

Grand Isle Supervisory Union
South Hero School District
School Board Regular Meeting
Thursday, September 19, 2019 at 6 p.m.
Location: Folsom Education & Community Center
Agenda

Call to Order

- | | |
|--------------------------------------|-----------|
| 1. Call to Order (M. Henderson) | 6:00 p.m. |
| 2. Citizens and/or Staff to be Heard | 6:05 p.m. |
| 3. Consent Agenda (Action) | 6:15 p.m. |
| a. Approve the minutes from 9/5/2019 | |
| b. New hire- Pat Candon | |
| c. Resignation- Alicia Poquette | |
| 4. Reports (<i>Discussion</i>) | 6:20 p.m. |
| a. Principal's | |

Board Business.

- | | |
|---|-----------|
| 5. Board goals (M. Grube)(Discussion) | 6:35 p.m. |
| 6. Facilities Update (S. McKelvie)(Discussion) | 6:50 p.m. |
| 7. Community fees for use of building (S. McKelvie)(Discussion) | 6:55 p.m. |
| 8. CIPCC use of Folsom facilities (S. McKelvie)(Discussion) | 7:00 p.m. |
| 9. Proposal for Principal Board Report Calendar (S. McKelvie)(Discussion) | 7:05 p.m. |
| 10. Approval of bills for payment (M. Henderson)(Action) | 7:10 p.m. |
| 11. Other | |

Closure

- | | |
|---|-----------|
| 12. Setting the next agenda (M. Henderson) (Discussion) | 7:15 p.m. |
| 13. Adjourn | 7:20 p.m. |

Note: Executive Session: If discussion warrants and the Board so votes, some items may be discussed in Executive Session pursuant to VSA 1 §313(a)

Discussion Items - Issues the Board needs to discuss and deliberate, but upon which no action is taken at this meeting.

Action Items - Issues that require the Board to make a decision by vote, may have been discussed over several meetings prior to this point.

Consent Items - Routine matters that need no discussion by the Board, but require Board approval. They are grouped together as a single agenda item. Background materials are provided in the Board packet to be reviewed ahead of the meeting. If there are no concerns, they are approved with a single vote. Any member can request the Board remove an item to be discussed and voted on separately. This frees up time at meetings.

Information Items [Incidental Information] - Matters the Board needs to know about, but for which no Board action is needed. The information flow is one way, from presenter to the Board. Questions for clarification are entertained as time allows.

Grand Isle Supervisory Union
South Hero School District
School Board Regular Meeting
Thursday, September 5, 2019, at 6 p.m.
Location: Folsom Education & Community Center

DRAFT MINUTES

Call to Order

1. Call to order at 6 p.m.

Introductions. In attendance:

-Board members: Melanie Henderson, Tim Maxham, Bentley Vaughan, Bob Chutter, Erin Morse

-Staff: Susan McKelvie, Michael Clark, Rob Gess, Julie Pidgeon

-Audience: Jim Jones (LCATV)

2. Adjustment of Agenda

M. Henderson added Adjustment of Agenda to the agenda

M. Henderson added action on a sub-grant agreement to the financial report

M. Henderson added an action to approve the minutes of the board retreat on Aug. 8, 2019

3. Public Comments

None

4. Consent Agenda (Action)

A. Approve minutes from Aug. 8, 2019, and Aug. 29, 2019.

T. Maxham made a motion to approve the minutes of the Aug. 8, 2019, special meeting. E. Morse seconded the motion. Approved on a voice vote.

T. Maxham made a motion to approve the minutes of the Aug. 8, 2019, board retreat. B. Chutter seconded the motion. Approved on a voice vote. B. Vaughan abstained.

B. Chutter moved that the minutes of the Aug. 29, 2019, special meeting be approved as amended to read that the board went into executive session for a student matter. T. Maxham seconded the motion. Approved on a voice vote.

5. Reports

A. Financial (R. Gess) (Action). R. Gess explained that the GISU needs to enter into a sub-grant agreement with the South Hero School District to manage grants from the government. The GISU will still manage the grants but it needs the agreement.

B. Chutter made a motion to have M. Henderson sign the sub-grant agreement with GISU. B. Vaughan seconded the motion. Approved on a voice vote.

R. Gess reviewed the expenses to actuals report. He noted there was an out-of-state tuition charge that was unanticipated and unbudgeted. He said that line item will be overbudgeted for the school year; however, he anticipates the district will be within budget. M. Clark said the district has already started the residency verification process for this school year.

B. Chutter requested the financial report be distributed in an electronic spreadsheet.

T. Maxham made a motion that the board has received and reviewed the budget-to-actuals report of Sept. 3, 2019, for FY20. B. Chutter seconded the motion. Approved.

B. Superintendent's (M. Clark): The GISU has moved its central office to Grand Isle School and is officially out of the two former offices. He reported there is still some work to be done.

M. Clark congratulated Jenny Degree of South Hero who was named one of two UVM Outstanding Teachers of the Year.

He reported that the FY18 audit is wrapping up with Sullivan and Powers.

Board Business

6. Approval of Bills for Payment.

B. Vaughan made a motion to pay the bills in Batch # 4479 totaling \$4,293. B. Chutter seconded the motion. Approved on a voice vote.

B. Vaughan made a motion to pay the bills in Batch #4480 totaling \$30,787.99. B. Chutter seconded the motion. Approved a voice vote.

7. Proposal of data reporting schedule: M. Henderson said this item will be moved to the next board meeting.

8. Update on enrollment for FY20: M. Henderson said this item will be moved to the next board meeting. S. McKelvie said 132 total students are enrolled, but the numbers are still fluid with the start of the school year.

9. Update on Food Service enterprise: R. Gess reviewed an update on the food service program for FY18. R. Gess said the challenge in accounting for the food service program is that the state reports the number of paid and free and reduced lunches, but it does not provide a dollar amount for those figures. R. Gess is working on a system to track the dollar amount for reimbursement more specifically, and he would like to report on the budget-to-actuals for food service on a quarterly basis, which would take into account the lag in reimbursement for free and reduced lunches. In FY18, South Hero had a \$4,765.28 profit for the Food Service Program.

E. Morse asked if the reporting showed the program was cost-effective. R. Gess discussed the positives and negatives of an independent lunch program v. an outside contractor. M. Clark and R. Gess said South Hero's food program is considered one of the best in the state for food quality, and the staff is effectively managing the budget. There was discussion of the accounting of the food service costs. S. McKelvie noted that there is always an issue of unpaid lunch bills, and she and the staff work hard to

collect unpaid bills. B. Chutter noted that the food service program is breaking even because of the contribution the school makes through the budget. T. Maxham said the school is providing this service because that is what the community wants. There was discussion of encouraging students to get hot lunch. He expressed appreciation for R. Gess's work on this.

10. Future board meeting schedule: M. Henderson said the board was discussing whether the board needs to meet twice a month. It is legal to change the published meeting schedule, M. Clark confirmed. In discussion. E. Morse said meeting once a month may encourage more people to join the board. B. Vaughan expressed support. B. Chutter asked if the board could spend time on board education at the second meeting. M. Henderson supported that idea but said the board would need to work with M. Clark to find ways to access training. B. Chutter suggested accessing the Vermont School Boards Association. M. Henderson suggested a quarterly meeting for board training. T. Maxham said there is a lot of information for the board to discuss. He said it would be helpful to focus meeting time to educate the board and public on educational issues and to gather public feedback. S. McKelvie suggested having some education sessions before town meeting to engage the community in the budget. J. Pidgeon asked the board to clarify that tax bills rose because of the reappraisal and not a lack of fiscal responsibility on the part of the school or board. M. Henderson affirmed that tax bills rose because the common level of appraisal changed, along with the equalized pupil count, figures that were not within the board's control.

M. Clark said the board's job is to set goals. The principal's and superintendent's jobs are to accomplish the goals and to report to the board on how the goals were accomplished. M. Henderson affirmed the board can meet to discuss issues, and the meeting is public. M. Henderson said she would support a second meeting of the month being used to dig into an issue, when that issue arises. M. Henderson said she would like one official meeting a month and preferred not to schedule a second meeting by default. She suggested having that time available to meet for training or a public information session if needed. T. Maxham expressed some reservations about going to one meeting a month and noted the board needs to inform the community about the work of the school. The board discussed the pros and cons of the meeting schedule.

The board decided to continue its twice a month meeting schedule, and to ensure the second meeting a month has a substantive topic to discuss or business to transact.

11. Update on plans for building maintenance and improvements: S. McKelvie said she has met with Steve Berard, building manager, and she and B. Vaughan will meet with S. Berard soon. She said S. Berard has started the process to have an energy audit. B. Chutter asked that this work be documented and shared with the community. S. McKelvie asked if pre-buying fuel would fit into how the board decided to allocate a budget surplus, and it was confirmed that a budget surplus cannot be used in this way. M. Clark shared some options around pre-buying fuel. It was noted there is not a contract with a common fuel distributor for the schools in the GISU.

12. Other

None.

Closure

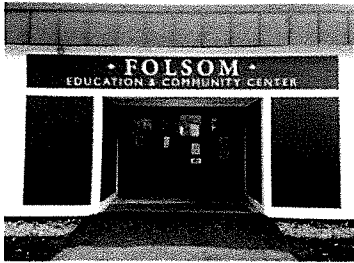
13. Setting the next agenda

- Proposal of data reporting schedule within the Principal's report
- Update on enrollment for FY20 within the Principal's report
- Plans for building maintenance
- Work on board goals with Megan Grube, director of Curriculum, Instruction and Technology.

14. Adjourn

B. Chutter moved the board adjourn and T. Maxham seconded the motion. The board voted to adjourn at 7:16 PM on a voice vote.

FOLSOM EDUCATION & COMMUNITY CENTER



Honoring Families & Community
Every Person, Every Interaction, Every Day

<http://www.gofolsom>

www.Facebook.com/FolsomECC

Principal

Phone 802.372.6600

75 South St. South Hero, VT 05486

Susan McKelvie

Fax 802.372.5188

South Hero Board Report

September 19, 2019

The school year has commenced successfully at Folsom for the 19-20 school year! Students and staff have returned to friends and learning routines with renewed energy and focus. All positions have now been filled with qualified applicants.

We have updated the Folsom Family Handbook for the 2019-20 School Year (attached). The handbook contains a variety of information for parents, including information the AOE requires must go out to all families as well as general information about school expectations or protocols. From experience, we know common questions that come up in the day to day running of the school, and that information is also included. It is not intended to be all-encompassing, but an overview of helpful information. The handbook was shared through our Facebook page, the weekly Patriot Press, and is housed on the school website at gofolsom.org.

Work for staff began in mid-August with grade level and unified arts teams meeting separately with me to engage in work addressing our Continuous Improvement Plan across all grade levels and content areas. This work continued at our Folsom inservice on August 22nd and again at the GISU inservice on the 26th as we engaged in professional development to improve our effectiveness as a school-wide learning community* to address the learning needs of our students. This organizational/foundational process has set us up to effectively work in collaborative teams across the school engaging in the work we need to do to in developing our Folsom and GISU graduates (provide link).

What's new this year:

We are now implementing the elementary schedule designed last year to increase instructional time and support time* (attached). Our elementary teachers are receiving professional development through Partners in Literacy and Learning to design and implement a 3 year plan to improve literacy instruction, which has a direct impact on the planning and instruction within their literacy blocks.*

Aligned with the GISU Profile of a Graduate and the Folsom vision of a graduate (attached), we are committed to developing curious, creative and courageous graduates who are capable of achieving their aspirations as they move on to the high school of their choice at the end of 8th grade. Providing a variety of high quality learning experiences to nurture those attributes is critical as our middle schoolers develop over time. Offering them elective choices to explore their own interests is one of the ways we are creating multiple opportunities for them to come to know themselves and their own personal interests and passions. Please see the attached list to see the amazing opportunities offered to our students this first trimester. Some are all year, some are by trimester. New choices will be offered for the 2nd trimester in November.

Classroom and arts teachers have begun to dabble in some integration of the arts in the elementary grades for this first trimester. We are seeing some musical creativity coming into kindergarten, and art opportunities being integrated into science and social studies at different grade levels. At the middle level, a group of students are working with Ms. Kauffeld to compose music for the elementary play, while another group is working with Ms. Bedard to design and create wall murals. Teachers have the opportunity to take professional time to plan arts integration together if they wish.

After piloting two new digital learning tools* in the spring, we have now officially integrated Dreambox (math) and Lexia (literacy) into our resource toolbox. These tools use a pre-assessment process to identify areas where students may have gaps or weaknesses and provide targeted instruction and practice to strengthen their skills. In addition, these tools provide data for progress monitoring and informing teachers about instructional needs.

Other News and Info

Congratulations to Jenny Degree who is being honored in October as one of the Vermont Teachers of the Year at UVM!

Open House is scheduled for Monday, September 23rd from 6-7 p.m.

Thanks to funding through RiseVT, we will be receiving a free load of 40 cubic yards of wood chips to replenish the wood carpet on the playground on September 18. We are currently looking for parent volunteers to help with the spreading of the chips.

Soccer season officially began with both girls and boys games on September 10th against Georgia. Go Patriots!

* Asterisks denote work that is directly and intentionally connected with Folsom's Continuous Improvement Plan goals.

Proposed South Hero Board Annual Reporting Calendar

October

- October 10th Enrollment Data submitted to AOE
 - Longitudinal enrollment update
 - Grade breakdown
 - Student Demographics
 - FRL %
 - SPED %
 - other
- Current Year Staff Demographics
 - HQT Details
 - Degrees/Certifications
 - Other as needed
- Review of current Continuous Improvement Plan (CIP) goals
 - Systems/plans in place for implementation
 - Process for oversight and monitoring
- (beginning next year) Review summary data previous year vs. fall screening data

December

- End of First Trimester Report Card data
- Food Service Data Report
- Introduction of annual Comprehensive Needs Assessment process

February

- Presentation of Comprehensive Needs Assessment data
 - Board input into CNA
- Update on current year implementation of CIP goals

April

- Presentation of CNA Continuous Improvement Plan goals for board approval
- End of Second Trimester Report Card Data
- Food Service Data Report

June

- Summary academic year data
 - Report Cards, SBAC (as available), local assessment data
- End of year Food Service Report
- Summary Behavior Data
- Final Report CIP plan

Profile of a GISU Graduate

GISU graduates are curious, creative, courageous, and capable of pursuing their aspirations in a diverse and ever-changing world.

Before attending the secondary school of their choice GISU students will be:

1. **Mathematicians** who are persistent problem solvers and embrace challenge with a growth mindset by applying flexible, creative thinking when working with numbers (whole and rational).
2. **Voracious readers** who genuinely enjoy reading and can decode, comprehend, analyze, and sustain independent reading over a range of genres and text types.
3. **Writers and communicators** who use language fluidly, clearly and coherently to communicate with purpose through a range of verbal and written outlets.
4. **Scientists** who pursue explanations of phenomena by formulating relevant, testable questions, generating reasonable hypotheses, designing and conducting experiments, collecting and analyzing data and generating conclusions.
5. **Global citizens and social scientists** who research and learn about the world and their local communities by examining multiple perspectives and use this information to empathize and interact with one unfamiliar and make an impact.
6. **Creators** (artists, musicians, painters, sculptors, actors, etc.) who have the ability to make, perform, and respond to fine arts as well as connect their creations to the world.
7. **Kind, caring, healthy students** who have the skills necessary to help maintain a healthy body and mind. They show empathy, manage their emotions, build and maintain positive relationships, set and achieve goals, persevere when challenged, and make responsible decisions. They establish healthy routines and are positive, active, confident human beings.
8. **Self-directed, connected learners** who know themselves as learners and understand that there will be skills that they do not know YET. Through self advocacy and perseverance, they set goals and determine next steps, tools, resources and mentors needed to attain future growth and learning.

****Created in collaboration with GISU teachers, GISU Curriculum Leadership Team and Administrators**

VERMONT AGENCY OF EDUCATION

Every learner completes his or her public education with the knowledge and skills necessary for success in college, continuing education, careers, and citizenship. The public education system provides flexible learning environments rich with 21st-century tools that promote self-development, academic achievement, and active engagement in learning. It operates within a framework of high expectations for every learner with support from educators, families and the community.

SOUTH HERO SCHOOL BOARD

To ensure all students receive an outstanding education that prepares them for any future they choose, while maintaining fiscal responsibility for the property owners of South Hero.

Folsom Leadership Team Vision

At Folsom Education Center, we nurture the future. We believe that effectively educating the children of South Hero is a long-term investment in our community. We develop academically prepared, civic-minded and socially conscious students who are committed to making positive change in the world. Our students will be thinkers, creators and problem-solvers. We will teach them to persist toward goals, grow from challenge, and believe in their potential. We prepare students for our complex, diverse world.

Dear Folsom Middle School Parents/Guardians,

August 28, 2019

Folsom is committed to developing curious, creative and courageous graduates who are capable of achieving their aspirations as they move on to the high school of their choice at the end of 8th grade. Providing a variety of high quality learning experiences to nurture those attributes is critical as our middle schoolers develop over time. Offering them choices to explore their own interests is one of the ways we are creating multiple opportunities for them to come to know themselves and their own personal interests and passions.

This year, we are expanding our middle school elective options to offer more choices to our students. At the 5th and 6th grades, the choices are more limited, while our 7th and 8th graders have a wider range of options. Some choices are all year, while others are for the current trimester. A brief description of each elective is provided below.

Today, your student(s) heard a description of the elective choices appropriate to their grade level(s) from the teachers who will be leading that option. Questions were answered and students were given a form to make their selections. It is important that the students themselves make choices based on their interests or curiosity. However, you are encouraged to talk with your child to hear their thinking and to offer your input. These forms must be returned by Friday morning so that we can create groups and begin electives next Tuesday.

Note that some electives are all year, while others are just for this first trimester. At the conclusion of this first trimester, students will be surveyed to determine interests and new electives will be offered for the second trimester.

- If a student begins an all-year elective (band, chorus, 7/8 French) and they decide they do not want to continue for the entire year, they must complete the current trimester before dropping that elective.
- Please see our handbook for protocols around electives. If a student is struggling to maintain academic success, the school may choose to have that student move into a supported study hall to keep them caught up and successful. These decisions will be made on a case by case basis.
- Electives are not graded. However, teachers leading electives will provide a report at the conclusion of each trimester regarding your child's participation and effort.

If you have any questions, ideas or input that would help us to continue to develop and grow offerings for our students, please feel free to reach out. We look forward to an amazing year of learning and growing together!

Susan McKelvie, Principal
And the Middle School Team

Elective Offerings

- A. **Chorus:** Ms. Kauffeld 1x week
Grades 5-8. All Year.
- B. **5th Grade Beginner Band:** Ms. Kauffeld 1x week plus lessons
Grade 5 only. All Year.
- C. **6-8th Grade Band:** Ms. Kauffeld 1x week plus lessons
Mixed grades 6-8. All Year.
- D. **7th & 8th Grade French.** Mdme. Bishop. 4x week
Grades 7-8. All Year. Preparation to advance to French 2 at high school entry.
(note - 5th and 6th grades will have one French class weekly in the UA rotation)
- E. **Extra Study Hall:** Support provided by teachers. As needed. Students may select as a homework study hall or for individual tutoring. Staff may require a student use this opportunity for remediation if they are falling behind.
- F. **Rigs Fit:** Mr. Riegler. 1x week.
Grades 5-8. First Trimester.
Students set individual fitness goals and design a fitness plan.
- G. **Art Studio:** Ms. Bedard. 1x week
Grades 5-8. First Trimester.
Development of individual student art portfolio based on personal goals.
- H. **Maker Space Challenges:** Mr. Fouts. 1x week First Trimester
Grades 5-8. Students will use technology tools to solve challenges with each 45 minute class period.
- I. **Movement & Mindfulness:** Ms. Lexi. 1 or 2x week. First Trimester
Grades 5-8. Students will engage in activities to learn skills that will help them to deal with stress and become resilient and flexible thinkers. May include yoga, tai chi, and meditation.
- J. **Puzzle Workshop:** Mr. Fouts. 1x week First Trimester
Grades 7-8. Students will learn the logistics behind puzzles like Suduko or other similar brain challenges and design/create their own.
- K. **Road Map for Success!** Ms. Lexi. 2x week First Trimester
Grades 7-8. Students will explore self interests and passions to connect their strengths with possible future goals and opportunities as they approach high school. An individualized, fun opportunity to match hopes and dreams with where they can lead us.
- L. **Song Composition:** Ms. Kauffeld. 2x week. First Trimester.
7th and 8th graders will learn how to compose the music that will accompany the elementary play in the fall.
- M. **Mural Project:** Ms. Bedard. 2x week. First Trimester
7th and 8th graders will design and create a new wall mural for a location within the school.
- N. **Hour of Power Independent Projects:** Mr. Fouts. 2-4 x week. First trimester.
7th and 8th graders will have free choice to focus a research study on a topic of their choice and to develop a product to be published or shared (website, book, video game, etc.).

Folsom Education & Community Center

Family Handbook
2019-2020



75 South Street
South Hero, VT 05786
802-372-6600

Student Hours: 7:55 a.m. - 2:55 p.m.

Website: Gofolsom.org
Facebook: [Facebook.com/FolsomECC](https://www.facebook.com/FolsomECC)

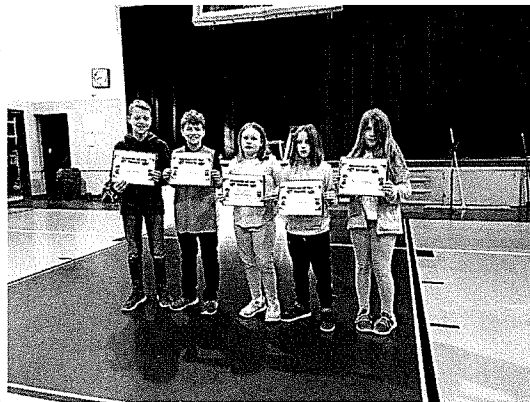
At Folsom Education and Community Center, we nurture the future. We believe that effectively educating the children of South Hero is a long-term investment in our community. We develop academically prepared, civic-minded and socially conscious students who are committed to making positive change in the world. Our students will be thinkers, creators and problem-solvers. We will teach them to persist toward goals, grow from challenge, and believe in their potential. We prepare students for our complex, diverse world.

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Back Cover: 2019 - 2020 School Calendar



Folsom ECC is a member of the Grand Isle Supervisory Union.
The Mission Statement of the GISU is as follows:

Belief Statements

The Grand Isle Supervisory Union bases its decisions on a commonly held vision and set of beliefs:

Growth

- All individuals can learn and achieve
- All individuals learn in a social context
- All individuals must be respected, a fundamental condition for learning to occur
- All individuals must communicate in an open, honest, and transparent manner in order to build positive relationships
- All individuals must take responsibility for their learning and guide their personal and professional growth
- All individuals maintain high standards and expectations through a system of accountability.

Innovation

- All individuals are responsible for contributing to a dynamic environment
- All individuals must embrace change and see it as a vital component of the learning process
- All individuals should take risks, challenge commonly held beliefs and engage in higher level thinking
- All individuals must learn to adapt to a changing world without losing sight of essential values and priorities

Service

- All individuals have strengths and gifts worthy of recognition and celebration who contribute to the success of the learning community.
- All learning environments must be safe, civil, and clean
- All individuals are responsible for the stewardship of resources
- All teachers and students recognize service learning is a means to promote civic understanding, connect learning objectives to the larger community, and experience a greater sense of self worth

Unity

- All individuals are responsible for the transmission of culture
- All individuals embrace diversity and demonstrate unconditional positive regard and acceptance for individuals who are different than us
- All communities benefit from a unified, strong public educational system
- All parents and various community organizations are needed to ensure student success in school.
- All parents are the first educational providers for children and are responsible to make sure their child begins school ready to learn

Schools across the Grand Isle Supervisory Union support growth, innovation, service and unity. We strive to provide individualized and meaningful learning experiences that ensure all students reach proficiency and enable our students to thrive in a global, diverse society. The GISU provides safe, healthy schools, with high-quality staffing that affords students with the comprehensive skills needed to successfully follow their passions, realize their dreams and build lasting relationships in service to local communities.

South Hero School Board

Melanie Henderson, Chair
Bentley Vaughan, Treasurer
Tim Maxham, Member
Bob Chudder, Member
Erin Morse, Member

The South Hero School Board meets on the first and third Thursday of each month at 6:00 p.m. Agendas are posted at school, at the town offices, and online at our Folsom website. Meetings are video recorded and broadcast by LCATV. All South Hero residents are welcome to attend board meetings. To contact board members, please call the school and we will forward a message.

GISU & Folsom Education and Community Center Administration

GISU Superintendent: Michael Clark 372-6921 ext 103
Director of Curriculum, Instruction and Technology: Megan Grube
Director of Student Services: Michele Weaver
Business Manager: Robert Gess
Folsom Principal: Susan McKelvie
Administrative Assistant: Sue McNayr

Dear Folsom Families,

This handbook will provide you with basic information about our school that may be useful to you throughout the school year. Keep it handy for quick reference as needed. An online version is also available on our school website. By no means can a handbook cover every possible piece of information regarding our school! So please contact us for questions or to seek additional information. You may also find it helpful to access the GISU Policy Handbook online at the GISU website: www.gisu.org Information contained in this handbook may be updated or amended as needed during the year. Should this occur, we will notify you through school communication channels.

Folsom Education and Community Center is a professional learning community committed to all students learning at high levels. This can only be achieved through an active partnership and effective communication between home and school. You are your child's first and most important teacher and your input is critical to his/her growth! Our intention is that this Family Handbook will help you to be informed about many of our school procedures and protocols, as well as the state or federally regulated requirements that we are expected to implement.

As part of our efforts to communicate with you, we have a comprehensive communication plan to try to insure that all important information is easily accessible and frequently updated. This includes a weekly school newsletter, The Patriot Press, which can be delivered directly to your email address or in paper form; a Folsom Facebook page which is a fantastic place to see pictures galore; a Front Porch Forum account; and a school website at gofolsom.org. Emergency information is communicated quickly to your phone or email via Blackboard Connect and all local and regional news outlets. Formal parent-teacher conferences are scheduled two times a year to coincide with report cards, but teachers are always happy to schedule a time to have a conversation with you whenever you feel the need.

Communication is a two-way street. We look forward to working with you in the coming year to continue to strengthen our effectiveness as a school.

Respectfully,

Susan McKelvie, Principal

A.) COMMUNICATION

If you have a problem or concern regarding your child (academically or behaviorally):

Please contact us as soon as you have a concern. Typically, resolving issues sooner rather than later is the best course of action.

- Start with the teacher if the issue involves a classroom problem. Most concerns are quickly resolved in talking with the teacher. If this does not resolve the problem, contact the principal as the next step.
- If there is a problem with the bus, playground, or around the school in general, call Mr. Saxer or Ms. McKelvie.
- If the concern is not resolved after talking with school staff, the next step is to contact the Superintendent. He will contact the principal to discuss the issue and seek information. He will then share with you his conclusions or any actions that may occur.
- If you continue to feel your concerns have not been addressed adequately, you may ask the superintendent to bring your concern to the school board.

To communicate with school staff:

- **Our main school phone number is 372-6600.** Please follow the prompts to connect with the staff member who can best address your needs. Our staff has teaching and supervisory responsibilities during the school day and may not be able to speak to you immediately. However, voice mails will be returned as soon as possible.
- **Email:** Each staff member has an email address that is his or her first initial and last name, followed by gisu.org For example, Sally Smith's email address would be: ssmith@gisu.org Staff are happy to communicate via email if that is your preference.
- **Setting up meetings or appointments:** It is unlikely that you will be able to meet with a staff member by showing up unannounced at school. Please call the school to set up a meeting time. Also, dropping in immediately before and after school are typically not good times to try to have a meaningful conversation with staff. In the morning, teachers are setting up for their teaching day and at the end of the day there are often meetings scheduled. Again, calling or emailing ahead to set up a time to meet will work best and insure you have the staff member's undivided attention.

Information from School to Home

Effective communication between parents, students and school staff is key to a positive school experience. Teachers keep parents informed about their program by sending home periodic newsletters or classroom blogs. Our school Facebook page is the easiest place to access information, pictures, event invitations and announcements at [Folsom Facebook](https://www.facebook.com/folsom.k12). We also publish a schoolwide weekly newsletter (The Patriot Press) with items of interest, a calendar of upcoming events, and other community news. This is also available through our website gofolsom.org and our Facebook page. You will have the option of receiving the newsletter in paper format or through email. Our school website will also include sports schedules, information regarding our school lunch program, and other information as needed.

B.) VISITING THE SCHOOL

Folsom warmly invites parents/guardians to school several times each year for special events or conferences. These include music or theatrical performances, science fair, or special occasions as well as our twice-a-year parent teacher conferences. Family and community members are also invited to schedule a tour of the building by calling the school and setting up a time to visit.

All Visitors: We ask that, for security purposes, all visitors during the school day sign our guest book and check in at the office. You may be required to wear a visitor tag so that school personnel will be assured that you have checked in.

Parents/Guardians: If you need to stop in during the day, when you check in at the office please state the reason for your visit. In an effort to keep class interruptions to a minimum, we will try to help you first. Also, we will be able to tell you if the class is elsewhere in the building. If you are dropping something off, we'll deliver it at an appropriate time. If you are just checking Lost & Found, we'll show you the way!

If you are picking your child up during the day, please check in at the office and we will phone the room to get your child. Only parents (or those authorized by the parents) may pick up children. It is always helpful if you let us know ahead of time that your child will be leaving early; a note or a phone call works well. We will have your child waiting for you when you arrive.

Volunteers, Mentors and Chaperones: We welcome and value your commitment to our school. In order to ensure the safety of our students, all volunteers and chaperones, must now have a criminal background check performed. Please note the following guidelines:

- * Be sure you have filled out the appropriate forms prior to the event. See Sue McNayr in the office!
- * Treat any information regarding students as confidential
- * Report disciplinary issues to the supervising staff member
- * Conform to the school district policies, which forbid the use of tobacco, alcohol or drugs by students or adults at school or at school related events
- * Report information of a personal nature or information which relates to child safety to the supervising staff member or principal
- * Use appropriate and respectful language/behavior
- * Please wear clothing respectful to our school environment
- * Seek answers to questions and advice from the supervising staff member
- * Understand that we do not permit siblings of our students to be chaperones or to attend field trips

C.) ENROLLMENT PROCEDURES AND REQUIREMENTS

Students who enroll in kindergarten must be 5 years old on or before September 1st.

When a student enrolls at Folsom, the parent/guardian will need to provide the following information:

- A copy of the student's birth certificate
- A current immunization record
- A Release of Records to request files from the previous school (if moving here from elsewhere)
- Proof of residency

In accordance with the Vermont Statutes (T. 16, § 1075), Principals and Directors (or designee) of the GISU will pursue legal residency issues through the following procedures:

If a child is suspected of being a non-resident of a school district, the Principal/Director (or designee) will contact the central office and superintendent. The Principal/Director (or designee) will provide the parents a copy of the statutes (Title 16, § 1075).

Any or all of the items below may be requested from the parents:

- The first page of their most recent IRS Tax remittance.
- A signed affidavit stating their domicile is located within the school district's boundaries.
- An authorized Town document demonstrating the parent's names are on the voting list.
- A copy of the parent's current driver's license showing the proper address.
- A copy of a current utility bill (or other bill statement) showing the proper address.

The Principal/Director will ensure there is no "Homeless" issue with another school district.

If the Principal/Director remains unsatisfied with the information obtained, he/she will contact the Superintendent who may obtain the proper consulting services for further investigation.

The South Hero School District tuitions our high school age children. On a yearly basis, parents of high schoolers will be required to verify residency within the boundaries of South Hero. There is a form on the GISU website for this purpose or the GISU office will send the form via US mail.

Withdrawal or Transfer

Please advise the office as soon as you know you will be relocating so that we can begin the process of completing records and for you to sign a "Release of Records Form" which the new school will provide and send to Folsom. Records are not released to parents. When you enroll your child in the new school, they will contact us and we send the records directly to them.

Homeschooling

If you wish to homeschool your child, Vermont Law requires that you contact the Agency of Education to begin the process of registering your child for an approved homeschool program. There are deadlines and procedures in this process that take time. Legally, you may not withdraw your child from school until that process is completed. Please call the AOE Homes Study office for guidance. 802-622-1254

D. ATTENDANCE

It is the policy of the school district to set high expectations for consistent student attendance in accordance with Vermont law in order to facilitate and enhance student learning. In accordance with 16 V.S.A. § 1121, Act 44, Section 46 (Truancy), and the Vermont Agency of Education guidelines (March 23rd, 2010 Memorandum), Truancy is defined as a student who is subject to compulsory attendance and who is absent without valid cause or excuse for a year-long total of ten days.

State law requires that children age 6 and above attend school for the full number of district-mandated school days (179). After 5 absences, parents will be notified reminding them of this requirement. At 10 absences, a parent conference will be called and the truant officer informed. At 15 absences, the State's Attorney will be notified. At 22 absences, DCF will be notified. It is the option of the State's Attorney to bring legal action against parents who do not cause their children to attend school regularly.

Valid causes for absences include illness, observance of religious holidays, death in the family, family emergency, situations beyond the student's control as determined by the superintendent (or designee), or other circumstances which cause reasonable concern to the parent or guardian for the health or safety of the student and are confirmed in writing or verbally by the parent or guardian to the student. Medical absences beyond 3 days may require a doctor's note.

When it is necessary for a child to be absent from school, the administrative assistant should be informed by phone. When calling the school, please do so before 8:00 a.m. You may call early and leave a message. For the safety of the students, if a child is absent and the school has no communication from home, the school will call home or each parent's place of work to verify the absence.

Vacation Absence

Parents of children who miss school due to vacation plans not aligned with the school vacations are asked to notify the principal as early as possible prior to the trip. The teacher may collect missed assignments for a student, so they can be completed upon the student's return, but it may be possible for some assignments to be prepared in advance and sent with the student. The student or parent should consult with the teacher to devise a plan for completing the work and to minimize the disruption of the student's learning. Keep in mind that often work in the classroom cannot be done without the accompanying classroom instruction. When students miss school, they miss learning and

assignments. While we acknowledge valuable learning experiences occur on vacations, we also are aware that disrupting the continuity of instruction at school has a cost to the student and we encourage parents to minimize that as much as possible.

Tardiness

The school day begins officially at 7:55 a.m. All students are expected to arrive on time. Delay of buses due to circumstances beyond the control of the student is an acceptable excuse for tardiness. Parents providing private transportation are expected to see to it that their children do not arrive late. Chronic tardiness creates a hardship for the student and a disruption to the entire class and teacher. Students are considered tardy at 8:00. If a student arrives at 8:00 or after, they must stop at the office to check in and get a tardy pass as their teacher may have already marked them absent.

E. ARRIVAL AND DISMISSAL

The end of the day can be a very stressful time for students if they do not know if they are to take the bus, walk, be picked up or stay for after school activities. **Parents and children should make these arrangements before the start of the school day.** If your child's normal routine changes during the school day or in the event of an emergency, please call us by 2:00 and we will let your child know of any changes. Please help us keep these last minute arrangements to emergency situations only.

Dropping students off in the morning

The front fire lane is reserved for bus traffic ONLY between 7:30 - 8 a.m. and 2:30 - 3:00 p.m. Please do not drive through this area during these times for the safety of our children. The morning drop off area is on the north end of the main parking lot and clearly designated. If you are parking and coming in to the school for a meeting or to pick up your child, please park in the parking lot and come in to the school. Do not park in the fire lane where you may be ticketed.

End of Day Dismissal (NOTE! THIS IS A NEW PROCEDURE FOR THE 19-20 SCHOOL YEAR!)

If your child's end-of-day routine changes, please send in a note or call as early in the day as possible. We cannot permit students to go home with other students, either on the bus or pick up, without written or phone permission from that child's parent/guardian.

When students are dismissed, bus riders will be called down first by grade levels.

Due to safety concerns and general chaos at dismissal time, we will no longer permit parents/guardians to wait to pick up students in the main lobby at dismissal time. Our intention is to make the pick up process safe, organized and logical.

Students being picked up will exit from the door at the rear of the building by the playground.

- Parents/guardians may form a line of cars at the designated pick up area. Do not park or get out of your car if you are waiting in this line. If you are going to get out of your car and come to the building, please park in the parking lot.
- The staff member on duty will post a green paper in the door window to let you know when students have been dismissed and are available for pick up (after the buses have exited the driveway).
- Parents who pick up regularly may request a laminated number card to hold up to their car window as you pull around in the line. Your child will be sent out to you. We will provide number cards during the first few days of the school year and anytime thereafter by request.
- If you do not have a number card, please park and come to the door when you see the green paper in the window and the staff member will release your child to you. Parents will not be permitted to come in and wait inside the building. You may, however, park your car and wait along the sidewalk out back, if you wish. Just do not park in the line for pick up.

- Please note that students may only be picked up by parents, legal guardians, or individuals with specific permission to pick up that child.
- Walkers/bike riders will be dismissed separately through the south door by the flagpole/bike rack after the buses have exited the driveway.

F.) BUS TRANSPORTATION

Bus transportation of Folsom students is a privilege (not a right), funded through our local budget for the convenience of parents. This privilege may be rescinded if students cannot behave appropriately on the bus. Our highest priority is safety. Behaviors that distract the bus driver create a safety issue for every child on the bus. Bus transportation is contracted out to Mountain Transit. If you have questions about the route or concerns about the bus, please call the school and we will connect you to the appropriate person for your question.

The bus driver expects that parents will have children at the bus stop on time, and that students will be well behaved and will comply with the rules of conduct so that the driver can focus his/her attention on safely driving the bus. Mountain Transit school buses are equipped with video/audio recording devices which are viewed if there are behavior incidents on the bus. Only designated school staff are allowed to view the videos due to confidentiality requirements. Violations of bus rules are written up by the bus driver and shared with Mr. Saxer. If there is a significantly serious infraction OR after three bus slips, students may be suspended from riding the bus for a period of time, based on the severity of infractions. To provide maximum safety, each student riding a school bus shall conform to the rules listed below.

- Children should be on time at the bus stop. The bus is not required to wait.
- Students shall get on and off the bus in an orderly manner
- Students shall remain seated with their feet/bodies/backpacks clear of the aisle
- Students shall talk in quiet voices with seat mates, using appropriate language
- Students shall keep hands, head, and all other body parts inside the bus
- Objects shall not be thrown in the bus or out the windows
- Students shall not eat or drink on the bus unless the driver permits (such as on field trips)
- Students shall not be destructive
- Students shall keep the bus clean
- Students may be assigned seats at the discretion of the driver or school staff
- Students will comply with bus driver directions

Students will not be picked up or discharged at any place other than their regular stop without written parental consent and the approval of school staff.

Bus Disciplinary Procedures:

In the event students fail to comply with the rules listed above, the procedures below will normally be followed. However, for serious offenses, such as vandalism, fighting, smoking, vaping, use of drugs or other serious violations, the principal and/or school designee have discretion regarding consequences. Video and audio recording devices are located on each bus. School personnel may access these tools to verify behavior reports. Only school personnel may view videos due to confidentiality laws. The process for follow up:

1. Upon receipt of a written report from the bus driver or a complaint from a student or parent, the school designee will discuss the incident with both the driver and the student involved. Parents will be notified as soon as possible.
2. Minor first and second infractions will result in warnings and parent notification. There may be other actions, such as apologies or restitution, depending on the situation. Major infractions may result in immediate suspension from the bus for a length of time determined by considering the seriousness of the infraction or history of infractions. A third infraction of any kind will result in a temporary suspension of riding privileges. The length of that suspension will be at the discretion of the school designee, but is typically 3 days.

3. If a student continues to engage in inappropriate behavior after suspension, or a behavior is particularly egregious, the student may be suspended from the bus for a considerable length of time or for the remainder of the school year.

G.) FOLSOM'S INSTRUCTIONAL PROGRAM (Curriculum, Instruction, Assessment)

Per state regulations, curricular programming for Literacy (reading/writing) and Math K-8 is anchored in the Common Core State Standards. Our Science programming is aligned with the Next Generation Science Standards. We are required to participate in assessments to monitor student progress in these areas through the Smarter Balanced Assessment Consortium (SBAC). Students in grades 3-8 participate in yearly Literacy and Math assessments, and students in grades 5 and 8 take the assessment in Science. Information gleaned from these assessments help us to improve our instruction and support systems. They are a snapshot in time and one data point among many that we collect and review. Typically, data from these assessments are released to the public and parents in late spring.

Other instructional programming (such as Social Studies, the Arts, PE/Health, etc.) are aligned with the respective national standards in those content areas as required by the Vermont State Board of Education. Our teachers are skilled at creating engaging learning opportunities that lead students to become proficient in the expected standards. Additionally, beginning in the 19-20 school year, teachers in the arts and academics will be working together to plan and implement learning opportunities that integrate content and the arts to further enhance student learning. It is our intent to always have a growth mindset about our professional skills and student learning. Our highest priority is that every child experiences success through rigorous, creative and engaging learning opportunities combined with their own individual hard work! Learning is a two way street!

Per state requirements, our school participates in a yearly cycle of reviewing our instructional programming, setting goals, and evaluating our progress based on student data. This is called the Continuous Improvement Plan (CIP). We present our analysis, our goals and our plan for improvement to the school board annually in the spring. We are always open to questions, ideas or input from all community members in this process.

Homework Guidelines

We believe that a planned introduction of homework as a child progresses through the elementary grades and into middle school will serve to benefit the development of good study habits to prepare students for independence as a learner. We believe in a balanced approach to homework introduction. Your child's classroom teacher will inform you about their specific grade-level expectations. Depending on staffing availability, we may offer a "homework club" for students who need additional support after school.

Academic and Behavior Support Systems

Folsom is committed to developing and implementing "Multi-Tiered Systems of Support" in our school. This means that we have intentionally planned safety nets to catch kids early on when they are struggling either academically or behaviorally, rather than waiting until they experience a sense of failure or fall too far behind.

In the classroom, teachers are skilled at differentiating instruction, assignments and assessments to personalize learning for students who need a tailored approach or more time. This is called Tier 1.

If students continue to struggle, and assessment data is showing us that a student is not progressing despite the efforts of the classroom teacher, the student may be referred to the Educational Support Team (EST). This team includes other teaching staff, the school counselor and other support staff, who will meet with the classroom teacher to review data and discuss the teacher's concerns. Parents may be invited to attend if appropriate. Typically, the first step for this team is to brainstorm recommendations or design an approach to collecting more data through observations in the classrooms. The student is then monitored by this EST team. If, after a reasonable amount of time (4-6 weeks) the student continues to struggle, the team may create an MTSS/EST intervention plan. This is called Tier 2. For academics, this may include tutoring or targeted instruction by the interventionist. For behaviors,

the student may have a behavior plan initiated, such as a CICO (check in checkout) plan. Again, after a reasonable amount of time, the data will be reviewed again. The plan may be ended if the intervention has been successful; the plan may be continued if the data is showing growth; the plan may be altered to try a different approach; or if the data continues to be concerning, the team may recommend a special education evaluation.

Typically, students who need Tier 3 supports either qualify for Special Education or a 504 Plan (with some exceptions). The special education evaluation process allows us to gather information about a student that may (or may not) identify a learning disability. If a student has an identified learning disability that is preventing that student from accessing his/her education, a plan will be developed to support those specific learning needs. A student may have a specific learning disability in reading, writing, or math. Or, a student may have a more global disability that impacts their learning across all content areas. In some cases, students do not have a learning disability, but may be in need of emotional supports (such as counseling) outside of the school setting, but might ALSO require a plan in school that works in tandem with a counselor. Parents are critical members of the team that decides if a child is in need of a special education evaluation and in the conversations that create support plans or Individual Education Plans (IEPs).

Field Trips

Field Trips are considered an extension of academic learning beyond the classroom and should be directly linked to classroom instruction and learning expectations. Students must have permission from parents to travel away from school on these trips. Typically, we use a blanket permission slip to cover trips for the year. However, parents are always informed about upcoming trips and you may always withdraw permission if you do not want your child to participate on a particular trip. If you wish to volunteer as a chaperone, you **must** go through a background check provided by the school district (state law). Please contact Sue McNayr in the office for information about how to do this.

Participation in Field Trips is a privilege, not a right. Students must demonstrate that they are able to follow adult directions, be safe, and be respectful at school in order to participate in a trip outside of school. Students who are unable to participate in Field Trips will be provided with a learning program at school while the class is traveling. Parents will be informed if there are concerns regarding participation and asked to work with the classroom teacher to improve the problem prior to the trip so that all students can participate. However, the final decision regarding participation lies with the school.

Co-Curricular and Extra-Curricular Learning Opportunities

We define Co-Curricular as learning opportunities during the school day that Middle School students can elect to take (electives), while Extra-Curricular learning occurs after the official school day has ended (i.e. sports, clubs and theater) but the activities fall under the authority of the school. Typically, students have free choice to select these activities, but there are parameters and exceptions.

Co-Curricular choices for grades 5-8 may include (examples): band, chorus, makerspace, book club, French, printmaking, etc. Some are all year, some are by trimester. We have several new and interesting electives for middle school students to choose from this year. Parents and students will have the opportunity to view and choose appropriate electives during the first week of the school year. For students who have a history of needing additional time and adult support to maintain their academic standing, supported study hall will be available as a choice, but may be required for some students in some instances.

Both Co-Curricular and Extra-Curricular activities are enrichment opportunities we provide over and above the required curriculum. Students who are unable to maintain passing grades in their academic classes, or who have 3 or more missing assignments will be flagged by the staff and provided with structured support as necessary during the school day. (Parents can monitor their child's grades and assignment completion through the Jupiter Grades portal.) If a student continues to fall behind despite this support, the student may be removed from electives in order to

provide intensive support. This includes ALL electives and after-school activities. Decisions regarding student participation in electives will be made by school staff on a case by case basis, based on an individual student's needs.

Additionally, *students who are chronically tardy or absent (truant) or students who violate our school-wide behavior expectations may be in jeopardy of losing the right to participate in these activities* temporarily or permanently, depending on the severity of the issue. More information regarding the details, rules and expectations around participation in Co-Curricular or Extra-Curricular activities will be included in the forms students will bring home to make their selections.

Students who are absent for the school day may not participate in after school activities on that day. This includes sports, theater, clubs, concerts, dances or any school-sponsored activities.

I.) THE FOLSOM LEARNING CENTER (LIBRARY)

The South Hero Public Library has moved into their new facility, removing all of the adult books and about 1/3 of the children's books with them. It will take about 3 years for us to replenish the stock of books and to reconfigure the library to be a 21st century learning center designed for K-8 students. Please bear with us during this time. The Learning Center is the hub of the school, with work spaces for groups or individuals, access to a digital/electronic makerspace (including a 3D printer), a presentation/instructional area available for use by the school or available to rent, and of course, books. Our plan is to reconfigure and create a new 21st century learning center to support our students.

Students have the privilege of checking out books for their own enjoyment. However, every year we sustain the loss of many, many books that are not returned by the end of the school year. Beginning this year, students will not be able to check out books if they have not returned a book, and we will be billing parents for the cost of the book(s) their child has not returned at the end of the year. We will provide more information on this procedure as the year progresses.

I.) STUDENT BEHAVIOR EXPECTATIONS AND SUPPORTS

Folsom enthusiastically embraces an approach to creating a positive, safe and inclusive school community through the PBIS Framework (Positive Behavior Intervention System). This is a teaching model that approaches behaviors as habits that students learn through direct instruction of expectations, adult modeling, practicing and then reteaching when evidence shows the behavior hasn't yet been learned. This model builds on research showing that students are more likely to respond and change their behaviors through positive motivation and positive responses to appropriate behaviors, rather than punishment or negative attention when they make mistakes. While natural and logical consequences often make sense, we do not respond to every behavior mistake with punitive reactions. Please feel free to contact us with any questions you may have about this approach.

The purpose of the PBIS framework at Folsom is to nurture a positive, intentional and explicit school-wide climate based on common expectations of success for every member of the school family. Within that framework, we commit to provide: clear instruction of expected behaviors; supports and re-teaching when needed; and a data collection system to help us monitor our successes and any areas in need of improvement. All teaching staff will implement the principles of PBIS.

Guiding Principle: Behavior and Academic Achievement are linked together

- To improve the academic success of our children, we must teach/model appropriate behavior in a supportive climate of warmth, inclusion and safety
- Academic and behavioral failures are reciprocally and inextricably related.
- As a result, an approach that supports academics and behavior must be effectively integrated across all school settings (the bus, classrooms, UAs, cafeteria, hallways, playground, etc.)

In order to promote positive student behaviors, adults will:

- Explicitly teach students expected behaviors and routines positively, clearly and consistently across the school community (stated as “do’s” rather than “do not’s”)
- Anchor classroom practices in the First Six Weeks of School framework (or similar)
- Value and model the expected behavior
- View behavior errors as an opportunity to reteach
- Recognize, acknowledge, and celebrate demonstrations of learning and positive behaviors
- Help students develop a respect for the classroom and school environment
- Establish clear and attainable learning expectations for academic work
- Engage students in opportunities for goal-setting, self-reflection, and personal responsibility

In order to be successful, active members of the learning community, students will:

- Experience a sense of belonging and significance throughout the day
- Experience a sense of excitement and competence about their work
- Participate in a collaborative and inclusive learning environment
- Take ownership of both their academic learning and behavior choices
- Develop the stamina and capacity for working independently to become self-sufficient

Please access this link to view our PBIS Handbook for additional information, a school-wide behavior expectation matrix, definitions of major and minor behaviors, as well as specific information about how we respond to common behavior errors. [Folsom Family/Staff PBIS Handbook](#)

The Behavior Support Specialist

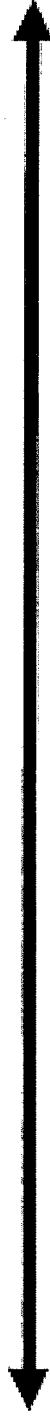
At Folsom, we are fortunate to have a Behavior Support Specialist (Mr. Saxer) to help support students who are struggling with meeting behavior expectations, or to assist staff in developing behavior support plans within their classrooms for students who need extra teaching or motivation to meet those expectations. Mr. Saxer generally works with students K-8 in a positive instructional role as needed to remind them of expectations, reward their efforts, or to help them process the underlying issues when their behaviors are inappropriate. At times, in coordination with teachers, the principal and/or guidance counselor, Mr. Saxer may also determine logical consequences for ongoing behaviors when students choose to continue making poor choices despite repeated efforts to support them - or for egregious behaviors that are intentional (majors). Mr. Saxer also collects data from teachers around student behavior challenges and we use that data to monitor and/or support students who need extra behavior support or to reconsider our approaches to supervision, support, or instruction.

Hazing, Harassment and Bullying

Folsom strives to be an inclusive, safe and supportive learning community for every individual in our building. Students who repeatedly demonstrate an intentional disregard for the rights of others may be in violation of state and federal law if their behaviors fall under the definition of Hazing, Harassment or Bullying. We take these behaviors seriously. It is important to understand the legal definition of each category as these terms are often misused.

If a student is formally accused of Hazing, Harassment or Bullying, a formal investigation will ensue. There are specific protocols the school must follow to ensure the rights of the accused and the accuser are protected. After an investigation, if a student is found to be in violation of this policy, the school is responsible for determining consequences or safety plans as needed. Parents of both the accused and the accuser will be involved in all aspects of the investigation process as well as any follow up actions. HHB complaints and investigations are handled by the Principal and the School Counselor. Investigations may involve interviews with adult or student witnesses. The investigation is a confidential process. If you wish to report a concern that may meet the definition of Hazing, Harassment or Bullying, please contact the Principal or School Counselor. We can share more details of the investigative process and protocols if it is determined that an investigation is warranted.

Continuum of Behaviors



Generic bullying and harassment



| Rude, disrespectful behavior | Bullying (legal definition) | Harassment (legal definition) | Criminal behavior |
|--|---|---|---|
| <ul style="list-style-type: none"> • Ignoring someone • Talking down to someone • Making faces at someone • Rolling your eyes at someone • Sneering at someone • Laughing at someone | <p><u>Student to student ONLY</u></p> <p>For ANY reason:</p> <ul style="list-style-type: none"> • Weight • Clothes • Where you live • Height • Age • Hair • Perceived low/high intelligence • Socioeconomic status <p>Happens <u>over a period of time</u> and is <u>repeated</u></p> <p>Need to look at the intent of the alleged bully</p> <p>HOWEVER, if there is overt reference to a student's protected category status, treat the incident as possible <u>harassment</u></p> | <p><u>Student to student AND between students and adults</u></p> <p>Based on ACTUAL OR PERCEIVED student's or student's family member's membership in a <u>protected category</u>:</p> <ul style="list-style-type: none"> • Race • Creed (religion) • Color • National Origin • Marital Status • Sex • Sexual Orientation • Disability • Gender Identity <p>Happens <u>over a period of time</u> and is <u>repeated OR a single severe incident</u></p> <p>Need to look at impact of alleged conduct on the target</p> | <ul style="list-style-type: none"> • Physical/sexual assault • Hate crimes • Cyberbullying <p>A school can contact the police or advise parents to contact the police but the school should also do its own investigation of bullying or harassment complaints that may have a criminal element.</p> |

J.) HEALTH SERVICES

NOTE: DUE TO STUDENT ALLERGIES, FOLSOM IS A NUT-FREE SCHOOL!

The American Academy of Pediatrics: Bright Futures recommends that all infants, children and adolescents have an annual well care visit with BOTH a pediatrician and dentist.

School Nurse/Nursing Assistant

Folsom is staffed daily by a nursing assistant who works under the supervision of the GISU School Nurse (RN). The nursing assistant handles the daily need for bandaids, ice packs, headaches, head lice or fevers. She will also be in touch with you regarding your child's health records if they are missing information, and she is the one who will typically call you to let you know your child is ill and needs to be picked up or to check on your child's absence if you have not called it in.

The GISU School Nurse will complete the mandated vision and hearing screenings each school year. She may also participate in the yearly instructional program on puberty with 5th and 6th graders or any other health-related instruction deemed important, as needed (such as hygiene). Feel free to call the school to speak to either the nursing assistant or to be connected with the GISU School nurse if you have questions or concerns about your child's health.

Medication

If your physician requests that your child receive medication at school, the medication needs to be in the original pharmacy container (the pharmacy can give you a second bottle for school) and accompanied by a Prescription Medication Order Form signed by your physician. Students receiving antibiotics need to have been on the medication for 24 hours (and have taken 4 doses) and be feeling well before coming back to school. The medication must be transported to and from school by an adult. On field trips, individual doses will be packed by the nursing assistant and sent with the classroom teacher or individual assistant to administer. These adults will receive complete instructions on the medication and its administration. Non-prescription medication may be administered if the parent/guardian completes a Non-prescription Medication Permission Form and returns it to us with the desired medication. Permission for Tylenol administration is included on the Annual Health Questionnaire.

Immunizations

Vermont's immunization law requires vaccination of all children enrolled in childcare or school. Immunizations protect both individuals and the community. An official immunization record must be presented to the school upon admission. If a student does not meet the vaccine requirements he/she may be admitted provisionally only after the school nurse approves a compliance plan for the child. Failure to meet requirements may result in exclusion. Please notify the school nurse if your child receives any booster immunizations so that this information can be added to his/her health record.

Currently Vermont Law allows for religious exemptions that must be signed annually and returned to school. Students who claim an exemption may be excluded from school during the course of a disease outbreak.

Illness

We expect children to come to school relatively healthy and fever free. However, because of the number of students we have, parents should assume that their children will be exposed to many communicable and nuisance diseases, such as the flu, whooping cough, strep and head lice. Should there be several cases in a classroom, parents of the children in that classroom will be notified. Please notify the school if your child contracts something contagious. Children are not kept in from recess for health reasons unless there are unusual circumstances and a note from the child's doctor has been received. If students are too sick to go out to recess, they should not be attending school. If

your child becomes ill during the school day, the parent (or the emergency care person named on the Annual Registration form) will be called to come pick the student up.

Students who have been vomiting should not return to school until 24 hours have passed since the vomiting has stopped. Students with a fever over 100F, should not return to school until 24 hours have passed since the fever abated without medication. Students with a productive congested cough should not be attending school. Coughing spreads germs throughout the air and quickly infects others. Please teach your children to cover coughs and how to properly wash their hands with soapy water. Together we can reduce the spread of sickness in our school!

Injury

Please notify the school nurse of any significant injury your child receives at home. Should your child be injured at school, he/she should report it immediately to an adult. If the event of a serious injury, the parent will be contacted. If it is a serious emergency, an ambulance may be called immediately and the parent/guardian notified.

Annual Health Questionnaire

Each school year parents will receive an Annual Health Questionnaire. This enables us to have current information regarding your child's latest health needs, whom to call in case of illness or injury and whether you would like your child to be able to receive certain over the counter medications should he/she request/need it. Please help us by filling it out promptly. Parents should also inform the school of a change in phone number, place of employment, or emergency contact so we can reach you in case of emergency.

K.) FOOD SERVICE PROGRAM

The goal of the Food Service Program is to provide nutritious meals to students during the school day. All students have access to breakfast, snacks and lunch at school. Meal cost depends on your family's household income. Applications for free school meals are available on our web-site or by contacting the office. You can apply for free school meals at any time during the school year.

Monthly menus are published on our website at www.gofolsom.org and on our Folsom Facebook page. You can also access your billing information through a Lunch Time portal on this website.

If you have any questions or concerns regarding our Food Service Program or your bill, please contact Arianna Middlemiss, Food Services Director, at 372-6600 x 1115 or email amiddlemiss@gisu.org

L.) EMERGENCY PROTOCOLS

Folsom uses the Blackboard Emergency Notification System. This service allows us to send a voice message, text and/or email to our students' parents and staff immediately through the phone or other digital devices. Contact numbers or email addresses are taken from the forms you fill out at the start of the year. The ability to reach you depends on the accuracy (and legibility) of that information. Please let us know if that information changes.

Typically this service is used for:

- Emergency Notification of any kind
- Inclement weather cancellations or delays
- Early dismissals due to inclement weather
- Occasional event reminders
- Transportation messages, such as late bus routes or field trips

The system isn't perfect and it relies on the effectiveness of our local cellular system. During weather events when many schools are closing, the system can sometimes drop messages. Therefore it is important for you to have a back up plan if you suspect that school may be closed and you have not received a message. School emergency

announcements or closures are included on local radio and television stations. We also will try to post information on our school Facebook page. Please let us know if we close but you did not get a message and we will check on the accuracy of our contact information and troubleshoot with the company.

Weather-related School Closures

If weather conditions in the morning make it unsafe for buses to transport our students, the superintendent (after consulting with road crews) will make the decision to either close or delay by 6:00 AM, if possible, and report to the Vermont Association of Broadcasters which posts our school closings/delays on local radio and TV stations. You will receive notification from our Emergency Notification System.

We sometimes get complaints that either school should not have been closed/delayed or that it should have been closed/delayed. The superintendent makes the best decision regarding the safety of children that he or she can with the information available at 5:30 a.m. But it is not an exact science and weather conditions can change rapidly. If you feel it is in your child's best interest to remain home during a weather event, even if school is open, that would be considered an excused absence.

Rarely, it may be necessary to close school early for various reasons. If this decision is made, it will be reported to the radio/TV stations as above, and the Emergency Notification System will be used to inform parents.

Folsom's Emergency Response Plan

As we have seen in recent years, school violence can happen anywhere, even in rural Vermont. Schools are required to be prepared as much as possible for situations where we may have to act quickly to protect students and staff. Each school creates a School Crisis Plan to provide specific direction in the event of an emergency. The plan is developed and updated yearly. The plan is flexible enough to respond to a variety of potential crisis – including fires, severe weather events, power outages, chemical spills, or intruders. All school staff are trained to implement this plan.

The experts have taught us that there are three basic initial responses that apply in most crises: Clear the Halls, Secure the Building, and Evacuate the Building. We practice one of these responses monthly to keep our skills sharp. These drills help our students learn how to respond instinctively and without question when an alarm sounds, which may be critical in the event of an actual emergency.

It is our intention to create a friendly and welcoming school that is also a safe and secure learning environment for our students and staff. With this in mind, we respectfully ask all visitors to ring in at the front door and to check into the office when entering the building during school hours. All outside doors are locked during the school day and admission is only permitted through the front door.

If you hear of any rumors, threats, or information that concerns you regarding the safety of our school or students, please contact us immediately.

Items Not Allowed at School

The following items are not allowed on school grounds: guns, knives or other sharp objects, any kind of weapon (including toys that look like weapons), bullets/buckshot, explosives, matches, lighters, or any other items that could be used to threaten or cause harm. Parents are requested to assist the school by not allowing your child to bring such items to school. These items will be confiscated and may be turned over to authorities. Additionally, alcohol, tobacco, vapes, unauthorized drugs, or other such items are also forbidden in school, on school grounds, or on the bus. Parents and visitors should be aware that possession of a firearm (including hunting rifles) or the use of tobacco on school grounds (including the parking area) is a violation of state law and is therefore prohibited.

M.) TECHNOLOGY AND ELECTRONIC RESOURCES

Personal Devices

Students do not need cell phones at school. If a student needs to call home in an emergency, he or she may ask to use the phone in the main office. However, please note, the school office telephone is a business phone. Phoning to find out if a student can go to a friend's home or to ask parents to bring in homework or other forgotten items are not considered emergencies. Students are not permitted to use personal electronic devices for entertainment during the school day (including cell phones, tablets, etc.). If a student brings such a device to school or intends to use it during the bus ride to and from school, it should be turned off and stored in a backpack upon arrival at school. There may be some exceptions to this rule with teacher permission only if these items are used for educational purposes or on a field trip. These devices may be confiscated and returned to parents if they are being used inappropriately.

The school is not responsible for damage or loss of personal devices that students bring to school or on field trips.

Use of School Devices

Beginning in kindergarten, students have access to tablets and laptops as part of our educational programming. Students in grades 5-8 are assigned their own laptops as their assignments and instructional resources are located on the Google domain. Learning to use technology and the internet responsibly in today's world is a critical component of each child's education. In addition to the policy below, parents and students in grades 5-8 must sign a contract acknowledging their personal responsibility for the use of a school device and the parameters of acceptable use. Damage caused by student carelessness or deliberate misuse of the device will be the financial responsibility of the parent. More details will be shared with students and parents during the opening days of the school year.

GISU POLICY #G11

RESPONSIBLE COMPUTER, NETWORK & INTERNET USE

Purpose

The Grand Isle Supervisory Union and its member School Districts recognize that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

- a. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
- b. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district's information technology devices, network and web resources.
- c. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

Policy

It is the policy of the Grand Isle Supervisory Union and its member School Districts to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

The Principal or their designee will develop annually, a program for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

1. **Respects One's Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.
2. **Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.
3. **Protects One's Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
4. **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.
5. **Protects Intellectual Property.** Users request to use the software and media others produce.

The superintendent is also responsible for establishing:

1. Provisions necessary to ensure all Internet service provider(s) and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.
2. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.
3. Methods to address the following:
 1. Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 2. Lewd, vulgar, or profane
 3. Threatening
 4. Harassing or discriminatory
 5. Bullying
 6. Terroristic
 7. Obscene or pornographic
4. The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
5. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
6. Unauthorized disclosure, use, dissemination of personal information regarding minors.
7. Restriction of minors' access to materials harmful to them.
8. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

This policy applies to anyone who accesses the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district's IT devices either on or off-site.

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

The District reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, a student will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary policy

N. CLOTHING EXPECTATIONS

We expect that student clothing will be clean; cover all private body parts (including midriff and buttocks) and undergarments (including bra straps and boxers); be appropriate for the weather; be safe and respectful. Clothes imprinted with sexual innuendos, violent or offensive language, pictures, or symbols or advertisements for alcohol, tobacco, weapons or drugs are not appropriate. See-through or revealing clothing such as short shorts or mesh tops are not allowed. Sunglasses may not be worn inside the building. If at any time, a staff member feels that an article of clothing does not meet these clothing expectations, students may be required to cover the clothing, turn it inside out, or change into something that we provide. Your role, as a parent, is to be sure that your child's clothing is appropriate for a K-8 school. If you have doubts, chances are it is not appropriate.

Your child has recess daily and scheduled PE classes, so please be sure that he/she wears or brings sneakers to participate in fun physical activities. It is hard to play on the outdoor equipment or run with friends wearing flip flops or dress shoes. Many parents have their children leave a pair of sneakers at school. During the winter months, students are expected to have appropriate outdoor clothing and footwear to match the weather conditions (as determined by school staff). If students repeatedly wear clothing that either restricts their participation in activities or is inappropriate for weather conditions, parents will be contacted to help support better clothing choices.

Hats are generally permitted if they do not cause a distraction. However, hats should be removed during assemblies, the pledge, or formal events per teacher discretion.

Lost and Found

Please mark everything your child brings to school, including outerwear, boots, water bottles, lunch boxes and backpacks. This helps to prevent loss of expensive personal items. Please check your child's classroom and the Lost and Found box if items are missing. Any items not claimed will be brought to the thrift shop for donation at the end of each trimester. You are welcome to stop into school during school hours or at the end of the day to peruse the lost and found collection. Just check in at the office and we will show you the way.

Jewelry

Jewelry worn by students should be appropriate for school. No spikes or sharp protrusions (including belts). Any jewelry that is a symbol (peace sign, cross, etc.) should be appropriate for a K-8 school. Inappropriate jewelry might include anything that represents weapons or drugs, or is deliberately offensive. Students may be asked to remove

some jewelry during PE for safety reasons (such as large hoop earrings). Students should not wear or bring expensive jewelry to school. The school is not responsible for lost, damaged or stolen jewelry.

O. VOLUNTEERING OR CONTRIBUTING

There are many ways to support our school programming by volunteering. These include participating with the PTO (you are already a member just by being a parent), chaperoning field trips, helping out in the classroom for special events, or even joining the Grand Isle Mentoring Program.

The PTO is a fundraising organization that seeks to support school needs, both at the classroom level and across the school. The PTO always appreciates parent participation on many levels. Please contact Sue McNayr in the office and she will connect you with the appropriate individual to help you get involved.

Connect with your child's teacher if you would like to be considered as a classroom helper or chaperone. In order to ensure the safety of our students, all volunteers, mentors, and chaperones must have a criminal background check performed. Please call or stop in the office for directions on the procedures.

If you have an interest in formally mentoring a student, please contact Liese Reagan, Director of the Grand Isle Mentoring Program, and she will help you in that process. Call: 802-233-5846

If you know a senior citizen who is retired, but looking to stay connected with the children in our community, please connect them with the Foster Grandparents Program. (802) 861-7821

Some parents and community members provide generous financial gifts to the school to be used at our discretion. These gifts are much appreciated and always used to benefit students, such as hiring artists-in-residence, or purchasing sets of books or materials for enrichment. Please contact the principal if you would like to discuss making a donation.

P.) AFTER-SCHOOL AND VACATION DAYCARE

Folsom partners with The Parent Child Center to offer after school daycare in our building Monday-Friday, during some vacations, and during the summer. Please contact the PCC for information or to enroll in their program.

Q.) PRE-SCHOOL OPTIONS

Vermont State Statutes require school districts to provide funding for children ages 3 and 4 to attend any state approved/registered daycare for a maximum of 10 hours per week. The daycare provider does not need to be in the town of residency. Additional hours beyond 10 are not covered by the district. When choosing a preschool provider, be sure that they meet state certification requirements. Transportation is not provided.

R.) REQUESTING USE OF THE BUILDING

On days that school is not in session, the Folsom building and grounds are available for the community to use for special events. There are parameters in place that must be met before approval. The process for requesting use of the building starts with a call to the main office to get the ball rolling. Please call as far ahead of time as possible to reserve your date. School events or previously scheduled events take precedence.

S.) STUDENT RECORD ACCESS

According to the provisions of the "Family Education Rights and Privacy Act of 1984" passed by Congress, parents and legal guardians have the right to see all student files and records upon request. This includes psychological tests and reports, achievement testing, folders, health records and any other records maintained by the school.

Parents, guardians or eligible students have a right to:

- Inspect and review the student's education records;

- Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
- Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that the Act authorizes disclosure without consent;
- File with the U.S. Agency of Education a complaint concerning alleged failures by the school to comply with requirements of the Act; and
- Obtain a copy of the school's policy and written procedures or protocols related to student records.

Within the GISU we collect directory type data: The following information is collected on each pupil. It is personally identifiable, designated as directory type data, which may be disclosed without parent permission:

Name, address, and telephone number
 date and place of birth
 dates of school attendance, grades enrolled
 name, address, and telephone number of parent/guardian
 honors and awards received
 photographs

Children may be photographed during the school year. Pictures could appear in our School Newsletter or on our website.

The parent may, within five (5) school days of this annual notification of access to school policy, notify the supervising principal or the school official in charge of pupil education records, of any refusal to permit part or all of this information to be designated as directory information for the pupil. This notification must be in writing.

T. Role of the School Board

The South Hero School Board includes 5 elected representatives of this town who serve 2 year terms. The board includes a chair, vice-chair, treasurer, and 2 members. Vermont school boards have very specific roles in the oversight of public school systems. Currently, the board meets on the first and third Thursdays of every month at 6 p.m. Meetings are open to all citizens of South Hero. Public input is welcome. If you wish to bring a specific item to the board, please call the superintendent to insure your issue is on the agenda for the next meeting.

Note that the board does not manage the day to day operation of the school. The superintendent is delegated the role of "CEO" who oversees building administration and the daily functioning of each school in the GISU. If you have a specific concern regarding your child, instruction, behavior, scheduling, etc., please call the classroom teacher or the principal. If your concerns are not adequately addressed, contact the Superintendent of Schools.

This link provides a brief overview of the 6 components of Vermont school board roles and responsibilities:

[Vermont School Boards Essential Work](#)

Grand Isle Supervisory Union Draft Calendar

2019-2020 School Year

Aug

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

Student: 3 Cumulative: 3
Staff: 3 Cumulative: 6

8/12-8/16 Teacher Institute Week
8/21 New Teacher Orientation
8/23, 8/26, 8/27 Teacher In-Service
August 28th First Student Day

Sep

| M | T | W | Th | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 15 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

Student: 20 Cumulative: 23
Staff: 0 Cumulative: 26

9/2 Labor Day No School

Oct

| M | T | W | Th | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

Student: 22 Cumulative: 45
Staff: 1 Cumulative: 49

10/18 Teacher Inservice

Nov

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

Student: 17 Cumulative: 62
Staff: 1 Cumulative: 67



11/16 Trimester Ends
11/22 Parent Conferences
11/27-29 Thanksgiving

Dec

| M | T | W | Th | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 15 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

Student: 15 Cumulative: 77
Staff: 0 Cumulative: 82

23-31 Early Winter Break - No School

 Teacher In-Service
 Non-Student Day

Jan

| M | T | W | Th | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 5 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

Student: 21 Cumulative: 98
Staff: 0 Cumulative: 103

1/1 Early Winter Break - No School
1/20 MLK Day

Feb

| M | T | W | Th | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| | | | | |

Student: 15 Cumulative: 113
Staff: 0 Cumulative: 118

2-21 Trimester Ends
2/24-25 Winter Break

Mar

| M | T | W | Th | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 15 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

Student: 20 Cumulative: 133
Staff: 2 Cumulative: 140

3/2 Teacher Inservice
3/13 Parent Conferences
18 & 19 Grand Isle County Music Festival

Apr

| M | T | W | Th | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 5 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

Student: 17 Cumulative: 150
Staff: 0 Cumulative: 157

4/10 GISU Regatta
4/20-24 Spring Break

May

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

Student: 20 Cumulative: 170
Staff: 0 Cumulative: 177

5/25 Memorial Day

Jun

| M | T | W | Th | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |

Student: 10 Cumulative: 180
Staff: 1 Cumulative: 188

12 = Last Day of School
15 Teacher In-service

Kindergarten - Grade 2

| mins | KINDER | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------|--------|---------|------------------------|----------|--------|
| 30 | 7:55 - 8:25 | | | Morning Meeting | | |
| 60 | 8:25 - 8:55 | | | Main | | |
| 15 | 8:55 - 9:10 | | | Snack | | |
| 30 | 9:10 - 9:40 | | | Library | | |
| 90 | 10:10 - 11:40 | | | RECESS | | |
| 25 | 11:40 - 12:05 | | | LUNCH | | |
| 30 | 12:05 - 12:30 | | | | | |
| 45 | 1:00 - 1:45 | | | Art | | |
| 30 | 1:45 - 2:15 | | | Read Aloud | | |
| 30 | 2:15 - 2:45 | | | Science/Social Studies | | |
| 10 | 2:45 - 2:55 | | | Winn or Choice Time | | |
| | | | | Pack Up/Dorms | | |

| mins | 1st | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------|--------|---------|-----------------|-----------------|--------|
| 30 | 7:55 - 8:25 | | | Morning Meeting | | |
| 60 | 8:25 - 9:25 | | | Winn/Read Aloud | | |
| 15 | 9:25 - 9:40 | | | Snack | | |
| 30 | 9:40 - 10:10 | | | Reading | | |
| 90 | 11:00 - 11:40 | | | RECESS | | |
| 25 | 11:40 - 12:05 | | | LUNCH | | |
| 30 | 12:05 - 12:30 | | | | | |
| 45 | 1:00 - 1:45 | | | Read Aloud | | |
| 30 | 1:45 - 2:15 | | | Science/SS | | |
| 30 | 2:15 - 2:45 | | | Winn | | |
| 10 | 2:45 - 2:55 | | | Pack Up/Dorms | | |
| | | | | | Winn/Friday Fun | |

| mins | 2nd | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------|--------|---------|-----------------|-----------------|--------|
| 30 | 7:55 - 8:25 | | | Morning Meeting | | |
| 60 | 8:25 - 8:55 | | | Winn/Read Aloud | | |
| 15 | 8:55 - 9:10 | | | Snack | | |
| 30 | 9:10 - 9:40 | | | Reading | | |
| 90 | 10:10 - 11:40 | | | RECESS | | |
| 25 | 11:40 - 12:05 | | | LUNCH | | |
| 30 | 12:05 - 12:30 | | | | | |
| 45 | 1:00 - 1:45 | | | Read Aloud | | |
| 30 | 1:45 - 2:15 | | | Read Aloud | | |
| 30 | 2:15 - 2:45 | | | Science/SS | | |
| 10 | 2:45 - 2:55 | | | Winn | | |
| | | | | Pack Up/Dorms | | |
| | | | | | Winn/Friday Fun | |

Grade 3 - 4

| mins | 3rd | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|---------------|--------|---------|---------------------|----------|--------|
| 20 | 7:55 - 8:15 | | | Morning Meeting | | |
| 45 | 8:15 - 9:00 | | | Snack | | |
| 10 | 9:00 - 9:10 | | | WIN | | |
| 30 | 9:10 - 9:40 | | | Lit/ Humanities | | |
| 125 W/TH/F | 9:40 - 11:45 | | | RECESS | | |
| 60 | 11:45 - 12:05 | | | LUNCH | | |
| 25 | 12:05 - 12:30 | | | | | |
| 15 | 12:30 - 12:45 | | | pm Meeting w/ Admin | | |
| 50 | 12:45 - 2:45 | | | Math/Science | | |
| 10 | 2:45 - 2:55 | | | Pack Up/Dorms | | |

| mins | 4th | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|---------------|--------|---------|---------------------|----------|--------|
| 20 | 7:55 - 8:15 | | | Morning Meeting | | |
| 45 | 8:15 - 9:00 | | | Snack | | |
| 10 | 9:00 - 9:10 | | | WIN | | |
| 30 | 9:10 - 9:40 | | | Lit/ Humanities | | |
| 125 W/TH/F | 9:40 - 11:45 | | | RECESS | | |
| 45 W | 11:45 - 11:55 | | | LUNCH | | |
| 20 | 11:55 - 12:05 | | | | | |
| 25 | 12:05 - 12:30 | | | pm Meeting w/ Admin | | |
| 15 | 12:30 - 12:45 | | | Lit/ Humanities | | |
| 50 | 12:45 - 2:45 | | | Math/Science | | |
| 10 | 2:45 - 2:55 | | | Pack Up/Dorms | | |

11:11:00 plan written

MIDDLE SCHOOL

| mins | 5th | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------|--------|------------------|---------------|----------------------|------------|
| 15 | 7:55 - 8:10 | | | Advisory | | |
| 30 | 8:10 - 9:10 | | | Core 1 (LA) | | |
| 45 | 9:10 - 9:35 | PE (1) | Classroom/Health | Core 1 (LA) | Smartboard/Classroom | French |
| 60 | 9:35 - 10:35 | | | Core 2 (SS) | | |
| 75 | 10:35 - 11:25 | | | Coaching | | |
| 90 | 11:25 - 11:45 | | | RECESS | | |
| 105 | 11:45 - 12:05 | | | LUNCH | | |
| 120 | 12:05 - 1:10 | | | Core 1 (Math) | | |
| 135 | 1:10 - 2:10 | | | Core 2 (SS) | | |
| 150 | 2:10 - 2:35 | Art | Library/Art | Library/Art | PE (2) | Study Hall |

| mins | 7th | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------|-------------|--------------------|---------------------|-----------------|-------------|
| 15 | 7:55 - 8:10 | | | Advisory | | |
| 30 | 8:10 - 9:10 | | | Core 1 (Math) | | |
| 45 | 9:10 - 9:35 | Art | 4-4 Band/Classroom | Classroom/Classroom | PE (2) | Math |
| 60 | 9:35 - 10:35 | | | Core 4 (SS) | | |
| 75 | 10:35 - 11:25 | | | Coaching | | |
| 90 | 11:25 - 11:45 | | | RECESS/FLEX | | |
| 105 | 11:45 - 12:05 | | | LUNCH | | |
| 120 | 12:05 - 1:10 | | | Core 1 (LA) | 12:05-12:50 HGC | Core 1 (LA) |
| 135 | 1:10 - 2:10 | Core 1 (LA) | Core 2 (SS) | Core 1 (LA) | Core 1 (LA) | Core 2 (SS) |
| 150 | 2:10 - 2:35 | PE (1) | French/Classroom | French/Classroom | | |

7th in Nonuniform support LA all 12:50

| mins | 8th | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------|-------------|--------------------|---------------------|----------|------------|
| 15 | 7:55 - 8:10 | | | Advisory | | |
| 30 | 8:10 - 9:10 | | | Core 2 (SS) | | |
| 45 | 9:10 - 9:35 | Library/Art | 4-4 Band/Classroom | Classroom/Classroom | French | Study Hall |
| 60 | 9:35 - 10:35 | | | Core 1 (LA) | | |
| 75 | 10:35 - 11:25 | | | Coaching | | |
| 90 | 11:25 - 11:45 | | | RECESS | | |
| 105 | 11:45 - 12:05 | | | LUNCH | | |
| 120 | 12:05 - 1:10 | | | Core 2 (SS) | | |
| 135 | 1:10 - 2:10 | Core 2 (SS) | Classroom/Health | Core 2 (Math) | Art | PE (2) |
| 150 | 2:10 - 2:35 | PE (1) | | | | |

8th in Nonuniform support LA all 12:50

| mins | 8th | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|---------------|-------------|------------------|---------------------|-----------------|-------------|
| 15 | 7:55 - 8:10 | | | Advisory | | |
| 30 | 8:10 - 9:10 | | | Core 4 (SS) | | |
| 45 | 9:10 - 9:35 | Library/Art | Band/Classroom | Classroom/Classroom | Art | PE (2) |
| 60 | 9:35 - 10:35 | | | Core 3 (Math) | | |
| 75 | 10:35 - 11:25 | | | Coaching | | |
| 90 | 11:25 - 11:45 | | | RECESS/FLEX | | |
| 105 | 11:45 - 12:05 | | | LUNCH | | |
| 120 | 12:05 - 1:10 | | | Core 1 (LA) | 12:05-12:50 HGC | Core 1 (LA) |
| 135 | 1:10 - 2:10 | Core 2 (SS) | Core 1 (LA) | Core 2 (SS) | Core 1 (LA) | Core 2 (SS) |
| 150 | 2:10 - 2:35 | PE (1) | French/Classroom | French/Classroom | | |

| | | | | | |
|------------------|--------|--------|-------|--------|--------|
| 8:15-9:00 | M | T | W | Th | F |
| 3 | ART | PE (1) | MUSIC | FRENCH | PE (2) |
| 4 | PE (1) | FRENCH | ART | PE (2) | MUSIC |

| | | | | | |
|------------------|----------|----------|----------|-----------|------------|
| 9:10-9:55 | | | | | |
| 5 | FRENCH | ART | ELECTIVE | ELECTIVE | GUID/HLTH |
| 6 | LIB/TECH | ELECTIVE | ELECTIVE | GUID/HLTH | STUDY HALL |
| 7 | PE (1) | ELECTIVE | ELECTIVE | PE (2) | MUSIC |
| 8 | MUSIC | ELECTIVE | ELECTIVE | ART | PE (2) |

| | | | | | |
|--------------------|--------------|--|-----------|-----------|--------|
| 11:00-11:40 | | | | | |
| K | | | | | PE (2) |
| 3 | INT/LIB-TECH | | GUID/HLTH | | |
| 4 (12:45-1:45) | INT/LIB-TECH | | | GUID/HLTH | |

| | | | |
|-------------------|-----------|-----------|-----------|
| 12:30-1:00 | | | |
| K | GUID/HLTH | | |
| 1 | | GUID/HLTH | |
| 2 | | | GUID/HLTH |

| | | | | | |
|------------------|---------|---------|--------|---------|--------|
| 1:00-1:45 | | | | | |
| K | PE (1) | LIBRARY | ART | MUSIC | |
| 1 | ART | PE (1) | MUSIC | LIBRARY | PE (2) |
| 2 | LIBRARY | ART | PE (1) | PE (2) | MUSIC |

| | | | | | |
|--------------------|--------|----------|----------|----------|------------|
| 2:00 - 2:45 | | | | | |
| 5 | MUSIC | PE (1) | LIB/TECH | PE (2) | STUDY HALL |
| 6 | FRENCH | ART | PE (1) | MUSIC | PE (2) |
| 7 | ART | ELECTIVE | ELECTIVE | ELECTIVE | ELECTIVE |
| 8 | PE (1) | ELECTIVE | ELECTIVE | ELECTIVE | ELECTIVE |

Electives for Middle School Only: These options are "placeholders" for the moment. Will meet with staff in early August to confirm specifics and to create the descriptions for each elective to include in the student choice forms. Color coded to designate teacher leader - coincides with colors in UA schedule on page 1.

Study Hall in parentheses: These are "as needed" slots and designate supported/supervised study halls, i.e., students are either assigned because they are behind in work or they need an additional study hall during the week based on their history. Supported means the adult(s) present are there to work with the student to insure work is being completed, rather than doing other things while the student is on the computer. We will need to create a roster of locations and staff assigned to be available to cover these study halls.

| 9:10-9:55 | | T | W | Th | |
|-------------|--|--|---|---|--|
| 5/6 | | | | | |
| Trimester 1 | | 6-8 Band Fall Sports Skills 7/8 Book Club (Study Hall) | 5-8 Chorus Fall Sports Skills 5/6 Printshop (Study Hall) | 5TH GR BAND Makerspace (Study Hall) | |
| Trimester 2 | | 6-8 Band Winter Sports Skills 7/8 Book Club | 5-8 Chorus Winter Sports Skills 5/6 Art Choice (Study Hall) | 5TH GR Band Video Lab (Study Hall) | |
| Trimester 3 | | 6-8 Band Spring Sports Skills 7/8 Book Club | 5-8 Chorus Spring Sports Skills 5/6 Art Choice (Study Hall) | 5TH GR Band Website Design (Study Hall) | |

| 2:00 - 2:45 | | T | W | TH | F |
|-------------|--|---|--|--|--|
| 7/8 | | | | | |
| Trimester 1 | | French Personal Project Music Choice (Study Hall) | French Lexi Option Printshop (art) (Study Hall) | French Makerspace Art Choice (Study Hall) | French Coding/Game Design Music Choice (Study Hall) |
| Trimester 2 | | French Video Lab Music Choice (Study Hall) | French Lexi Option Art Choice (Study Hall) | French Yearbook Club Art Choice (Study Hall) | French Yearbook Club Music Choice (Study Hall) |
| Trimester 3 | | French Website Design Music (play?) (Study Hall) | French Lexi Option Art Choice (Study Hall) | French Goal Presentation Prep Art Choice (Study Hall) | French Goal Presentation Prep Music Choice (Study Hall) |

| KK Schedule | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|--------------------|------------|----------|--------------------|
| 7:30 - 8:15 | | | | | |
| 8:15 - 9:00 | | | 3rd Music | | 4th Music |
| 9:00 - 9:10 | | | | | |
| 9:10 - 9:55 | 8th Music | 6-8 Band | 5-8 Chorus | 5th Band | 7th Music |
| 9:55 - 10:45 | | | | | |
| 10:45 - 11:45 | | | | | |
| 11:25 - 12:05 | 5-8 Recess 11:25-11:45/Lunch 11:45 -12:05 | | | | |
| 11:45 - 12:30 | K-4 Recess 11:45 - 12:05/Lunch 12:05-12:30 | | | | |
| 12:05 - 12:50 | | | | | |
| 12:50 - 1:00 | | | | | |
| 1:00 - 1:45 | 2nd Music | | 1st Music | K Music | |
| 1:45 - 2:10 | | | | | |
| 2:10 - 2:55 | 5 Music | 7/8 Music Elective | | 6 Music | 7/8 Music Elective |

MS Lunch Duty MS Recess Duty

| Helen Schedule | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------|--|-----------------|-----------------|-----------------|-----------------|
| 7:30 - 8:15 | | | | | |
| 8:15 - 9:00 | 5th LA support | 4th French | 5th LA support | 3rd French | 5th LA support |
| 9:00 - 9:10 | | | | | |
| 9:10 - 9:55 M | 5th French | 3rd WIN to 9:40 | 3rd WIN to 9:40 | 3rd WIN to 9:40 | 3rd Win to 9:40 |
| 9:40 - 11:40 | to 9:55 | 3rd | 9:40-11 3rd LIT | 3rd | 3rd |
| 10:00 - 11:40 M | 3rd Lit/ | Lit/ | Planning | Lit/ | Lit/Humanities |
| | Humanities | Humanities | w/Megan | Humanities | |
| 11:25 - 12:05 | 5-8 Recess 11:25-11:45/Lunch 11:45 -12:05 | | | | |
| 11:45 - 12:30 | K-4 Recess 11:45 - 12:05/Lunch 12:05-12:30 | | | | |
| 12:05 - 1:10 | 7th LA support | | 7th LA Support | | 7th LA Support |
| 1:10 - 2:10 | | | PREP | | |
| 2:10 - 2:55 | 6th French | 7/8 French | 7/8 French | 7/8 French | 7/8 French |

MS Lunch Duty

MS Lunch Duty

LLI Group T-F?

W till 11 (kids in Health/Guidance)

| Library Schedule | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--------------------------|-----------------|-----------------|-----------------|-----------------|
| 7:40 - 7:55 | Open Browsing grades 3-8 | | | | |
| 7:55 - 8:10 | | | | | |
| 8:10 - 9:10 | Support 6th LA | | | | |
| 9:10 - 9:55 | 6th Lib/Tech | 6-8 elective | | 5th Elective | |
| 10:25 - 11:25 | Integrated Gr 3 | to 11:25 | to 11:25 | to 11:25 | to 11:25 |
| 11:25 - 11:45 | 7/8 Flex | 7/8 Flex | 7/8 Flex | 7/8 Flex | 7/8 Flex |
| 11:45 - 12:15 | Your lunch | Your lunch | Your lunch | Your lunch | Your lunch |
| 12:15 - 12:55 | 12:15-12:45 | Support 6th Sci | Support 6th Sci | Support 6th Sci | Support 6th Sci |
| 1:00 - 1:45 | | K Library | | 1st Library | 2nd Gr Library |
| 1:45 - 2:00 | PREP | | | | |
| 2:00 - 2:45 | to 2:45 | 7/8 Elective | 5th Lib/Tech | 7/8 Elective | 7/8 Elective |

Plan w/MB/HB 11-11:25
for 3/4 integration

| Lexi Schedule | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---------------|--|---|-----------------|--------------|
| 7:40-7:55 | | | | | |
| 7:55-8:10 | Advisory | Advisory | Morning Hallway Greeter/Check Ins | Advisory | Advisory |
| 8:10 - 9:10 | PREP | PREP | Tier 3 Mtg-9:00 | PREP | PREP |
| 9:10 - 9:55 | | *MM/5th G/H | | | |
| 10:00 - 10:45 | | | | | |
| 10:50 - 11:30 | K Guid/Health | 1st Guid/Health | 3rd Guid/Health | 4th Guid/Health | MS WIN-11:25 |
| 11:25 - 12:05 | | 5-8 Recess 11:25-11:45/Lunch 11:45 -12:05 | | | |
| 11:40 - 12:30 | | K-4 Recess 11:45 - 12:05/Lunch 12:05-12:30 | | | |
| 12:10- 12:50 | | | 2nd Guid/Health 7th G/H to 12:50 8th G/H to 12:50 | | |
| 1:05 - 2:05 | | | (12:40-1:10) | | |
| 2:10 - 2:50 | WIN K-2 | 6th G/H | | | |

*Elective:First Trimester



FOLSOM EDUCATION CENTER

| | |
|--|--|
| Principal Admin. Assistant Building Use Contact | Susan McKelvie Sue McNayr Alicia Poquette |
|--|--|

75 South St. South Hero, VT 05486

Phone 802.372.6600

Fax 802.372.5188

BUILDING USE GUIDELINES

The following conditions apply for the use of the Folsom facilities. These conditions do not apply for scheduled school functions involving students of the school.

1. Within the limits of the law, the school district does not assume responsibility for the acts of the person or organization using these facilities.
2. Any property or equipment damage or personal liability claims shall be paid for by the person or organization signing this agreement (excluding the principal)
3. All regulations and restrictions are delineated by School Board Policy.
 - a. NO SMOKING permitted on school grounds.
 - b. ALCOHOL is only permitted with a licensed caterer on the premises.
4. Non-profit community groups or organizations will not be charged for the use of the facilities unless it is determined by the school that a custodian is required.
 - a. If non-profit community groups or organizations use the facilities for fund raising, they will be assessed at 50% the normal rate.
5. All participants and guests must be supervised in all areas.

FEE SCHEDULE

| Use | Rate | Times Requested (include setup and cleanup time) | # Hours/Units | Total |
|------------------|------------|---|---------------|-------|
| Custodian | \$12/hour | | | |
| Building Watcher | \$11/hour | | | |
| All spaces | \$30/hour | | | |
| Gym | \$18/hour | | | |
| Kitchen | \$10/hour | | | |
| Classroom | \$10/hour | | | |
| Library | \$15/hour | | | |
| Bathrooms | \$10/hour | | | |
| Hallways | \$10/hour | | | |
| Fields | \$25/hour | | | |
| Trash removal | \$2.50/bag | No charge for trash/ recycling removed from grounds | | |
| Recycling | \$2.50/bag | | | |

OFFICE USE ONLY:

CARD # _____

TIMES: _____ to _____

TOTAL DUE _____

"Folsom Education and Community Center believes in the uniqueness and worth of each individual. We strive to be a community of engaged lifelong learners. We value innovation, arts integration, and perseverance in the personal and academic growth of our students, staff, and community."



FOLSOM EDUCATION CENTER

Principal

Susan McKelvie

Admin. Assistant

Sue McNayr

Building Use Contact

Alicia Poquette

75 South St. South Hero, VT 05486

Phone 802.372.6600

Fax 802.372.5188

Name of Organization _____

Person responsible _____ Phone _____

Email Address _____

Address of Organization _____

Date(s) Requested _____

Time(s) Requested _____

Number/People Expected _____

Building Watcher (MUST BE LISTED FOR APPROVAL) _____

I have read the provisions contained in this agreement (both sides). I take responsibility for obtaining a Building Watcher and for cleaning the facility according to the attached list of user responsibilities.

Representative's Signature _____ Date _____

FOLSOM ADMINISTRATIVE RESPONSE

— Permission is granted for the above use of the facilities.

— Permission is not granted for the above use of the facilities.

— Pay Building Watcher or Custodian separately at the end of the event \$ _____

— Keys Given _____ to _____

• Fees are outlined on the Fee Schedule on other side.

• Make check payable to Folsom Education Center

• SPECIAL CONDITIONS: _____

Principal's Signature _____ Date _____

POST EVENT PROCEDURES

1. Complete Building Watcher Checklist with custodian or building watcher.

2. Pay custodian or building watcher.

3. Return all keys and access cards.

Updated 9/16

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