

Porters Point School Family Handbook 2017-2018



Carolyn Millham, Principal

carolyn.millham@colchestersd.org

Colchester School District Mission

The mission of the Colchester School District is to partner with our community to educate each of our students to become engaged, productive citizens who lead successful, balanced, and healthy lives.

Porters Point School Mission

We believe in a shared learning environment that involves the collaboration of the entire community. Our instruction respects and addresses the needs of all students according to their readiness, learning style and interests to cultivate high levels of achievement.

We value and promote the physical, social and emotional wellbeing of all to create a positive and effective learning community.

Main office phone: (802) 264-5920

Fax: (802) 862-6835

Website: www.csdvt.org/pps

Twitter: @PPSPanda

Table of Contents

PORTERS POINT SCHOOL STAFF	3
CENTRAL OFFICE STAFF	4
COLCHESTER SCHOOL DISTRICT SCHOOL BOARD MEMBERS	4
SCHOOL EVENT CALENDAR AND SCHEDULE	4
DAILY SCHEDULE	5
ATTENDANCE	5
BUILDING USE	6
BUS INFORMATION	7
CLASS BUDDY LIST	7
COMMUNICATION	7
CONFERENCES	9
CONTACT INFORMATION	9
CURRICULUM	10
DIRECTORY INFORMATION	10
DISCIPLINE	10
DISMISSAL PROCEDURE – End of the day	16
DRESS CODE	16
EARLY DISMISSAL	17
EDUCATIONAL SUPPORT TEAM (EST)	17
EMERGENCY CONTACTS	17
EMERGENCY SCHOOL CLOSING ANNOUNCEMENTS	18
EMERGENCY PROCEDURES	18
ENROLLMENT AND TRANSFER	19
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICIES	19
FIELD TRIPS	20
FOOD ALLERGIES IN SCHOOL	20
FOOD FOR CELEBRATIONS AT SCHOOL	22
GUIDANCE	23
HEALTH PROCEDURES	23
HIGHLY QUALIFIED TEACHER STATUS	24
HOMEWORK POLICY and PROCEDURES	25
LIBRARY	27
MEALS AND SNACKS	28
MESSAGES AT SCHOOL	30
NEW AMERICAN STUDENTS AND FAMILIES	30
NOTES FROM PARENTS/GUARDIANS	30
PARENT - TEACHER ORGANIZATION (PTO)	31
PHONE USE	31
PHOTOCOPY MACHINE USE	31
PHYSICAL EDUCATION	32
PHYSICAL RESTRAINT AND/OR SECLUSION	32
PICTURES	32
PLACEMENT	32
PROCESS for PARENTAL/GUARDIAN CONCERNS	33
RECYCLING AND COMPOSTING	33
REPORT CARDS	33
SCHOOL BOARD MEETINGS	33
SPECIAL EDUCATION	34
SUSPECTED CHILD ABUSE OR NEGLECT	34
TITLE I	35
TRANSGENDER AND GENDER NONCONFORMING STUDENTS	35
TUITION RATE	35
VISITORS	35

VOLUNTEERS	36
YEARBOOK	36
COLCHESTER SCHOOL DISTRICT POLICIES	37
NOTICE OF NON-DISCRIMINATION POLICY UNDER §504 OF THE REHABILITATION ACT OF 1973 – Policy F27	37
ALCOHOL, TOBACCO AND OTHER DRUG ABUSE POLICY – Policy F9 and F3	37
ANIMALS IN SCHOOL POLICY – Policy F29	37
PREVENTION OF HARASSMENT, HAZING, AND BULLYING – Policy F23	37
PHYSICAL RESTRAINT AND SECLUSION – Policy F35	38
NON-DISCRIMINATION ON THE BASIS OF GENDER – Policy C7	38
WEAPONS POLICY – Policy F24	38
PUPIL RECORDS/PRIVACY RIGHTS OF PARENTS – Policy F6a	39
STUDENT RECORDS – Policy F6	39
PUBLIC RECORDS/PRIVACY RIGHTS OF PARENTS – Policy F6a	40
CUSTODIAL, JOINT CUSTODIAL AND NON-CUSTODIAL PARENTAL RIGHTS AND RESPONSIBILITIES – Policy F6a	40
ACCEPTABLE USE POLICY – Policy G10	41
APPENDIX:	45
PPS COMPREHENSIVE BEHAVIOR PLAN	45

PORTERS POINT SCHOOL STAFF

Administration	Carolyn Millham, Principal	264-5920
Office Staff	Sheila Doherty, Administrative Assistant	264-5921
Student Support Services	Mary Axworthy, School Nurse Kim Thibodeau, Guidance Counselor Courtney Foley, School Services Clinician	264-5923 264-5927 264-5918
Kindergarten	David Allbee Maureen Belaski Allison Donnelly Kelly Ryan/Hannah Cruickshank, substitute	
Grade 1	Sarah Carilo Mary Geibel Meg Hershman Jordanna Silverberg	
Grade 2	Dawn Bissonnette Natalie LaRose Dan Shepherd Tessa Warren	
Unified Arts	Sandy Bochanski Amanda Vella Martie Mutz Paul Pecor	Library Art Music Physical Education
Instructional Support Services	Annie Brady Nina Dudley Jennifer Gamache Marie Hayes Deborah Kalamasz Kristin Vigneault	Special Education – grade 2 Special Education – grade 1 Special Education – grade K Title1/Reading Speech Language Pathologist Speech Language assistant
Student Support Staff	Julie Brigante, TBD , Cheryl Callahan, Anne Campbell, TBD , Wendy Colley, Hannah Cruickshank, Kelley DesLauriers, Ursula Dimitroff, Heidi Echo, Laura Elder-Connors, Holly Gingras, Katy Hannah, Louie Merola, Priscilla Hammond, Erin McIntyre, Nancy Mock, Cindel Otto, Doreen Snelling, Lisa Spates	
Bus Supervision	Hannah Cruickshank	
Food Service	Michelle Barber Glyn Gelinias Barb Iaria	
Custodians	Steve Alger Mike Trainque	

CENTRAL OFFICE STAFF

Superintendent Director - Curriculum & Instruction Director of Special Education Business Manager	Amy Minor Gwen Carmolli Carrie Lutz George Trieb	264-5999
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COLCHESTER SCHOOL DISTRICT SCHOOL BOARD MEMBERS

Chair	Mike Rogers	879-6183
Vice Chair	Lincoln White	879-3048
Clerk	Craig Kieny	872-3548
Member	Lindsay Cox	363-2342
Member	Curt Taylor	324-7188

SCHOOL EVENT CALENDAR AND SCHEDULE

Date	Event
August 29, 2017	Open House for Grades 1 & 2, 8:15 to 9:00 a.m. Kindergarten Smart Start, 10 a.m. to 1 p.m.
August 30	First day of school, Trimester 1 begins
September 4	Labor Day – no school
September 15	Constitution Day
September 21	School Pictures
September 27	Early release day for teacher professional learning - 12:45 dismissal (K-5)
September 28	Open House - 6:30 p.m.
October 4	Walk/Ride to School Day
October 19	Professional learning day for teachers - no school for students
October 20	School recess - no school
October 26	School picture re-takes
November 10	Trimester 1 ends
November 13	Trimester 2 begins
November 17	Report cards go home with students
November 20	Home-School Conference Day – 10:30 a.m. to 6:30 p.m. – no school
November 21	Home-School Conference Day – 8 a.m. to 12 p.m. – no school
November 22 – 24	November break – no school
December 6	Early release day for teacher professional learning - 12:45 dismissal (K-5)
December 25 – January 2	December break – no school
January 15	Martin Luther King Day – no school
February 7	Early release day for teacher professional learning – 12:45 dismissal
February 16	Trimester 2 ends
February 19	Trimester 3 begins
February 20 - 21	PPS Musical
February 23	Report cards go home
February 26 – March 2	February break – no school
March 5	Professional learning day for teachers – 8 a.m. to 11:30 a.m. Home-School Conference Day – 12 p.m. to 4 p.m. - no school
March 6	Home School Conference Day – 10:30 a.m. to 6:30 p.m.
March 6	Colchester School Budget Vote – 7 a.m. to 7 p.m. at CHS
March 23	Professional learning day for teachers - no school for students
April 11	Early release day for teacher professional learning – 12:45 dismissal (K-5)
April 23 – 27	April break – no school
May 28	Memorial Day
June 1	Trimester 3 ends
June 13	Anticipated Last Day of School – Half Day – 8:10 a.m. to 12:45 p.m.
June 14 & 15	Professional learning days for teachers – no school for students
June 16	Colchester High School Graduation Day

DAILY SCHEDULE

Entrance	8:10 a.m.
Late Bell	8:15 a.m.
Lunches	First lunch – 11:50 a.m. to 12:10 p.m. Second lunch – 12:25 p.m. to 12:45 p.m.
Dismissal	2:45 p.m.

Student supervision begins at 8:00 a.m. and ends at 3:00 p.m.

All visitors and volunteers are required to sign in and out at the office and wear a badge.

ATTENDANCE

When students are absent from school, they miss opportunities to grow academically, emotionally, and socially. Regular school attendance is critical for your child's success. While we understand that there are times that absences are unavoidable, it is important to acknowledge that all absences have a negative impact on the absent child's learning. The CSD Student Attendance and Tardiness policy (F 30) also acknowledges that being absent or late to school affects the learning of other students by "disrupting the normal flow of an instructional program resulting in the loss of information, instructional time, and attention."

"On time" arrival for students is 8:15 A.M. All students arriving after 8:15 are considered late to school.

Excused Absences: If your child will be absent, please call the school (264-5920) and leave a message, including student's name and reason for the absence. If we have not received a call from you by 9:00 A.M., our building nurse will attempt to reach you from numbers you provided to us. PLEASE NOTE - The school will try to reach the parent/guardian twice during the school day.

Late Arrivals: Students arriving after 8:15 and before 8:45 will be marked as "tardy" on their attendance record, with the exception of late bus arrivals. Students arriving to school after 8:45 will be marked as a "late arrival" on their attendance record. ***Please check in at the office any time you are dropping your child off at school after 8:15 a.m.***

Truancy: A student is considered truant if he/she is absent from school without an acceptable excuse. Excused absences include "personal illness, religious holidays, death of a family member, medical/dental treatments, school suspensions, school sponsored trips, and/or other reasons requested by the parent/guardian and approved by the superintendent of school or his/her designee." (CSD policy F30)

Extended Absences: If a student is going to be absent for any length of time, parents are encouraged to contact the child's classroom teacher for assignments and anchor activities. Students with a medical disability who are unable to attend school for ten or more consecutive days are eligible to receive instruction at home or in the hospital as per state regulation. Please consult with the school principal if you believe your child will need to access home instruction during the school year.

Early dismissals: Early dismissals also affect student learning, particularly when students miss instruction at the same time of day over a period of time. Whenever possible, schedule your child's appointments before or after the school day or during school vacations. ***Please check in at the office any time you are picking your child up from school before 2:45 p.m.***

Attendance Letters: Attendance letters are sent out to the parent(s)/guardian(s) of children whose absences reach more than 6, 10, and 15 days of absence. Please note that ALL absences – both excused and unexcused – count toward a student's total number of days absent from school. The District policy does not differentiate between excused and unexcused absences when tracking attendance because ALL absences have a negative effect on a child's learning.

Absences totaling twenty-one (21) or more non-consecutive days is considered truancy according to Vermont state law (16 V.S.A. § 1126) and Colchester School District policy (F 30b). The CSD Truancy Officer, Officer Derrick Kendrew of the Colchester Police Department, is notified any time a child is believed to be truant from school.

BUILDING USE

The community is invited to use the school facility for non-school groups and activities. School activities take precedence over all other building use.

The principal and building supervisor are directly responsible for the maintenance and care of the school, which includes acting on requests for the use of the facility. Community members interested in using the building must fill out a Building Request Form available at the school office. Requests must be submitted at least one week in advance. Fees for building use are in compliance with a district wide fee schedule.

BUS INFORMATION

Mountain Transit (802-893-1334) provides bus transportation for all students in the Colchester School District. If you have a question or concern about busing (Ex.: need to know where the bus will pick your child up, bus arrives unusually early or late, unsafe driving by the bus driver, the bus missed your child's stop), please contact Mountain Transit directly.

Contact the principal if you have concerns about student behavior on the bus or to report a bus incident involving your child – 264-5920.

Bus schedules: Bus schedules are posted in mid-August in the Colchester Sun, on the Colchester School District website (www.csdvt.org), and on our Porters Point School website (www.csdvt.org/pps). Please check the listing to find out your child's bus number and pick up/drop off times. If you are not sure about the location of the bus stop or have other questions related to this schedule, please call Mountain Transit at the number listed above.

Afternoon Bus Drop Off:

- **Grade 1 and Grade 2:** Students in grades 1 and 2 will be dropped off at their destination by bus drivers in the afternoon, whether or not an adult is at home as per CSD policy F12a. Please make sure that your Grade 1 and/or Grade 2 child has a way to get into the house in the event no one is home and that he/she is appropriately supervised upon arrival.
- **Kindergarten: An adult must be present and visible to bus drivers before Kindergarten students released from the bus.** Make sure to stand at a place where the bus driver can see you for afternoon drop off. If an adult is not home, the driver will beep the horn, then call the school so we can call you directly. If no one responds to our phone call, the bus circles back around and drops the student off at school. If we continue to be unable to reach you or one of your emergency contacts, we will call the Colchester Police Department to provide supervision for your child until either you or one of your emergency contacts is located.

CLASS BUDDY LIST

A class “Buddy List” for your child’s class will be sent home at the beginning of the school year. This list includes student names, parent names, addresses, phone numbers, and email addresses. The buddy list can be used to arrange play dates and/or send out birthday party invitations to members of a child’s classroom.

Families who do not want their directory information included on the buddy list must “opt out” on the CSD Release of Directory Information form on InfoSnap.

COMMUNICATION

Effective communication is vital in establishing a strong relationship between home and school. When we communicate effectively, families are “in the know” about school-wide events, opportunities to volunteer in classrooms, and about the daily activities of their child at school. Students are most successful in school when families are involved in their education. Our goal is to support your involvement in our school community by providing timely and accurate information regularly.

School to Home Communication: We rely on email, voice, and text messages as a primary way of communicating with families about school-wide information. These modes of communication help us get information out quickly and accurately to our PPS families. For this reason, **it is very important to notify us if your phone number(s) or email address(es) change during the school year.** We are working hard to decrease our use of paper at PPS. Our general rule is to send home a paper copy whenever something needs to be filled out and returned to school. Most information is distributed in a digital format unless you notify us that you need a paper copy. If you do not have an email address on file with the school, we will send paper copies of announcements home with your child whenever possible.

At Porters Point School, we communicate with families in many ways:

- Our website is updated regularly with information about activities and events that are of interest to all students and families. The website is frequently used for event sign-ups, to

post photos of student activities, and for an up-to-date calendar of PPS events. You can find our website at www.csdvt.org/pps.

- Each teacher has a class blog site, web page, or Twitter feed that provides you with information about what students are learning in the classroom and about upcoming classroom events. If you subscribe to the teacher’s blog, site, or feed, you will automatically get an email every time a post is made.
- Visit the blogs of our Unified Arts teachers (Music, Art, PE, Guidance, Library), the school nurse, and webpages for Four Winds, PTO, and other organizations when you’re looking for information about our school.
- “The Porters Point” newsletter is published and sent via email to all families regularly. Previous editions of the newsletter are archived on the website and on the principal’s blog - <https://msmillhamsblog.blogspot.com/>. Paper copies of the newsletter will be sent home for all families who do not have an email address in our database.
- Quick updates about what students are learning are posted by our mascot, the Porters Point Panda, on Twitter. Follow the Panda on Twitter: @PPSPanda
- The District uses a service called “SchoolMessenger” that can quickly send messages out to families via voice mail, email, or text messaging. We use this service to send out reminders about upcoming events, late buses, and other information that families need to know right away.
- Teachers make sure that each child has a Home/School communication folder at the beginning of the school year. Use this folder to send paper items to school – notes, assignments, forms. Teachers check these folders each morning. Likewise, please check the folder each evening for items the teacher sent home with your child

Home to School Communication: All Porters Point School teachers and staff can be reached by calling our general main office number – 264-5920. Mrs. Doherty, our administrative assistant, will assist you in leaving a voicemail for teachers when classes are in session. The best time to reach teachers directly by phone is before the start of the school day – 8:00 to 8:15 a.m. – and after the school day is over – 3:00 to 3:30 p.m.

Another good way to communicate with us is by email. All email addresses follow the same format: firstname.lastname@colchestersd.org (Ex.: william.smith@colchestersd.org)

Face-to-Face Communication: There are times when email and phone conversations are just not the right way to discuss certain topics, especially if they have to do with concerns related to student progress, learning difficulties, and other classroom issues. The best way to have these discussions is to set up a meeting to talk face-to-face with your child’s teacher about your concerns.

For more information about the process for following up on concerns, see the section of the Handbook entitled, “Process for Parent/Guardian Concerns” on page 28.

CONFERENCES

Home-School Conferences for parents/guardians of Porters Point School students are held soon after report cards are issued at the end of Trimester 1 and also at the end of Trimester 2. Those dates and times are as follows:

● Trimester 1

- o Monday, November 20, 2017: 10:30 a.m. to 6:30 p.m.
- o Tuesday, November 21, 2017: 8:00 a.m. to 12:00 p.m.

● Trimester 2

- o Monday, March 5, 2018: 12:00 p.m. to 4:00 p.m.
- o Tuesday, March 6, 2018: 10:30 a.m. to 6:30 p.m.

If you have concerns about your child's performance in class, please contact his/her teacher at any time – don't wait for conferences! Students are welcome to participate in conferences.

Conference Scheduling: All K-8 schools in Colchester use an online conference sign-up tool called "Pick A Time." Pick A Time allows you to schedule conferences at times that work for both you and the teacher. If you have children in more than one building in the district, you can schedule all of your conferences using one log in account. The program sends out a reminder for your appointment and you can easily reschedule when needed. More information about how to sign up for a Pick A Time account will be available at the beginning of November.

CONTACT INFORMATION

The school office keeps the following contact information on file for each student:

- A. Home street address
- B. Home, work, and cell phone numbers
- C. Email addresses
- D. Names, phone numbers, and relationship of two close friends/relatives/neighbors for emergencies
 - a. (NOTE: At least one of your emergency contacts must have access to a car in case your child needs to leave school. We do release children to emergency contacts when a parent or guardian cannot be reached.)

This information is used when an emergency occurs (illness, accident, etc.). **It is critical to notify the school whenever there is a change in any of the information listed above.**

CURRICULUM

Curriculum guides for each grade level are available in the main office.

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that permits schools to release the following information about students without written consent. Directory information

includes a student's name, address, telephone number, date and place of birth, grade level, participation in officially recognized activities, dates of attendance, and the most recent previous educational agency attended.

The primary purpose of releasing this information is to highlight a student's accomplishments or his/her participation in schools clubs, sports, and other activities. The school or district may also wish to use student photographs in local publications and/or invite local media agencies to cover stories related to school events and activities.

If you wish to request that the school and district withhold the release of photos or directory information, please make sure you indicate that on the Release of Directory Information form provided to families at the beginning of the year and in the Appendix of the Family Handbook. You may visit our website (<http://www.csdvt.org/pps/>) or call the main office for additional copies: 264-5920.

DISCIPLINE

Positive Behavior Interventions and Supports (PBIS):

Statement of Purpose: The staff at Porters Point School seeks to create a positive school culture for all students by:

- Promoting school-wide behavior expectations,
- Providing direct instruction and modeling of our expectations for all students,
- Applying consistent responses to problematic behavior, and
- Using data to monitor the effectiveness of our instruction and interventions.

We use the PBIS framework to help school personnel apply evidence-based behavioral interventions that support high academic achievement and positive social behavior outcomes for all students. This continuum of support provides students with explicit instruction about our school behavior expectations in all parts of the school, including the classroom and non-classroom areas like the bus, hallways, cafeteria, and the playground. Students who demonstrate the expected behavior receive positive recognition in the form of a "warm fuzzy" along with detailed verbal feedback about what they did to earn this recognition.

We study our behavior data regularly to make sure that we are meeting the needs of all students in each school setting. Students who demonstrate a need for additional help receive individualized behavioral support and planning, as well as environmental accommodations that encourage appropriate behavior. Students who do not need this level of instruction continue to be recognized for contributing to the overall positive culture and climate of their classrooms and of our school.

Our School expectations are:

- o **Be safe**
- o **Be respectful**
- o **Be ready to learn**

Positive recognition: We celebrate all students for demonstrating behavior that supports our school expectations. Our symbol of positive school behavior is a "warm fuzzy" – a colorful fuzz ball given to students by school personnel. Students are recognized individually or as a group for things like following the school expectations, taking pride in their work, sticking with a difficult question or problem, for demonstrating kindness and empathy for others, and for meeting other

personal, classroom, or school-wide goals.

Once a student receives a warm fuzzy and the positive feedback from adults about why they are being recognized for their behavior, students place the warm fuzzy in the class jar to help the class meet its collective weekly goal. At the end of the week, all classes deposit the contents of their warm fuzzy jars into a bin in the cafeteria. When the bin is full of warm fuzzies that represent students following the school expectations, students enjoy a school-wide celebration in honor of everyone’s great behavior.

Logical consequences:

When students struggle to follow school expectations, logical consequences are used to remind students that their behavior affects others and that he/she needs to show more self-control in the future. Logical consequences are closely linked to the inappropriate behavior and often focus on repairing or making amends when damage is done. Sometimes logical consequences are designed to remind students that certain aspects of school are privileges that they enjoy only when they demonstrate appropriate behavior.

Whenever possible, school personnel at PPS use logical consequences coupled with behavioral instruction and recognition of the appropriate behavior to support students to make better choices next time.

Please note: **A child may be suspended immediately for aggressive, harmful behavior. It is the principal’s discretion to administer consequences as necessary to ensure safety.**

School Expectations at Recess:

PPS Expectation	Playground
Be Safe	<ul style="list-style-type: none"> ✓ Use playground equipment correctly ✓ Stay in the playground boundaries ✓ Solve problems using Walk, Talk, and “Rock, Paper, Scissors” ✓ Keep hands and feet to yourself <p>At the end of recess, freeze at the bell, walk at the whistle</p>
Be Respectful	<ul style="list-style-type: none"> ✓ Be kind ✓ You can’t say you can’t play – invite others to join in ✓ Tell, don’t Tattle ✓ Put playground equipment away
Be ready to learn	<ul style="list-style-type: none"> ✓ Follow the directions the first time ✓ Have a plan for play ✓ Walk into the building after your equipment is put away

Logical Consequences at Recess:

- First violation: The student is given a friendly reminder to change their behavior.
- Second violation: The student is given a 2-minute time out from the activity. Before re-engaging in recess play, the adult checks in with the student about what they will do for play, using modeling and guided practice, as needed.
- Third violation: The student loses a privilege related to his/her behavior.
 - o A student may lose the privilege to use certain playground equipment or play specific games.

- o A student may also miss the remainder of recess and/or the privilege of having recess the next day.

- Fourth violation: The student is referred to the principal for further individualized behavioral support and planning.

Students who are physically and/or verbally aggressive at recess may be suspended from recess immediately to ensure the safety of all students at recess.

School Expectations in the Cafeteria:

PPS Expectation	Cafeteria
Be Safe	<ul style="list-style-type: none"> ✓ Keep hands and feet to yourself in line ✓ Hold your tray with both hands ✓ Stay in your seat ✓ Raise your hand when you need something
Be Respectful	<ul style="list-style-type: none"> ✓ Eat your own food ✓ Recycle and compost ✓ Use your inside voice ✓ Use polite and kind words to people around you
Be ready to learn	<ul style="list-style-type: none"> ✓ Be quiet when the lights are off ✓ Give your brain and body fuel for learning by eating and drinking enough at lunch time

Logical Consequences in the Cafeteria:

- The adult in charge may change a student's seat and/or assign as specific seat for a period of time.
- The student may have a delayed dismissal from lunch to practice the proper cafeteria behavior and procedures.
- The student may be removed from the cafeteria and/or lose the privilege to eat in the cafeteria for a period of time.
- The student may do community service to make amends for the problems he/she caused at lunch.

School Expectations in the Hallway:

PPS Expectation	Hallway
Be Safe	<ul style="list-style-type: none"> ✓ Hands and feet to yourself ✓ Walk in straight lines ✓ Face forward ✓ Keep space between you and the person in front of you
Be Respectful	<ul style="list-style-type: none"> ✓ Use a quiet voice ✓ Walk on the right ✓ Use eyes to look at artwork ✓ Keep hallways clean and neat

Be ready to learn	✓ Be quiet in line so other students in their classrooms can concentrate on learning
<u>Logical Consequences in the Hallway:</u>	
<ul style="list-style-type: none"> • <u>First Violation:</u> The student(s) will stop and practice expected hallway behavior. • <u>Second Violation:</u> The student(s) lose a privilege related to hallway access at the discretion of the supervising adult. • <u>Third violation:</u> The student(s) is/are referred to the principal. 	

School Expectations on the Bus:

PPS Expectation	Bus
Be Safe	<ul style="list-style-type: none"> ✓ Keep your hands, feet, and the rest of your body inside the bus. ✓ Stay in your seat ✓ Keep your back against the back of the seat ✓ Face the front of the bus
Be Respectful	<ul style="list-style-type: none"> ✓ Use your inside voice ✓ Use polite and kind words to people around you
Be ready to learn	<ul style="list-style-type: none"> ✓ Be at the bus stop on time ✓ Bring everything you need home in your backpack
<u>Logical Consequences on the Bus:</u>	
<ul style="list-style-type: none"> • <u>First Violation:</u> When the principal receives a written bus report from the driver, he will discuss the incident with the student and review the rules as necessary. The principal will give a verbal warning to the student. Parents/guardians will receive written notification of the incident, summary of the consequence(s), and the warning of a 1 – 3 day bus suspension on the next violation. • <u>Second Violation:</u> A second bus violation report may result in a 1 – 3 day bus suspension. Parents will be contacted. • <u>Third violation:</u> A third bus violation report may result in a 3 – 5 day bus suspension. Parents will be contacted. • <u>Fourth violation:</u> A fourth bus violation may result in bus suspension for the remainder of the trimester (or 10 days, whichever is greater). Parents will be contacted. <p style="text-align: center;">Counting violations starts over at the beginning of each trimester.</p> <p style="text-align: center;">It is the principal’s discretion to administer appropriate consequences as necessary to ensure safety.</p>	

(See the PPS Comprehensive Behavior Plan in the Appendix of this Family Handbook for more information)

Bullying, Harassment, and Hazing Prevention: Porters Point School takes issues of bullying, harassment and hazing very seriously and will investigate any reports of bullying, harassment or hazing.

Bullying means any overt act or combination of such acts, including an act conducted by electronic means, directed against a student by another student or group of students and which

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate or intimidate the student; and
- c. (i) occurs during the school day on school property, on a school bus, or at a school sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity; or
(ii) does not occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

Acts or incidents of bullying can take numerous forms and the determination of whether a specific act or acts constitute bullying is within the sole discretion of the administrator. The means of bullying include, but are not limited to, physical actions such as bodily contact, touching, gestures, restraint, aggression and abuse; verbal comments and remarks; written and visual expression regardless of medium; electronic, telephonic and digital communications including e-mail, blogs, networking sites, instant messages; graphic displays and representations including internet, digital or web-based images; photographic or video recordings or any other form of technology, etc.

Upon notice, the school will investigate any report of bullying consistent with the District Policy F2: Bullying Prevention. We believe in being proactive and look to provide interventions and consequences that will underscore the severity of bullying and attempt to prevent it from recurring.

- **First Violation:** The student will meet with the principal. The principal will give a verbal warning to the student and contact his or her parents. The student could receive a loss of privilege (e.g. riding the school bus or eating in the cafeteria) as a result of the incident.
- **Second Violation:** The student will meet with the principal. The principal will arrange a series of counseling sessions with the school counselor. The principal will contact the student's parents.
- **Third Violation:** A conference will be scheduled with the student, principal, classroom teacher, school counselor and parents to develop a plan to prevent further incidents.
- **Fourth Violation:** The student will be suspended from school and/or the bus for a duration of time to be determined by the principal.

It is the principal's discretion to administer appropriate consequences at any point during this process as necessary.

Harassment means an incident or incidents of verbal, written, visual or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation or gender identity that has the purpose or effect of

objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile or offensive environment.

Hazing means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in or maintaining membership in any organization which is affiliated with the District; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. "Hazing" also includes soliciting, directing, aiding or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds.

If you believe that you have been the target of bullying, harassment and/or hazing or if you have witnessed a Porters Point School student being subjected to such behaviors, you may report this to or file a complaint with the following individuals who have been designated to receive such complaints:

Carolyn Millham, Principal
(802) 264-5920

Kim Thibodeau, Guidance Counselor
(802) 264-5927

carolyn.millham@colchestersd.org

kimberly.thibodeau@colchestersd.org

For a full description of the District's Policies, please see Policy F2: Bullying Prevention, Policy F23: Prevention of Harassment of Students and Policy F31: Hazing. All policies are posted on the Colchester School District website www.csdvt.org.

Suspension: It is the principal's discretion to administer appropriate consequences as necessary to ensure the safety and wellbeing of our children. This includes in school and out of school suspension for serious infractions.

DISMISSAL PROCEDURE – End of the day

Our school day ends when the bell rings at 2:45 p.m. We start by dismissing students who are being picked up by adults first. Those students meet up with their adults and sign out with Mr. Pecor or Mrs. Hayes in the cafeteria. Busses are dismissed next, followed by students participating in the Colchester Parks and Recreation's ACE program.

Parent/Guardian pick-ups: Parents/Guardians may enter the building at 2:40 p.m. when picking their child(ren) up at dismissal time. Everyone must wait in the cafeteria until dismissal begins at 2:45 p.m.

If no adult shows up for a planned pick up at dismissal time, we first place calls to the child's parent(s)/guardian(s). If we are unable to contact a parent/guardian, we call the emergency contact numbers listed in our database. If we continue to be unable to reach a parent/guardian or an emergency contact, we will call the Colchester Police Department to provide supervision for the child until either a parent/guardian or emergency contact is located.

Transportation Plans: At the beginning of the school year, all families must fill out a transportation form online that specifies each child's transportation plan for each day of a typical week. This information is kept in our database and referred to if there is a question about transportation plans. Should your child's typical transportation plan change at some point during

the school year, it is critical that you notify the main office so we can change the plan in our database.

Daily Transportation Changes: If there is an exception to your child's weekly transportation plan, please send a note in with your child explaining the change. The note needs to include:

- The date
- Your child's first and last name
- Your child's classroom teacher
- The nature of the transportation change:
 - Riding a different bus? Include bus number and the address for drop off.
 - Picking up **at** dismissal? Include the name of the person doing pick up.
 - Picking up **before** dismissal? Include the time for pick up and the person doing pick up.

CSD transportation forms are available in the main office. You can also call the school before 2:15 p.m. to notify us about a change in dismissal plans – 264-5920.

DRESS CODE

Students should dress in a way that is safe, clean, and non-disruptive to the learning environment. Students who wear clothing which contains symbols or references to sex, race, alcohol, drugs, explicit language or insulting statements will be asked to change into appropriate clothing. In addition, students are not allowed to wear any clothing which shows undergarments, exposes the midriff or a significant amount of skin. Hats are not allowed.

Dressing for the Weather: Students need to come to school with appropriate clothing for the weather, particularly during the winter months. Students go outside for recess unless it is raining or the temperature is below 0°F. Snow pants, boots, hats, gloves or mittens, and a warm coat are essential for students to stay warm and dry outside in these conditions. We do not have extra clothing for students to change into if their clothes get wet from playing in the snow without snow pants or boots.

EARLY DISMISSAL

Should road conditions become dangerous during the day due to inclement weather, the automated phone calling system used by the District will place calls to inform parents/guardians that school will be closing early. Students will be sent to their normal after school destination unless parents let us know there is a change. In addition, the radio stations listed in the Emergency School Closing Announcements section below will announce early dismissal schedules.

The following is the district's procedure for an early dismissal:

- The decision will be made when weather conditions have severely deteriorated after students have arrived at school.
- Generally, early dismissal will take place after lunch. However, some storm days may require us to dismiss earlier.
- Secondary students will be dismissed before elementary students so that older siblings will be home first.

- Timing will be coordinated with the Colchester Highway Department to ensure roads are plowed and sanded.
- Announcement will be made on local radio and TV stations as early as possible. A notice will be posted on the internet at www. Dover.net/schoolclosing.

EDUCATIONAL SUPPORT TEAM (EST)

Porters Point School’s Educational Support Team (EST) meets weekly to problem-solve for learners who struggle with academic, social-emotional, and behavioral issues. Team members include the classroom teacher, administration, guidance counselor, special educator, Title 1 reading teacher, and other personnel, as needed. The EST develops intervention plans related to the identified problem and monitors student progress regularly. The group may refer students for further assessment when needed.

EMERGENCY CONTACTS

At the beginning of each school year, families are asked to identify “emergency” contacts for their child. An emergency contact is called when we cannot reach a child’s parent/guardian regarding an urgent situation.

Urgent situations include times when a student is too sick to be at school; acute injuries that need immediate medical treatment; or times when a child is expected to be in a guardian’s care, like at the end of the school day after dismissal. The school will release a child into the care of an emergency contact as long as the person’s name is listed in our school database.

People designated as emergency contacts should meet the following criteria:

- Have a working phone,
- Have transportation to pick your child up if he/she is sick and unable to continue in school,
- Live close enough to pick your child up in a short period of time, like 30 minutes or less.
- Be someone that your child knows and is comfortable with, and
- Be someone you trust to take care of your child in your absence.

In the case of a student with an acute medical issue, the school nurse and administration will refer the student to his/her family doctor or the doctor on call at the local hospital if the family doctor is not available. Efforts will be made to reach the parent/guardian and emergency contacts throughout the school day.

If no parent/guardian or emergency contact can be reached to take custody of a child at the end of the school day, the school may contact the Colchester Police Department to provide supervision for the child until a parent/guardian or emergency contact is located.

EMERGENCY SCHOOL CLOSING ANNOUNCEMENTS

In the case of a school cancelation or delayed opening, the district will notify families and school personnel by sending an automated phone message. The district also informs area radio and television stations. Tune into to these sources after 6:00 a.m. For a complete list of stations with school closing information, visit www.vab.org/station.htm. You can visit Sovernet Communications (www. Dover.net/schoolclosings) on the Internet to check on school closings or

delays. ***Please obtain information from these sources and avoid calling the school directly unless absolutely necessary.***

The following is the district's procedure for a delayed opening:

- The decision will be made as soon as possible.
- Delayed opening will be for two hours.
- Bus drivers will run their normal schedule, but delayed two hours.
- Transportation will not be provided for CHS students attending vocational education centers or private schools.

The following is the district's procedure for canceling school:

- Announcements in the AM will be made as soon as possible, preferably before 6:00 AM on local radio and TV stations in Chittenden County.
- A notice will be posted on the Internet at www.rovers.net/schoolclosing.
- Announcement will be made on local radio and TV stations as early as possible.

EMERGENCY PROCEDURES

Fire and Safety Drills: State law mandates that schools are to have either fire or safety drills monthly. Students will be instructed on what they are to do in the event of a fire and how to evacuate the building safely. For safety drills, students will be instructed on how to “shelter in place” effectively.

These drills will teach the children what to do if there is an emergency in the building. Information will be sent home before the drills begin. Please review this information with your child and emphasize the importance of showing responsible behavior during a fire or safety drill.

Bus Evacuations: At the beginning of the year, all students will practice how to evacuate the bus as part of our review of safe bus behavior. Bus drivers will lead an evacuation procedure once during the school year at morning drop off.

ENROLLMENT AND TRANSFER

Vermont State law requires a child to attend school in the town where one and/or both parents reside. Parents are asked to provide the following documentation in order for a child to attend school in the Colchester School District:

- All registration forms have been completed and returned,
- Proof of Colchester residency for one or both parents/guardians,
- A birth certificate for the child,
- Current immunization records

New students will not attend classes the day they register, but generally begin attending class one to two days after registering. This gives the school time to make appropriate class placement and to prepare materials for the new student. In the case of students with very special needs, the school may require additional time to ensure a successful start at PPS.

Parents should notify the main office when moving out of the Colchester School District. A Records must be completed so your child's records can be forwarded to his/her new school.

Parents may not hand carry student records to the new school. Your prompt notification will enable us to transfer records quickly so your child's transition to his/her new school will be as smooth as possible.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICIES

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a written request for access. The files will be reviewed on school grounds under the supervision of the principal and/or his designee and during school days and school hours. Porters Point School will assume that either parent has the right to inspect, review and release the student's records unless evidence is provided demonstrating there is a legally binding instrument or court order providing the basis for specifically excluding a parent from such access. If a parent can't make it during school hours, the records can arrange for a copy of the records as a cost of \$0.15 per page.
- The right to request the amendment of the student's educational records the parent or eligible student believes is inaccurate or misleading. Such requests need to be made in writing and addressed to the building principal.
- The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception permitting disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contacted to perform a special task (such as an attorney, auditor, medical consultant or therapist). Upon request, the school discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

The school will also release student records without prior consent or authorization under certain other exceptions including: government officials and authorities as required by law, in health and safety emergencies, in connection with the application and receipt or financial aid; if required by state law, to accrediting organizations carrying out their official functions and to comply with a judicial order or lawfully issued subpoena after having made a reasonable effort to notify the parent or eligible student of the order or subpoena. Student information is provided to the State of Vermont concerning certain incidents of discipline and student behavior including: bullying, harassment, physical restraint, suspension and long-term suspension.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

FIELD TRIPS

The school recognizes the importance of curriculum based field trips as a means of helping students learn as much as possible about the world in which they live. The school also recognizes the added responsibility of ensuring the safety of students outside the school environment.

Permission slips will be sent home to parents before each trip. Parents are asked to read the information about the trip and to sign and return the slip immediately. All students need to have permission slips signed and returned to the school before he/she is allowed to go on a trip. A teacher and a few parent chaperones will be assigned to each trip to provide adequate supervision. Students are required to follow school rules during trips.

FOOD ALLERGIES IN SCHOOL

When a student with a food allergy attends school, measures are taken to provide a safe environment. The goal is to minimize the child's exposure to the allergen and the risk of the child experiencing an anaphylactic reaction. Anaphylaxis is a serious form of allergic reaction that occurs rapidly and can be fatal.

Parents/guardians of all children in the classroom will be notified of any food restrictions by a letter from the principal. Ideally, this letter will be sent prior to the beginning of the school year. Occasionally, a student with a food allergy will enroll just as school begins, or during the school year. In this case, classroom parents will be notified as soon as we become aware of the need for food restrictions. Parents are asked to read this letter, sign the bottom confirming they received and read the information, and return the letter to school.

Parents of children with food allergies will be asked to complete a parent questionnaire upon entry to school that will determine the level of accommodations that they would like for their child. Each child with a food allergy will have an Individualized Health Care Plan (IHCP) written by the school nurse and updated yearly or as information changes. IHCP's will be shared with teachers, instructional assistants, and substitutes in each allergy aware classroom.

Faculty and staff will be educated annually on food allergy management and emergency protocols in order to keep students with food allergies safe.

An allergy aware classroom will follow these guidelines:

Snack time in the classroom

1. Snacks in the classroom will not be shared between students. Students will only be allowed to eat the snack they have brought from home.
2. A consistent allergen-free table will be designated in the classroom where snacks will be checked by the adult in charge. Students with snacks whose ingredients cannot be verified will not eat at the allergen-free table.
3. Tables in the classroom will be wiped down regularly.

4. Teachers and students will be encouraged to wash their hands with soap and water after eating.

Shared classroom snacks (e.g. treats brought in for birthday celebrations or classroom parties)

1. Parents need to complete the *Food Ingredient/Label Verification Form* (See PPS website: www.csdvt.org/pps for the form) ***48 hours before the event.***
2. Ingredient lists must be sent to school for all parts of the shared snack. For example, muffins would require ingredients of the muffin and any decorations on top. Veggies and dip would require ingredients for the dip.
3. Parents are encouraged to choose non-food centered ways to celebrate special events and classroom parties.
4. If you have questions, contact the school nurse (**264-5923**) before the celebration to review the ingredients.
5. On the day of the celebration, all snacks must be delivered to the nurse's office, not the classroom. The nurse will check the snack and ingredients lists and then bring the snack to the classroom if allergen free.
6. If ingredients cannot be confirmed as allergen free, the snack will not be allowed in the classroom.

Lunch in the cafeteria

1. Food will not be shared between students.
2. A consistent allergy safe table(s) will be available in the cafeteria.
 - Children without food allergies, who bring lunch from home, should not sit at these tables.
 - Children without food allergies, who purchase a meal from the school food service, are allowed to sit at these tables as long as the meal is allergen free. Our food service maintains a peanut and tree-nut free menu at all times.
 - Children who do not have food allergies and bring lunch from home are allowed to eat foods containing whatever allergen is not allowed in their classroom. For example, if your child's classroom is peanut safe, your child may eat foods containing peanuts at lunch.
3. Tables will be wiped down regularly.
4. Students will be encouraged to wash their hands with soap and water after eating.

FOOD FOR CELEBRATIONS AT SCHOOL

Birthdays and other celebrations in the classroom provide an opportunity to make healthy choices fun and exciting for students. Traditionally, celebrations have included “sweet treats,” such as cupcakes, candy, or cookies. Though there is nothing wrong with an occasional treat, unhealthy food choices have become more the norm than the exception.

Given the developmental age of our students, we will allow small, manageable snacks to recognize your child’s birthday. If you choose to send in a small snack, please consider a healthy option.

Food related suggestions include:

- Individual bags of goldfish, Chex Mix, popcorn, pretzels, etc.
- Vegetables with hummus or other dip
- Yogurt
- Cheese and crackers, cheese sticks
- Popsicles
- Prepared fruit

If the snack requires plates, spoons, or other utensils, please provide those items for the class.

Non-food related suggestions include:

- Purchasing a book for the classroom library in your child’s name.
- Donate a favorite game to the class.
- Have the birthday child hand out pencils or stickers.

Please note:

● Soda and candy are not allowed at school.

- Candles are a fire hazard and cannot be brought to school
- If your child is in a classroom with a food allergy, ALL snacks (including Birthday food) must be approved by the school nurse before it can be brought into the classroom
- Remember to send birthday invitations through the mail. Each class will be provided with a “buddy list” of contact information for this purpose.

GUIDANCE

Guidance Office Phone Number: 264-5927

The goal of guidance services at Porters Point School is to build a strong relationship between home and school to support each child’s educational success.

Porters Point students receive the first phase of a developmental approach to guidance in the Colchester School District. The focal point of elementary guidance is that guidance is for ALL students. Each student will be exposed to the different aspects of guidance through classroom experiences. The main emphasis of these experiences will center on building and maintaining a high level of positive self-esteem and understanding how friends and cooperation make for a better learning atmosphere.

In addition to guidance class, the guidance counselor will also be available to work with small groups and individual students who demonstrate a need for additional instruction in a variety of topics that affect a student's experience in school. These topics include friendship, building self-esteem, conflict resolution, and changing families. The guidance counselor also facilitates different aspects of crisis management for students.

When the counselor is not working directly with students, she is available to act as a resource for teachers, parents, and other individuals associated with the school. Please contact our school counselor, Kim Thibodeau, for more information: kim.thibodeau@colchestersd.org

HEALTH PROCEDURES

Nurse's Office Phone Number: 264-5923

Students who become ill should report to the nurse (or to the office if the nurse is unavailable). The nurse and school personnel give only emergency first aid.

Treating Serious Injuries and Illnesses: Serious injuries such as fractures and cuts requiring sutures are not treated except for emergency measures until the parents can be notified. When it is not possible to locate the parent, the child will be referred to his/her family doctor. If there is no family doctor, the child will be referred to a doctor on call at the hospital.

Children who are ill may be dismissed from school and it shall be the responsibility of the parent to promptly pick them up. Should it become necessary for a child to go home, she/he will only be released into the custody of a parent, adult identified on the student's emergency card, or another adult who has parental permission.

Health Exemptions for PE and Recess: Physical Education (PE) and recess are important components of a student's school day. If a parent requests that their child misses more than two consecutive PE classes, a doctor's note will be required. If your physician excuses your child from PE classes, we will keep your child inside for a quiet recess in order to ensure his/her physical safety. We believe a daily recess time is very important for elementary school children. Unless we have written documentation from a physician indicating a student should be excused from recess, all students participate in outdoor recess as weather permits.

"Stay Home" Symptoms/Illnesses: Parents are asked to keep their child at home if they display any of the following conditions:

- Fever above 100° in the last 24 hours
- Vomiting or diarrhea in the last 24 hours
- An unexpected rash
- A cough that does not stop
- A contagious infection or illness that has not been treated

Your child may return to school under the following conditions:

- When he/she is fever free without medicine, such as acetaminophen or ibuprofen, for 24 hours.
- After he/she stops vomiting or having diarrhea for 24 hours.
- 24-hours after beginning antibiotics for infectious conditions, such as strep throat or conjunctivitis. Please contact the school nurse if your child is being treated for any infection.

Children sent to school with these or similar conditions may be dismissed from school.

Hearing and Vision Screening: Vermont state law 16 V.S.A §1422 requires schools to annually test the vision and hearing of students in grades 1, 2, 3, 5, 7 and 9. The school screening serves to identify problems that may occur between visits to your child's doctor. If a potential problem is identified, you will be notified and encouraged to contact your child's doctor for further evaluation. Parents are permitted to opt their child out of such tests by informing the school in writing of their desire.

Medications at School: During the school day, the school nurse shall assist (during the school day) any student required to take medication prescribed by a physician. The following is required for safe medication administration.

- Prescription medications*: Written orders from the physician stating the name, dosage, route, frequency, diagnosis and reason for giving. Written permission from the parent/guardian. The medication in a container labeled by the pharmacy.
- Non-prescription medications*: Written permission from the parent/guardian. Original container labeled with child's name.

**** All medications must be brought in by the parent/guardian. Children are not allowed to carry or deliver medications to school.***

HIGHLY QUALIFIED TEACHER STATUS

Parents have the right under the 2001 federal law called the No Child Left Behind Act (NCLBA) to request information regarding the "Highly Qualified" status of teachers. The law requires that all teachers who teach core subjects meet certain criteria for their position by the start of the 2006-2007 school year. Core subjects include: English (including English as a second language), reading/language arts, math, science, foreign language, social studies, art, music, elementary education, early childhood education (grades K-3 only).

To inquire about the Highly Qualified status of your child's teacher, please contact Katie Roth, Human Resource Generalist at (802) 264-5978 or by e-mail at katie.roth@colchestersd.org.

HOMEWORK POLICY and PROCEDURES

Philosophy: Colchester School District believes that the goal of homework is to increase student learning. Homework is an assignment that is intended to be completed outside of the classroom.

Meaningful homework assignments are flexible and based on students' needs. Well-designed homework increases students' understanding, skills and confidence. Parents/Guardians can benefit from homework by gaining knowledge of the learning done at school. Successful homework programs link the learner, home and school.

Homework may be assigned to:

- Review and reinforce content
- Apply, extend or reflect on learning
- Introduce new content
- Provide independent practice

Frequency and Duration of Assignments: While it is understood that the time it takes to complete homework assignments may vary with each child, the times below are the general guidelines for each grade range. Teachers will be aware of any grade specific or school-wide evening commitments for students and adjust homework accordingly. Long-term assignments should be given well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

If a student does not have homework or finishes early, it is always a good idea to spend time reading and, in the elementary grades, reviewing math facts. The benefits of independent reading are immeasurable and help a student develop a lifelong habit of reading.

Homework will not be assigned over vacation for grades K-8. Grades 9-12 may have homework over vacation.

*These time ranges assume the student is focused and on-task. If a child is having difficulty on a consistent basis completing assignments within the time frames established, parents should contact their child's teacher(s) for assistance. Project work shall be included in determining total homework time.

Differentiation: We are responsible for meeting the varied academic needs of all students in our schools. This responsibility requires us to carefully consider the modification and extension of homework assignments based on our knowledge of student learning styles, readiness, and interest. When making modifications, it is important to preserve the integrity of the assignment while making adjustments by reducing the quantity, varying the type and/or altering the level of difficulty of homework assignments.

Students needing adjustments in homework expectations may include:

- Highly motivated and independent learners.
- Students with learning needs (e.g. Educational Support Team plans, Individualized Education Plans or plans under Section 504).
- Students struggling with homework completion due to personal or family circumstances.

Grading of Assignments: Student performance should be measured and reported on the basis of clear curriculum content and student performance standards. Therefore, academic grades should be directly based on student performance in mastering targeted Grade Level Expectations and District curriculum standards. In other words, homework should not be given simply for the purpose of giving or receiving a grade or to demonstrate a student's level of responsibility. It is an instructional strategy that affords students the opportunity to practice and apply their knowledge. When applied in this way, homework is a tool for improving student success.

- Completed homework assignments should always be given some form of feedback (e.g. checkmark, grade or narrative/verbal comments).
- At the K-5 level homework will only be graded for completion.
- At the 6-12 level homework can be graded for completion and/or with a number or letter grade.
- At most, homework will count for 10% of a student's final grade in grades K-8 and 20% in grades 9-12.

The guidelines for grading homework apply only to homework itself, not the grading of projects. Projects are often worked on during class time and are therefore considered class work. Project work shall be included in determining total homework time but will not be

included in homework grading.

Missed Assignments: Homework should be completed because it is an important part of a student's responsibility as a learner. Therefore, incentives and rewards should be used on a limited basis. Homework should never be used as punishment. Failure to complete an assignment will result in loss of credit.

Homework is of value to learning, and therefore students will be allowed to complete an assignment within one week of the original due date with a maximum loss of credit of 25%. After one week, a teacher may elect to give the student no credit for the missed assignment.

Loss of recess, staying after school or detention will not be used as a consequence. If homework completion is a chronic problem, schools may provide interventions such as Homework Club or individualized support.

Communication: The philosophy and procedures should be communicated through:

- Handbooks
- Web pages (district and school)
- Student orientations
- Parent conferences
- Parent transition nights
- Open houses
- Faculty meetings
- Staff orientations

Each school will follow a clear system for reporting homework to students and parents (ex. student planners, weekly assignment sheets, team assignment sheets, web pages, posted in classrooms). The system will be established and reviewed.

Responsibilities:

Student

- Set up and follow a homework routine.
- Follow the school's homework reporting system (ex. daily planner, home folder).
- Bring all necessary materials to and from school.
- Understand the directions, ask clarifying questions.
- Complete homework assignments to the best of his or her ability.
- Return homework as assigned.
- When questions or concerns arise speak with the teacher.
- If there is no homework or it is finished early, it is always a good idea to spend time reading and, in the elementary grades, reviewing math facts. The benefits of independent reading are immeasurable and help a student develop a lifelong habit of reading.

Teacher

- Explain to students the importance of homework and its connection to learning.
- Teach skills and strategies necessary for successful homework completion.
- Provide clear instructions and answer clarifying questions.

- Provide homework that is clear, meaningful and purposeful.
- Provide feedback on homework in a timely manner.
- Communicate with student and parents as needed.
- Work collaboratively with other teachers to assign reasonable amounts of homework (see guidelines).

Parents/Guardians

- Set up and follow a homework routine (time, location, materials and storage of materials).
- Be encouraging and supportive.
- Monitor student's homework (daily assignments, completion).
- When issues, questions or concerns arise please speak with the teacher in a timely manner.
- Encourage the student to work on her or his own; be available to help.
- Follow the school's system for reporting homework (ex. daily planner, home folder).

Administration

- Communicate and monitor consistent implementation of the homework policy and procedures.
- Communicate homework expectations to parents.
- Establish, communicate and review the school's reporting system to parents.

LIBRARY

Children come to the library as a class once per week so they can choose a book to borrow for the week. During their class time, students may participate in a read aloud, receive instruction in literary genres, develop research skills, exchange their library books, and work at centers that support the library and classroom curriculum.

The library is also open for small group work or research projects during unscheduled class times. Children are encouraged to use the library as class schedules permit.

The librarian hosts a variety of events throughout the year that celebrate reading, like Book Fairs, book talks, reading buddies, and vacation reading challenges. If you are interested in volunteering in the library to help with special programs, events, and other responsibilities, please contact the main office at 264-5920 or email our librarian, Sandy Bochanski, at sandy.bochanski@colchestersd.org.

MEALS AND SNACKS

The goal of the school meals program is to provide students with a nutritionally balanced meal for breakfast and lunch. Students who prefer to bring their lunch from home may buy milk at school.

Food allergies are a significant health concern that can put children at risk. For this reason, we

are continuing the use of non-peanut butter and peanut butter tables in the cafeteria.

2016-17 food prices are as follows:

Method of Payment	Breakfast	Lunch	Milk at lunch time	Milk at snack time	Juice at snack time
Free	0	0	Included with meal	.65	.55
Reduced	0	.40	Included with meal	.65	.55
Paid	To be determined in August 2017				

Breakfast at School: The daily schedule at Porters Point School begins with a 20-minute time period for breakfast. Students who purchase breakfast from the district food service order their breakfast the day prior. All students may bring a light snack to eat during this time. **Breakfast is free** for students qualifying for both free and reduced-price meals. Milk or juice may be purchased at breakfast time.

Please note that milk or juice at breakfast is not free for students receiving free or reduced meals.

Free and Reduced Meals: The school participates in the National School Lunch Program. Eligible students may receive school meals at no cost or at a reduced cost. Eligibility forms are distributed to all families at the beginning of the school year. You can also pick up a form at the school office. These forms must be completed annually – last year’s form does not automatically qualify you for subsidized meals next year.

If your child receives free or reduced meals, he/she MUST take a complete meal in order to receive free milk. If a complete meal is not taken, your child’s meal account will be charged .65 cents for milk.

Account payment: We use a computerized cashless payment system in our cafeterias. Cashiers cannot accept cash on our lunch lines. Each student will have a cafeteria account. Families deposit funds into this account by sending their child to school with cash or a check (\$3.00 or more) payable to the **Colchester School Lunch Program**. Deposits will not be available until the following school day.

Families also have the option of using the fee-based service www.MySchoolBucks.com to deposit money into student accounts. You can use the mobile device app to access this service or call 1-855-832-5226. You will need your child’s 7-digit District ID number (this is not your PIN). If you do not receive a District ID, you can call Barb Iaria, PPS Head Cook at 264-5925.

Monitoring account balances: The school does not send out notices when student meal balances are getting low. It is the responsibility of the parent to monitor account balances and deposit enough funds to cover student meals. The web service www.MySchoolBucks.com allows you to set a spending limit on your child’s account and use their mobile app to check account balances. This aspect of the website’s services is free. You may also call the school food service and request an account balance during the hours of 8:30 a.m. and 1:30 p.m.

Negative account balances: A child’s cafeteria account is not a credit account. If the balance goes below zero, the negative balance must be paid by the next day. Continued negative

balances may result in the child receiving an alternate breakfast and/or lunch meal until the balance is paid.

School menu: A monthly CSD Food Service menu and nutritional information can be found on the [CSD Nutritional Services](#) web page.

Snacks: Students may bring a nutritional snack (**please, no candy or soda**) to eat during the day. Individual classroom teachers will notify you if they plan to allow students to have a snack at a time other than breakfast and lunch in their daily schedule.

MESSAGES AT SCHOOL

Parents who need to speak to their child at school may telephone the office and ask to have a message relayed to the child. Parents are asked to phone in messages before 1:30 P.M. Parents are encouraged to give children all instructions before she/he leaves home in the morning, as it is not always practical to get messages to children without interrupting classroom instruction.

NEW AMERICAN STUDENTS AND FAMILIES

In Vermont, we have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents (*Plyler vs. Doe*, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed.

Public schools may not:

1. Deny or terminate a student's enrollment on the basis of actual or perceived immigration status.
2. Treat a student differently to verify legal residency in the United States.
3. Engage in any practices that have the effect of discouraging students from enrolling or attending school based on their immigration status.
4. Require students or their parents to disclose their immigration status or inquire of students or parents in ways that may expose their undocumented status.
5. Deny or terminate a student's enrollment due to the student's or parent's failure to provide a social security number.

See the letter on the State's responsibility to protect the rights of undocumented Vermont students: [Letter Regarding Undocumented Vermont Students](#)

NOTES FROM PARENTS/GUARDIANS

Due to the liability imposed on the school for the safety of your child, notes are required for the following:

1. When a child is to be dismissed early.
2. When a child leaves school at the end of the day in **other** than the usual manner. (Ex: being picked up by a parent or another adult; changing bus route, etc.).
3. When a child leaves school at the end of the day to participate in activities that would necessitate his/her not returning home immediately after school. A regularly scheduled specific activity may be covered by one note for the year.

We will not allow a student to go home with anyone without parental consent. If there is no written note, we will attempt to call the child's parent/guardian. If we are unable to reach a parent/guardian, we will not let the student leave. The only exception to this is if the person is listed as an emergency contact.

OPEN HOUSE

Open House at Porters Point School will be on **Thursday, September 28, 2017** from 6:30 p.m. – 7:30 p.m.

PARENT - TEACHER ORGANIZATION (PTO)

The Parent-Teacher Organization (PTO) is a group of interested parents, teachers, and administration that meet on the second Tuesday of each month in the PPS library from 6:00 to 7:00 p.m. The only requirements for membership are to be interested in participating and to have a child currently enrolled at Porters Point School.

PTO meetings increase the communication between homes and school by providing a forum for school representatives to share what's happening at PPS and to answer questions. It's also a time to gather input from families about how the school can work more effectively with students, families, and the greater Colchester community.

PTO does many things throughout the year to develop the relationship between families and the school community. The group organizes events that bring Porters Point families together to have fun. PTO taps into parent volunteers who work on projects that benefit our school, like adding a beautiful garden to the playground entrance. They also support school activities, like field trips, learning initiatives, and special assembly events. The PTO's work benefits all students in the learning community.

The PTO sponsors one major fundraiser and several smaller fundraising events throughout the year. Fundraising monies are used to decrease the cost of student participation in special school activities, to improve the playground, beautify the school inside and out, and to decrease the costs of family events for all participants.

PHONE USE

Students are permitted to use the telephone on a limited basis. Emergency use will always be granted.

PHOTOCOPY MACHINE USE

The photocopier machine is for school business only. Non-school copies can be made with the permission of the principal for \$0.15 per copy.

PHYSICAL EDUCATION

All students are required to participate in physical education classes. Students may be excused for medical reasons. A physician must write long-term medical excuses. All students are responsible for wearing appropriate clothing on days they have physical education classes. Sneakers are required and pants and t-shirts are recommended.

PHYSICAL RESTRAINT AND/OR SECLUSION

The Colchester School District is committed to creating and maintaining a positive, orderly, civil and safe learning environment in all of its schools. The Board has adopted a comprehensive plan [16 VSA 1161a (a)] for responding to student misbehavior, including the promotion of positive behavioral interventions and supports in schools. The district's approach to the use of physical restraint and seclusion is intended as one component of that plan. Use of appropriate physical restraint and seclusion methods should occur only when less restrictive interventions have failed or would be ineffective in stopping imminent danger of physical injury or property damage. For a complete description of Board policy, see Policy F35, Restrictive Behavioral Intervention.

PICTURES

Picture day is **Thursday, September 21, 2017** and picture retakes are on **Thursday, October 26, 2017**. Beltrami Studios will provide details about how to purchase your child's school photo. Several packages are available for families to purchase. All students will receive a class photo, whether or not individual photos are purchased. Each child will be photographed for inclusion in the school yearbook and for our records.

PLACEMENT

One of our most important tasks in the spring is the creation of new classes for the upcoming

year. Our whole faculty will spend a great deal of time and effort generating new student groups, balancing them by learning strengths, instructional needs, social and behavioral characteristics, class size, and gender. Our goal is to create the best possible learning environment for all of the children in each classroom.

Class placement starts in March and lists are finalized by mid-May. You will be notified of your child's placement for the following year at the end of May in preparation for all children briefly meeting their new teacher. Kindergarten and Grade 1 students participate in "Step Up Day" where they step up within the building to their new classrooms. Grade 2 students visit Malletts Bay School on "Fly Up Day" to meet their new teachers and get a tour of their new school for Grade 3.

Parent input: Your input is helpful to us as we make these new class lists. The Parent/Guardian Input form is the best way to let us know about your child's learning and social-emotional needs. Grade-level placement teams will read your comments before creating our new student groups. Once class lists are finalized, your form will be passed on to your child's new teacher so he/she can read it in preparation for next year.

We are fortunate to have a wonderfully capable teaching staff at Porters Point School. Our teachers are well prepared to provide quality instruction to all of our learners. With this in mind, **please do not make specific teacher requests** either during spring conferences or on the Parent/Guardian Input form. These requests will not be considered in your child's placement.

PROCESS for PARENTAL/GUARDIAN CONCERNS

Parents whose children are experiencing difficulties at school are asked to address these concerns by contacting the classroom teacher directly. Most likely the classroom teacher will have already taken this initiative. If after meeting with the teacher to resolve the difficulty the parents are not satisfied with the outcome, parents are asked to contact the principal. If after the principal's involvement the parents are not satisfied with the outcome, the parents will be advised of other interventions to pursue.

The principal is available to assist any parent(s) or teacher in a conference.

RECYCLING AND COMPOSTING

Porters Point School recycles and composts in our cafeteria at lunch. If you join us for lunch and have questions about which bin to use for your "trash," make sure to check in with a student who can explain which items from your lunch tray are recyclable, which are compost, and which belong in the garbage.

REPORT CARDS

Report cards will go home with students three times during the school year: November 17, 2017; February 23, 2018; and on the last day of school, which is now scheduled for June 13, 2018. Parents are encouraged to contact teachers and/or the building principal if they have any concerns regarding their child's progress.

SCHOOL BOARD MEETINGS

The Colchester Board of School Directors meets regularly on the 1st and 3rd Tuesdays of each month. Meetings are held at Colchester High School in the Library/Media Center and begin at 7:00 P.M.

Residents of Colchester are cordially invited to attend these meetings. Agendas for these meetings are posted at each of the schools as well as at other locations in town.

2016 - 17 Meeting Schedule: [CSD School Board web page](#)

SPECIAL EDUCATION

The Colchester School District supports the Federal and State laws, in ensuring that all students have a right to a Free and Appropriate Public Education. (FAPE)

Teachers, parents or other persons directly related to a child's educational welfare can make a referral to special education for a student. Letters of referral may be directed to either the building administrator or Director of Special Education.

SCHOOL EVENTS AND HOLIDAY ACTIVITIES

Porters Point School is an active school community with many special events throughout the year. Several of these events occur during the school day and are open to family participation. The PTO organizes many events throughout the year to bring everyone together for some fun. Check the PPS website, your teacher's classroom site, school newsletter - "The Porters Point," and your email for updates on dates, times, and specific details for these events.

Holiday Activities: The topic of how to handle holidays in public schools can be a controversial one, especially when the holiday in question has both traditional and religious significance to members of the school community. As a general rule, it is permissible for public schools to teach about religious holidays as a means of "advancing student knowledge of society's cultural and religious heritage." It is not, however, permissible to endorse or promote religious holidays in public schools.

At Porters Point School, we apply the following guidelines to all school events that occur during the school day, including holiday-related activities:

- All activities must have a clear educational component and learning goal.
- The activity must be inclusive of all students. Our goal is to build a culture of belonging in our classrooms and throughout the school.
- We place a high priority on activities and events that bring families into our school.
- We value having fun together as a school community.

If you have questions or concerns about the content or purpose of any classroom/school event or activity, please contact the classroom teacher and/or the building principal.

SUSPECTED CHILD ABUSE OR NEGLECT

Vermont law 33 V.S.A. §4913(a) requires all school personnel who have “a reasonable cause to believe that any child has been abused or neglected” shall make a report to the Department of Children and Families (DCF) office within 24 hours. All mandated reporters have a legal obligation to report a case of suspected abuse or neglect. Failure to report suspected abuse or neglect can result in fines, imprisonment, loss of licensure, and other prosecution.

School personnel who have knowledge of suspected child abuse or neglect notify the Child Protection Team (principal, guidance counselor, social worker, nurse, and classroom teacher). The group makes a decision about an appropriate course of action in each case. If the team determines that a report will be made, it is the responsibility of personnel at the Department of Children and Families (DCF) to decide whether or not the report meets criteria for child abuse and neglect and how to proceed with assessment or investigation of the report.

TITLE I

Title I is a federally funded program offering supplemental instruction to students who demonstrate the need for this type of intervention. This year the focus of our Title 1 instruction is on reading. Students are referred to Title 1 reading based on their performance on grade-level benchmark assessments and their daily application of reading skills and strategies.

The reading teacher completes a needs assessment at the end of each trimester. You will be notified if your child qualifies for Title 1 Reading instruction. We must have your permission in order for your child to access this program.

TRANSGENDER AND GENDER NONCONFORMING STUDENTS

We believe that all students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students, families, and school staff when considering the best supports for transgender and gender nonconforming students. The memo from Vermont’s Agency of Education entitled [Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students](#) is designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students.

These practices are intended to help schools ensure a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of transgender students. These procedures do not anticipate every situation that may occur and the needs of each student must be assessed on a case-by-case basis.

Should you wish to discuss ways we can support your child related to gender identity, please contact Carolyn Millham, PPS Principal: carolyn.millham@colchestersd.org or (802) 264-5920.

TUITION RATE

The tuition rate for K-5 students whose families wish to enroll in the Colchester School District this year is \$11,850. The tuition rate for students in grades 6 – 12 is \$14,250.

VISITORS

Visitors are always welcome at Porters Point School. Parents/guardians typically drop by to have lunch with their child or to volunteer in their child's classroom. To prevent disruption to the instructional process, visitors need to call ahead to arrange a visit to a particular classroom and must check in at the office for a badge upon arrival. Visitors will be required to leave if they cause a disturbance or interfere with the educational process.

Building security: Our school is equipped with a security system that requires all visitors to be screened at the front door. When you arrive at school, be prepared to state your name and the nature of your visit at school before being allowed to enter the building.

Once inside the building, all visitors must stop at the Main Office to sign in and take a visitor sticker. The visitor sticker must be visible to staff while in the building.

VOLUNTEERS

Volunteers are an important part of our school community. We appreciate their active role in supporting student learning and educational programs at Porters Point School. Some of our volunteer opportunities include:

1. Reading buddy
2. Room parent
3. Field trip chaperone
4. Four Winds Nature Institute instructor
5. Parent Teacher Organization (PTO)
6. Yearbook photographer
7. Project-Based Learning helper

In order to volunteer, you must sign a *Volunteer Confidentiality and Expected Code of Conduct* form and complete a Volunteer Registration form (see Appendix for examples of both forms). All families will receive copies of both forms at the beginning of the school year. Please note: The Volunteer Registration form takes two school days for the CSD Central Office to process. If you pass the background check, you will be added to the Approved Volunteer List.

An adult **must** be on the Approved Volunteer List in order to:

- Chaperone a field trip
- Ride the school bus on a school-sponsored trip
- Work directly with students (e.g. the reading program, Four Winds, Project-Based Learning, etc.)

An adult **does not** need to be on the Approved Volunteer List in order to:

- Eat lunch with his or her child
- Make a one-time presentation to a classroom or large group of students
- Attend a class party

All volunteers/visitors are expected to sign in and out of the building and to wear a visitor sticker.

YEARBOOK

Each year, parent volunteers from the PTO work together to produce a yearbook for families to purchase. Yearbook orders begin in January and wrap up at the end of March. Some of PTO's fundraising efforts go toward keeping the price of annual yearbooks affordable for everyone.

COLCHESTER SCHOOL DISTRICT POLICIES

The following are excerpts from important and relevant policies of the Colchester School District. Complete policies can be found on the district website at <http://www.csdvt.org/district/schoolboard/policies.php>

NOTICE OF NON-DISCRIMINATION POLICY UNDER §504 OF THE REHABILITATION ACT OF 1973 – Policy F27

It is the intent of Colchester School District that the Board and its employees will not discriminate against any intended beneficiaries of statutory protection (including, but not limited to students, employees, parents, guardians, other members of the community or applicants for employment or admission) on the basis of disability in admission and access to, or treatment and employment in, any of the school's programs, activities, policies, procedures and practices to the extent provided by law.

The District will provide reasonable accommodations to the known physical or mental limitations of a qualified applicant or employee with a disability, unless the accommodation would pose an undue hardship on the District. Requests for reasonable accommodations may be made to the building administrator.

ALCOHOL, TOBACCO AND OTHER DRUG ABUSE POLICY – Policy F9 and F3

In support of our district's philosophy, Colchester prohibits the use, possession, distribution, and sale of alcohol, tobacco, other drugs, or any substance portrayed as a drug or any devices associated with these substances in school and in all buildings and grounds owned, operated or rented by the Colchester School District, or at any school sponsored activities. A complete copy of this policy, which contains the philosophy, definitions, procedures, programs and services and violation consequences, may be obtained at the principal's office.

ANIMALS IN SCHOOL POLICY – Policy F29

The Colchester Supervisory District recognizes that, under the proper conditions, animals can be an effective teaching aid. It is also recognized that there can be medical and physical risks associated

with animals, both wild and domesticated, in the classroom and/or on school property. Additionally, federal and state law prescribe circumstances under which individuals with disabilities have a right to bring their service animals onto District premises.

The Superintendent or her/his designee shall prepare procedures and rules to be followed, consistent with State and federal law and guidelines, when an individual wishes to bring an animal onto school property and into any school building. The procedures and rules shall address the bringing of animals to school for instructional purposes, and shall also provide a process to be followed when a request is made by an employee or student with a disability to be accompanied at school by a service animal.

PREVENTION OF HARASSMENT, HAZING, AND BULLYING – Policy F23

The Colchester School District (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

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

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

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

Please contact the school principal with all questions related to the district-wide procedures related to complaints involving potential harassment, hazing, and bullying behaviors.

PHYSICAL RESTRAINT AND SECLUSION – Policy F35

The Colchester School District is committed to creating and maintaining a positive, orderly, civil and safe learning environment in all of its schools. The Board has adopted a comprehensive plan [16 VSA 1161a (a)] for responding to student misbehavior, including the promotion of positive behavioral interventions and supports in schools. The district’s approach to the use of physical restraint and seclusion is intended as one component of that plan. Use of appropriate physical restraint and seclusion methods should occur only when less restrictive interventions have failed or would be ineffective in stopping imminent danger of physical injury or property damage.

NON-DISCRIMINATION ON THE BASIS OF GENDER – Policy C7

The Colchester School Board, pursuant to Title IX of the Education Amendments of 1972, declares that the Colchester School District does not and will not discriminate on the basis of gender in the

educational programs and activities of the District. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

It will be the continuing policy of the District to ensure fair and equitable educational and employment opportunities, without regard to gender, to all students and employees. The Superintendent of Schools shall act as the District Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the designee.

WEAPONS POLICY – Policy F24

The School Board determines that possession and/or use of a weapon by students, individuals and/or staff is detrimental to the welfare and safety of the students and school personnel. Possession and/or use of any dangerous or deadly weapon or facsimile of any dangerous or deadly weapon in any school building on school grounds or property is a violation of this policy. It is also a violation of this policy for any person to make, issue, or communicate by any means, a threat that a dangerous or deadly weapon has been, or will be placed or used on school grounds or property. This policy is in effect before, during and after school, as well as at any school sponsored activity. This policy does not apply to a law enforcement officer or school officials while engaged in duties related to their jobs.

PUPIL RECORDS/PRIVACY RIGHTS OF PARENTS – Policy F6a

Parents have the right to review the educational records of their children upon request. Parents may request copies of records at their expense.

The school does not release information or educational records concerning your child to other educational or non-educational institutions, organizations, or individuals unless parents have signed a written consent.

It is our policy that when a family moves they should register their child in that town's school system. That school then requests records from us, which we send through the U. S. mail.

STUDENT RECORDS – Policy F6

The Colchester School District recognizes the importance of keeping accurate and appropriate educational records for students. Please note that one section of the policy is specifically written to annually notify parents of their rights. This **PARENTAL NOTIFICATION** lets parents know of their rights to:

- a. Inspect and review the student's education records;
- b. 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;
- c. 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. Department of Education a complaint concerning alleged failures by the school to comply with requirements of the Act; and
- d. Obtain a copy of the school's policy and written procedures or protocols related to student records.
 - e. Designated categories of directory information and advising the parent of a student or an eligible student to refuse to permit the designation of any or all of these categories as

directory information with respect to the student; and that the parent or eligible student will be given written notice of any such refusal within fourteen (14) days of notice or publication.

When there are parents whose language is other than English or whose primary means of communication is not written language, notice shall be given in an effective manner including parents' native language unless it is clearly not feasible to do so.

If you have questions or concerns regarding this policy once it is adopted, please notify the principal.

PUBLIC RECORDS/PRIVACY RIGHTS OF PARENTS – Policy F6a

Sometimes parents ask to see their child's records. Federal law insures parents' rights to inspect and review these records. You will be interested in the following points about our policy on student records:

Any parent may ask to see his/her child's school records. This request should be made to the school principal and will be honored as soon as the principal can schedule a meeting to go over the record with parents. No parent/guardian should be allowed to look at student records without an administrator or teacher present.

Information in a student's record is disclosed only to authorized school personnel such as the teacher, principal, secretary, nurse, or special educator. Exceptions will be made when parents give written consent ahead of time or when the information is to be used for a school directory or class list.

Parents have the right to seek to correct parts of their child's record, which they believe to be inaccurate, misleading, or in violation of the child's rights. This right includes the right to a hearing to present evidence that the record should be changed.

Parents have the right to file a complaint with the Department of Education if the school district violates the Family Educational Rights and Privacy Act. A complete statement of Colchester School District's policy concerning student records is available for inspection in the office of the Superintendent of Schools and the office of each school principal.

Parents have the right to see any survey or information a teacher shares with others.

Periodically, the Colchester School District or Porters Point School receives requests for pictures of students and/or the names and addresses of students enrolled in school. This information is provided when its intent is to showcase an activity of instruction, share a list of birthdays and highlight special happenings at school. If you wish to request that your child's picture, name and/or address be withheld, please contact the school secretary, Mrs. Doherty at 264-5920.

CUSTODIAL, JOINT CUSTODIAL AND NON-CUSTODIAL PARENTAL RIGHTS AND RESPONSIBILITIES – Policy F6a

The Colchester School District recognizes the value of providing information concerning a student's school participation and progress to both parents where the parents are separated, estranged or divorced. In such cases, the Colchester School District and its employees will attempt to respect the legal rights of both parents with respect to involvement in their child's education, including access to records, educational decision-making, and notice and participation in school meetings and activities, as and to the extent provided by State and federal law.

Where the whereabouts of both parents are known to the school, school staff may not unilaterally afford greater rights or authority or access to one parent over the other. It is not in the interests of a child or of the operation of the school system for school personnel to engage in taking sides or in excluding one parent of a child from an educational process at the request of the child's other parent. It is not the role of school staff to mediate or decide marital differences, or parent custodial rights. Only when the school is provided with a Court order (such as a divorce decree or child custody order), statute or similarly binding document that curtails or limits one parent's rights with regard to the education of the child, will the school make such modifications.

For example, both parents generally have the right:

- To view the child's educational records;
- To receive school progress and Section 504 reports and (where applicable) certain special education notices and records;
- To visit the child briefly at school;
- To attend school functions open to the public or to all parents; and
- To participate in parent teacher conferences and meetings about the child.

Where one parent has been awarded full physical and legal rights and responsibilities, the other parent continues to have a right of access to educational records of their child, unless a Court order expressly denies or limits such access. Upon written request to the child's school principal, where parents are living separately, the school will subsequently and routinely mail (or send home via the student) to each parent copies of all child-specific information which is normally sent home with the child. This will include copies of report cards, parent-teacher conference invitations, etc. This practice should continue for the remainder of the school year in which the request is made. This service may be requested annually.

While both parents may visit or observe the child at school, generally only the parent with physical responsibility for the child will have the authority to remove the child from school property. Where the Court has awarded joint physical rights and responsibility, both parents generally have this authority. If a parent wishes to have the school limit this general rule, the parent must provide to the school a copy of a Court order or similarly binding document expressly requiring such limitation.

If a parent with sole physical responsibility wishes to allow the other parent to remove the child from the property, permission must be provided to the school in writing.

The parent with sole physical responsibility and each joint custodial parent has the responsibility to keep the school office informed (a) of his/her address (residence) and phone number, and (b) of a means of contacting the parent at all times.

The non-custodial parent has the responsibility to provide the school office with his/her phone number and address, so that he/she may be contacted regarding student progress/problems. A copy of this policy shall be provided to any parent upon request.

ACCEPTABLE USE POLICY – Policy G10

Our school district adheres to a policy of acceptable use for everyone using our schools' technology. The building principal will inform parents of how this affects PPS and will provide the sign off information enabling children to use the equipment.

POLICY STATEMENT: It is the policy of the District to provide students and staff access to a multitude of IT resources, including the Internet. IT resources provide opportunities to enhance learning and improve communication within our community and with the global community. Users are expected to access IT resources as learning tools. The use of District IT resources is a privilege, not a right. With the privilege of access comes the responsibility of all users to exercise responsible use of these resources.

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.

POLICY APPLICATION: This policy applies to all users. "Users" is defined to include anyone who accesses the District's IT resources, on-site and/or via a remote location, and anyone who uses the District's IT devices either on or off-site.

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

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
 - 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.
 - 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.
 - 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.
 - Respects Intellectual Property. Users suitably cite any and all use of websites, books, media, etc.

 - Protects Intellectual Property. Users request to use the software and media others produce.
2. Provisions necessary to ensure that Internet service providers 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.
3. 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.
4. Methods to address the following:
 - Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - ü Lewd, vulgar, or profane
 - ü Threatening
 - ü Harassing or discriminatory
 - ü Bullying
 - ü Terroristic
 - ü Obscene or pornographic
 - The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
 - Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
 - Unauthorized disclosure, use, dissemination of personal information regarding

minors.

- Restriction of minors' access to materials harmful to them.

5. 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.

OWNERSHIP OF IT RESOURCES: The District's IT resources are the property of the Colchester School District.

EXPECTATION OF PRIVACY: Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the District's computers or other network resources, including personal files, images, and e-mails and other electronic communications.

COMPLIANCE WITH CIPA: In accordance with the Children's Internet Protection Act (CIPA), the District uses a filtering system to track and monitor all computer and Internet use on the District network. The system is designed to prevent access to material that is obscene, pornographic, or harmful as determined by school administrators. No filtering system is perfect, however. Due to the nature of the Internet and evolving technology, however, even with supervision of students the District cannot guarantee students will not reach an inappropriate site. It is the responsibility of all users to report any inappropriate sites to school officials to ensure that content is filtered appropriately.

Providing access to electronic information does not imply an endorsement by the District of the content, nor does the District guarantee the appropriateness or accuracy of information received.

IMPLEMENTING PROCEDURES/REGULATIONS: The Superintendent/his/her designee is responsible for establishing and updating from time to time procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include a description of the rules applying to all users of the District's IT resources, and a process for educating elementary and secondary students annually about Internet safety and responsible digital citizenship.

LIMITATION/DISCLAIMER OF LIABILITY: The District makes no guarantee that the functions or the services provided by or through its IT systems will be error free or without defect. 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 IT 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 IT 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, the District will handle the allegation consistent with the student disciplinary policy. Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

The District shall cooperate to the extent legally required with local, state and federal officials in any investigation related to the misuse of the District's IT resources.

CSD COMMUNICATION:

Colchester School District (CSD) has a wide variety of communications tools to help inform and to foster partnerships with our community.

- 1) ***The Spotlight*** (www.csdspotlight.org)—*The Spotlight* is a blog offering regular information about Colchester School District and the Town of Colchester's programs, policies, initiatives, and current events. **We encourage all Colchester citizens to subscribe to *The Spotlight* in order to receive posts via e-mail as they are published.** It is a quick and easy way to see photographs and videos and to stay informed about what is going on in your schools and in your town's government.
- 2) **School Messenger**—School Messenger is an integrated school notification system that allows you to customize how you receive information via telephone, e-mail, and/or text message. School Messenger provides a wide variety of information to parents, including attendance notifications, low lunch balance alerts, unexpected school closures, important announcements, and more.
- 3) **Websites**—Many teachers maintain classroom websites and/or blogs. Additionally, all schools in the district as well as the administrative offices have a website; please see below for details.
- 4) **Newsletters**—All schools regularly issue a newsletter with updates and events. To access newsletters and School Messenger updates for PPS, visit the principal's blog at [Ms. Millham's PPS principal blog](#)
- 5) **Facebook**—*The Spotlight* content and other news and information is posted to CSD's Facebook page; visit us there at www.facebook.com/ColchesterSchoolDistrict.
- 6) **Twitter**—CSD and PPS are on Twitter! Follow CSD at twitter.com/CSDCommunity and follow the PPS Panda at twitter.com/PPSPanda
- 7) **Colchester School Board**—Colchester School Board meetings are held on the first and third Tuesday of each month and are open to the community. Meetings begin at 7:00 p.m. in the Colchester High School Media Center. Meetings also air on LCATV Channel 16 and can be viewed on the [LCATV website \(www.lcatv.org/towns/colchester\)](http://www.lcatv.org/towns/colchester).
- 8) **Community Events and Open Houses**—Our schools host many community events throughout the academic year, including open houses, parent information nights, family fun nights, special presentations, student performances, athletic events, and much more. We encourage everyone to participate!
- 9) **Other Avenues**—CSD also partners with a number of other area organizations to periodically provide information, including the *Colchester Sun*, Front Porch Forum, Lake Champlain Local Access Television (LCATV), network television, VT Digger, and more.

We'd love to hear from you! Contact us by [e-mail \(csdwebmaster@colchestersd.org\)](mailto:csdwebmaster@colchestersd.org), or call Colchester School District's Administrative Offices at (802) 264-5999. Please also visit [Colchester School District's comprehensive website \(www.csdvt.org\)](http://www.csdvt.org).

Contact information for all Colchester Schools is as follows:

Colchester High School supports grades 9–12.
Colchester High School's website: www.csdvt.org/chs/index.php
General number: 264-5700
[Heather Barron](#), Principal
[Timothy Emery](#), Assistant Principal
[Erica LeClair](#), Assistant Principal
[Jean Shea](#), Director of Student Support Services - CHS

Colchester Middle School supports grades 6–8.
Colchester Middle School's website: www.csdvt.org/cms/
General number: 264-5800
[Michele Cote](#), Principal
[Dovid Yagoda](#), Assistant Principal
[Julie Tanguay](#), Director of Student Support Services - CMS

Malletts Bay School supports grades 3–5, Head Start, and [Essential Early Education \(EEE\)](#).
Malletts Bay School's website: www.csdvt.org/mbs/
General number: 264-5900
[Julie Benay](#), Principal
[Jordan Burke](#), Assistant Principal

Porters Point School supports grades K–2.
Porters Point School's website: www.csdvt.org/pps/
General number: 264-5920
[Carolyn Millham](#), Principal
[Kim Thibodeau](#), School counselor

Are School supports grades K–2.
Union Memorial School's website: www.csdvt.org/ums/
General number: 264-5959
[Chris Antonicci](#), Principal
[Carol McCleary](#), School counselor

APPENDIX:

PPS COMPREHENSIVE BEHAVIOR PLAN

Level 1 behaviors: Minor infractions	
Description of behavior levels	<ul style="list-style-type: none"> o Unexpected behaviors that disrupt teaching and learning. o Behaviors occur infrequently. o Behaviors do not affect the safety of self, others, or school property.
Types of student behaviors at each level	<ul style="list-style-type: none"> Excessive talking Too noisy Not following directions Off task Teasing Misusing materials Disrespectful to peers and/or adults Minor physical contact – horseplay, pushing & shoving. Late line up
Adult response to each behavior level	Teacher uses pro-active teaching strategies, such as:
Step 1	Reminders <ul style="list-style-type: none"> • Teacher models expected behavior, student practices 1. Teacher moves student, changes partners, scaffolds activity 2. Acknowledge positive and expected behaviors

	<p><u>Take a break</u></p> <ul style="list-style-type: none"> • Student takes a break in the classroom <p><u>Natural consequences and repair work</u></p> <ul style="list-style-type: none"> • Loss of choice time or privilege. • Apology of words and action
Step 2	<u>Create a plan with student to prevent behavior and repair damage</u>
Step 3	<p><u>Inform student's team of behaviors and plans, as needed</u></p> <ul style="list-style-type: none"> • Guidance, Title 1, social work, case manager, ELL, admin • Inform UA teachers of any behaviors/plans and supports you've put in place <p>Consider whether or not recess supervisors need to know about behaviors or plans</p>
Step 4	<p><u>Notify parent or guardian</u></p> <ul style="list-style-type: none"> • Teacher notifies parent by phone, email, or sending plan home.
Step 5	<p><u>Record incident</u></p> <ul style="list-style-type: none"> • Teacher records behavior on Classroom Record Sheet
Step 6	<p><u>Request support if</u></p> <ul style="list-style-type: none"> • Incidents continue – the same behavior or different behaviors occur in quick succession • First, make sure all universal tier supports are in place and seek support from current service providers or team members • Next, discuss at Kids Day and invite other service providers as needed for consultation (guidance, ELL, Title 1, behavior specialist, OT, PT, speech, etc.) • <u>If additional problem-solving is needed, refer to EST</u>

Level 2 behaviors: repeated Minor infractions	
Description of behavior levels	<ul style="list-style-type: none"> o Unexpected behaviors continue to disrupt teaching and learning. O Behaviors continue to after Tier 1 strategies are used by adults
Types of student behaviors at each level	See level 1 list
Adult response to each behavior level	Teacher takes action to protect the learning environment, such as:
Step 1	<p><u>Take a break</u></p> <ul style="list-style-type: none"> • Student takes a break in a “buddy” classroom <p><u>Natural consequences and repair work</u></p> <ul style="list-style-type: none"> • Loss of choice time or privilege for a longer period of time. • Apology of words and action <p><u>Office referral</u></p> <ul style="list-style-type: none"> • If the third incident in the same day, take a break in the office
Follow up on behavior	<ul style="list-style-type: none"> • If no office referral, see “Follow up” for Level 1 behaviors. • <u>If office referral, Administration follow up:</u>
Step 2	<u>Consult with referring adult</u>

Step 3	<u>Meet with student</u> <ul style="list-style-type: none"> • Student meets with administrator, guidance counselor, social worker, or other adult, as appropriate.
Step 4	<u>Create a plan to prevent behavior and repair damage</u> <ul style="list-style-type: none"> • Plan is made to prevent disruptive behavior, support expected behavior, and repair damage done by the student's actions. • Planning includes consultation with the referring adult and other service providers
Step 5	<u>Determine consequences</u> <ul style="list-style-type: none"> • Administrator determines consequences, as needed, and whether or not a student is ready to return to class.
Step 6	<u>Inform referring adult and student team</u>
Step 7	<u>Notify parent or guardian</u> <ul style="list-style-type: none"> • Phone, email, or meeting • Notify families of all students involved
Step 8	<u>Record incident</u> <ul style="list-style-type: none"> • Referring adult fills out a minor student report form – sheet goes to office. • Incident is recorded in SWIS
Step 9	<u>Teacher or Team Members will request support if</u> <ul style="list-style-type: none"> • Incidents continue – the same behavior or different behaviors occur in quick succession • Refer to EST for additional problem-solving

Level 3 behaviors: Major infractions OR three Minor infractions (same behavior in a short time period)	
Description of behavior levels	<ul style="list-style-type: none"> o Unexpected behavior that jeopardizes the safety of self, others, or school property. o Significant disruption of the learning environment. o Minor infractions that occur three times in a short time period o Behaviors continue after Level 1 & 2 strategies are used by adults.
Types of student behaviors at each level	Repeated or directed profanity Physical aggression Stealing Cheating Fighting Destructive property damage Vandalism Bullying Hazing Harassment Repeated non-compliance Technology violation 3 of the same minor infractions

Adult response to each behavior level	Adult in charge will:
Step 1	<u>Immediately refer the student to the office</u> OR <u>Call office for help when</u> <ul style="list-style-type: none"> ● Student is in a highly agitated or aggressive state Student will be removed by trained personnel and taken to a safe space until calm
Follow up on behavior	Administrator follow up:
Step 2	<u>Ensure safety</u> <ul style="list-style-type: none"> ● Administrator takes action to ensure the safety of others and stabilize the student ● Follow up with students and adults after the incident, as needed
Step 3	<u>Consult with referring adult and members of the student’s team, as applicable</u> <ul style="list-style-type: none"> ● Determine what happened, contributing factors, current plans in place for the student, etc.
Step 4	<u>Meet with student</u> <ul style="list-style-type: none"> ● Student meets with administrator, guidance counselor, social worker, case manager, and other school personnel, as appropriate.
Step 5	<u>Create a plan to prevent behavior and repair damage</u> <ul style="list-style-type: none"> ● Plan is made to prevent behavior, support expected behavior, and repair damage by the student’s actions. ● Planning includes consultation with the referring adult and other school personnel, as needed. ● In the case of suspension, the student and parent/guardian must meet with the administrator and other school personnel as available to create a plan preventing similar behaviors, support expected behavior, discuss supports needed by the child and family, and make restitution before re-entering the classroom
Step 6	<u>Determine consequences</u> <ul style="list-style-type: none"> ● Administrator determines consequences, as needed, and whether or not a student is ready to return to class ● Any of the above behaviors may result in in- or out-of-school suspension and/or the extended loss or restriction of privilege
Step 7	<u>Inform referring adult and student team</u>
Step 8	<u>Notify parent or guardian</u> <ul style="list-style-type: none"> ● Phone, email, or meeting ● Notify families of all students involved ● In the case of suspended students, meet with parents or guardians to discuss behavior and next steps
Step 9	<u>Record incident</u> <ul style="list-style-type: none"> ● Referring adult fills out a major student report form – sheet goes to office. ● Incident is recorded in SWIS. ● If bullying, harassment, and/or hazing, incidents are reported to the state via CIRS report
Step 10	<u>Teacher or Team Members will request support if</u> <ul style="list-style-type: none"> ● Incidents continue – the same behavior or different behaviors occur in quick succession ● Convene a team meeting for the student to determine next steps to address behaviors and meet needs or ● Refer to EST for additional problem-solving

