed suspension is not determined to have a connection to the child’s disability, the school may apply the same disciplinary actions it would for any student within the district. Students on IEPs must, however, continue to receive the special education services determined by their IEP Team. If the conduct is determined by the team to be a manifestation of the child's disability, the 504 or IEP team shall develop a plan to address the concern in lieu of the disciplinary action.

Definitions:

Student Support Center - the space in our building staffed with social emotional interventionists where we provide supervised functional breaks, complete problem solving plans, and help dysregulated students re-regulate in order to return to learning and the classroom.

Teacher Detention - assigned and supervised by a teacher. The purpose is to make up time and work lost to the misbehavior.

Detention - assigned and supervised by the SSC staff or administration. The purpose is to make up time and assignments lost due to misbehavior, plan for repairing relationships, work off restitution needed for damage to school property.

Student Conference - a one on one conference between the adult and student

Restorative Conference - a small group conference to repair and restore relationships

Restorative Circle - a class conference to repair, restore and plan for the future

Problem-solving plan - a written plan that supports a student in reflecting on and owning their misbehavior and determining what is needed to make safer and healthier choices moving forward

Restitution plan - a plan to repair or replace damaged property

Threat Assessment - an assessment done by school wide counselors when one student makes a lethal threat to another student

In-school suspension - a consequence assigned when there are safety concerns. A student assigned an ISS would remain in the SSC for the day. The student would eat lunch and complete all school work in that space.

Out of school suspension - a consequence assigned when we need to take drastic measures to ensure the safety of others.. An out of school suspension means the student is not in school. Work is not provided.

Coordinated services plan - a coordinated services plan is a written plan developed by a team for a child/youth who requires services from more than one agency (i.e. school, local mental health agency, department of children and family services, medical agency, etc.). It is designed to meet the needs of the child within his or her family or in an out-of-home placement, and in the school and the community.

Dismissal Procedures

The safety of our students is a priority. We have established dismissal procedures that optimize safety and efficiency. Students will be dismissed at the following times:

2:50 Grades 4-6, 2:53 Grades K-1, 2:56 Grades 2-3

Bus Students: will immediately board busses upon dismissal. All busses will depart at 3:00 p.m.

Bus students are expected to follow the bus expectations and conduct while riding the bus.

Students must be respectful by having kind conversations and accepting of other students.

Students must be responsible for getting off at their stop, keeping self and belongings out of the aisle, and take all belongings off the bus when they depart. Students must be safe by staying in their seat, use a low voice volume (zero volume at railroad crossings) and follow the bus driver's directions.

Walkers: At scheduled dismissal time walkers will be dismissed out the front of the building.

Parents and students are asked to not congregate in the front of the building. If you want to pick your child up from school please do so out back. Walkers are expected to leave school grounds and cross roads where there are assigned crossing guards.

Parent Pick Up: will begin after the buses depart at 3:00 p.m. Parents are asked to remain parked on Cottage Street by the Parent Pick Up Parking sign until the buses leave the parking lot. Parents picking up their children will drive single file to the building and stop at the cafeteria door. A staff person will greet you, get the names of your children and then call for them. Students will be waiting in the cafeteria. Parents are asked to use caution when pulling up to the school and driving away from the school, as we want to ensure the safety of all during this process.

Handheld Devices

More and more research is indicating that just the presence of a cell phone on your person is enough to distract you from the task at hand and decrease your interactions with the people around you. For these reasons and more, FHGS will continue the practice of expecting that cell phones are off and stored in lockers. Our goal is a positive and engaged student body!

Any FHGS student in grades 4-6 that brings a cell phone to school is expected to have it powered off and stored in their locker from the time they arrive in the building until the dismissal bell rings. PreK-3 students are not to bring cellphones to school.

All school work will be done on school provided devices. We will also provide earphones for you to utilize should there be a need for them. There is no need to bring your own earphones to school. Should you choose to bring and use your own, teachers will allow you to use yours *but only when you are doing work that requires you are listening to something on your school device.*

We will teach these expectations. As adults, we will model these behaviors and we will all practice together. We will offer reminders and support for the first two weeks of school and on Monday, September 12th we will move from reminders and support to implementation.

Cell phones and ear buds are expensive items and we encourage students to leave them at home when possible. Home is where the items are the safest. In the instance that you must bring them to school and are concerned about leaving the items in your locker, we remind you that students can get a combination lock for their locker from the office. There is a \$5 deposit for the lock. The \$5 is returned at the end of the year when the lock is turned in. Locks must be school issued locks. Additionally, if students must bring cell phones, they can always be left in the office and picked up at the end of the day. As has always been the case, the school will not be responsible for cell phones that are lost, stolen, broken or loaned to other students.

None of this is intended to be punitive or leave you feeling disconnected. Should you need to call home for something that can not wait until the end of the day, we will make sure you are able to do so. We at FHGS believe that being present and connected with your teachers and peers allows for the greatest possible learning to happen.

Students who fail to follow the above guidelines will meet the following consequences:

First offense: The device is confiscated by the teacher and held in the Student Support Center until the end of the day, at which time the student can pick it up. The SSC will call home to inform the parent/guardian.

Second offense: The device is confiscated by the teacher and delivered to the SSC. SSC will contact home and make parent/guardian aware that the device has been confiscated a second time and needs to be picked up by the parent or guardian. SSC staff will bring the phone to the office where it will be held until a parent/guardian is able to pick it up.

Third offense: The device is confiscated by the teacher and delivered to the SSC. SSC will contact home and make parent/guardian aware that the device has been confiscated a third time and needs to be picked up by the parent or guardian. SSC will notify administration. Administration will arrange a meeting with the student and parent to create a personal electronics plan that may include steps such as the device being kept at home for a period of time or left in the front office daily for a period of time.

Home & School Communication

It is important for teachers, students, and parents to establish open lines of communication from the very beginning of the school year to ensure that the most productive and affable relationships can be maintained throughout the year.

When concerns arise regarding a child in the classroom, whether it is regarding grades, homework, teacher/student relationships, etc., the following procedure is recommended:

1. The parent should first contact the teacher directly.
2. The parent and teacher should discuss the concern and work together toward a resolution.
3. If after a reasonable time the issue is not resolved, the parent should contact the principal to file the concern in writing. A complaint form will be provided.
4. A meeting involving the parent, teacher, and principal and/or superintendent will be required.
5. The board will only consider hearing complaints when those complaints cannot be resolved by the administrator and the teacher.

At each step the parent should allow time for change to take place.

Move-up Visiting Day

Each spring, part of one day is dedicated to allowing students to visit their next year's class(es). It is a get acquainted day for teachers and students. It also calms many fears that students may have.

PBIS (Positive Behavior Interventions and Supports)

PBIS is a nationally recognized framework that emphasizes a positive school culture. PBIS is a school-wide system that teaches positive behavior, helps keep students and schools safe, recognizes students who show expected behaviors, provides support, re-teaching and fair consequences for students who don't show expected behaviors.

FHGS expectations allow our student ***Falcon's to SOAR ~ demonstrating Safety, Ownership, Acceptance & Respect.*** These expectations are taught and reinforced across environments and routines within our school.

Student Activities

The school encourages eligible students to participate in any of the following activities of their choice. We will be looking to develop additional clubs for students as we continue to develop in our new preK-6 configuration.

Event	Grades	Event	Grades
Soccer	5-6	Drama	3-6
Basketball	5-6	Student Voice	3-6
Track	6(SVUSD)	Scrabble/ game club	3-6
Music		Tech Club	5-6
Instrumental	5-6	Sewing Club	
Beginner Band	5-6		
Intermediate Band	5-6		
Select Choral	5-6		