

Porters Point School Family Handbook 2024 - 2025



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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.

Main office phone: (802) 264-5920

Fax: (802) 862-6835

School website: www.csdvt.org/pps

Instagram: porters_point_school

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ARRIVAL PROCEDURE

Drop off by car

- Morning drop off at school starts at 8:00 and ends at 8:15 a.m.
- Vehicles will loop around the parking lot and drop students off at the sidewalk area.
- DO NOT use the bus loop for car drop off during the 8 to 8:15 arrival time.
- Students enter the building through the front doors.

Using bus transportation

- Please have your child outside at the bus stop 10 minutes before the time the bus is scheduled to arrive.
- Arrival times can vary 10 minutes early or 10 minutes late depending on who is riding the bus that morning.



Click through to [this slide deck](#) for specific information about arrival procedures at PPS.

ATTENDANCE

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

Excused Absences: If your child will be absent, please call the school (264-5920) and leave a message, including the 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.

Attendance Notification: Beginning in October of each school year, families will be notified of their child's attendance record (including absences and tardies) on the first Monday of each month via email. If there is a discrepancy with this record, please contact Sheila in the main office to resolve the issue.

Families will also be notified if their child's attendance meets the criteria for chronic absence. A student is considered chronically absent when they are absent 10% or more school days during the school year for any reason, excused or unexcused. Each school shall support students and families with a range of interventions designed to improve attendance. Attendance letters will also be sent to families if a student has 11 and 16 unexcused absences during the school year.

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

- ***Tardy:*** Students arriving after 8:15 and before 8:45 will be marked as "tardy" on their attendance record, except for late bus arrivals.

- **Late arrivals:** Students arriving at 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 for an unknown or unexcused reason. Excused absences in the current CSD policy (F30) 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 their designee.”

Extended leaves and absences: From time to time, students take extended leaves from school. Pending administrative approval, leaves of this nature are considered excused. Here is the process to request each type of leave:

- **Activity participation** - If a student is enrolled in an educational setting outside of the district for a regular, on-going program (ex.: every Tuesday) or participates in an activity not run by the school that occurs during the school day, the family must request approval from the superintendent or their designee in writing. This includes, but is not limited to programs such as Crow’s Path, Olympic training/competition, National Spelling Bee, etc.
- **Family vacation** - If a student will be absent from school for 1-5 days, no written notification is required. If a student will be absent 6-10 consecutive days due to a vacation, the family should inform the principal in writing of the dates the student won’t be in attendance. If the vacation is longer than 10 consecutive days, the family must receive approval from the superintendent.
- **Medical leave** - If a student needs to be absent from school due to a medical procedure, recovery from a procedure or extended illness, the family must provide the school’s nurse with documentation from the student’s doctor.

If a student takes an extended leave for any reason other than being homebound or hospitalized for a medical disability or pregnancy, families are encouraged to contact the school for assignments and books. Keep in mind that while teachers have a general course of study, it is not possible to anticipate the specifics of what will be covered and the student may be required to make up work when they return from the absence.

Early dismissals: Early dismissals also affect student learning, particularly when students miss instruction at the same time of day over many days. Whenever possible, schedule your child’s appointments before or after school 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.***

[Click here to review Colchester School District Board Policy F30 - Student Attendance](#)

[Click here to review Policy F30 - Attendance Procedures](#)

BANNED and PROHIBITED ITEMS

Students must keep the following items in their backpack, and they are not allowed to be taken out between the morning bell at 8:15 and when students leave the building at the end of their day:

- cellular phones
- electronic Devices (ex.: tablets, electronic watches including Apple Watches, and handheld electronic games)
- toys (including trading cards)

For the first offense, the teacher will remind the student to put and keep the item in their backpack. For the second offense, the teacher will hold onto the item until the end of the day and send it home with the child. For the third offense, the principal will hold the item for parent/caregiver pick up.

The use of tobacco or tobacco substitutes is prohibited on school grounds of school-sponsored activities and events.

Click [here](#) for Colchester School District Board Policy F3: Tobacco Prohibition

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 is prohibited.

We

Click [here](#) for Colchester School District Board Policy F9: Alcohol, Tobacco, and Other Drug Use

Any item that refers to, simulates, depicts or can be used as a weapon as defined by school board policy is banned from school. This includes ammunition, toy guns, water guns, swords, clubs, etc. Weapons will be confiscated immediately and have the potential of being turned over to the police.

Click [here](#) for Colchester School District Board Policy F24: Weapons Policy

BIRTHDAYS

Student birthdays will be recognized by the classroom teacher and with a special acknowledgement by the principal during morning announcements. Birthday snacks (like cupcakes, cookies, popcorn, etc.) and gifts for classroom celebrations are not allowed in school.

Families may use the classroom buddy list to access contact information to help organize parties and celebrations outside of school. Please do not send party invitations to school for teachers or for your child to pass out.

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. Building Request Forms are available at the school office and online [here](#). Requests must be submitted at least one week in advance. Fees for building use are in compliance with a district wide fee schedule.

Click [here](#) for the Colchester School Board Policy H3: Facility Usage and Rental

BUS INFORMATION

Colchester School District contracts with Mountain Transit to transport our students. Mountain Transit asks that students be ready and waiting for the bus in a visible location (not on a porch) 5 to 10 minutes before the designated arrival time. All pick up and drop off times are approximate and there may be additional changes made after the start of school. All updates will be posted on the district transportation page [linked here](#).

- For general questions about busing routes and schedules, contact Mountain Transition directly at (802) 893-1334 or CSD Transportation Coordinator Tim Santimore at timothy.santimore@colchestersd.org.
- For changes to your child's daily transportation plan, please call the PPS main office at (802) 264-5920.
- 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 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 - (802) 893-1334.

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 F12. 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 they are appropriately supervised upon arrival.
- **Kindergarten:** Students in kindergarten must be picked up by a parent/guardian or other individual listed as one of the student's contacts. For bus riders, if an authorized individual is not visible at the bus stop, the student will remain on the bus and be returned to the school to be picked up by a parent/guardian or individual listed as one of the student's contacts. Families will be notified via phone call.

If the parent/guardian and authorized individuals listed as one of the student's contacts are unable to be reached, we will request that the Colchester Police Department provide supervision for the student until either the parent/guardian or individual listed as one of the student's 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/caregiver names, addresses, phone numbers, and email addresses. Use the buddy list to mail out or email birthday party invitations or arrange playdates for your child with classmates. Please do not send party invitations into school for distribution.

Families who do not want their directory information included on the buddy list must "opt out" on the CSD Release of Directory Information form when completing the annual registration verification process.

CONTACTING TEACHERS

All Porters Point School teachers and staff can be reached by calling our general main office number – 264-5920. 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 is by email. All email addresses follow the same format:

firstname.lastname@colchestersd.org (Ex.: william.smith@colchestersd.org)

CONFERENCES

Home-School Conferences are held at the end of Trimester 1 and Trimester 2 after report cards are sent home with students. Conference dates for 2024-25 are:

Trimester 1: Monday, November 25, 2024: 10:30 a.m. to 6:30 p.m. and Tuesday, November 26, 2024: 8:00 a.m. to 12:00 p.m.

Trimester 2 Monday, March 3, 2025: 12:00 p.m. to 4:00 p.m. and Tuesday, March 4, 2025: 10:30 a.m. to 6:30 p.m.

CONTACT INFORMATION

The school office keeps the following contact information in our database for each student:

- Home street address
- Home, work, and cell phone numbers
- Email addresses
- Names, phone numbers, and relationship of two close friends/relatives/neighbors for emergencies

(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 important to notify the school whenever there is a change to any of the information listed above.***

CSD ADULT CODE OF CONDUCT

Our district has a Code of Conduct that applies to all adults including parents, guardians, stepparents, grandparents, extended family, advocates and any others involved in activities or communications related to Colchester Schools. [Click here](#) to view the CSD Adult Code of Conduct.

DAILY SCHEDULE

Student entry to school	8:00 a.m.
5-minute reminder bell	8:10 a.m.
Start of school bell	8:15 a.m.
Lunches	
Grade 1	11:40 a.m.
Grade K	12:05 p.m.
Grade 2	12:30 a.m.
Car pickup, walkers, bikes	
Buses	2:45 p.m.
	2:45 to 3:10 p.m.

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 their 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 “opt out” on the CSD Release of Directory Information and Media/Photo Release form on InfoSnap.

DISCIPLINE

Positive Behavior Interventions and Supports (PBIS): At PPS, we use the PBIS framework to help make Porters Point School a positive place for students to learn and grow. PBIS helps establish a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. Teachers and staff at Porters Point School are committed to creating a positive school culture for all students by:

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

Our school-wide expectations at PPS are:

- Be safe
- Be respectful
- Be ready to learn

All students at PPS receive direct instruction, modeling, and practice in what each expectation looks like, sounds like, and feels like at PPS. The behavior matrix below lists some of the ways students demonstrate the expectations in each setting:

Positive recognition: We recognize students for demonstrating behavior that follows our school expectations. Our tangible token for positive school behavior is a “warm fuzzy” – a colorful pom pom given to students by teachers and staff. Students are recognized individually or as a group for demonstrating safe, respectful, and ready to learn behavior. When students reach school-wide, classroom, or individual goals, we celebrate our success with fun events like hat or pajama day, popcorn, a dance party, or extra recess.

2022-23: PPS Behavior Expectation Matrix

Examples of our school expectations in action in different parts of the school

Expectation	Setting				
	Playground	Hallways	Lunch	Bus	Classroom
Be Safe	✓ Use recess materials correctly ✓ Stay in the playground boundaries ✓ Solve problems using Walk Away, Talk it Out, and/or Rock Paper Scissors ✓ At the end of recess, freeze at the bell, walk at the whistle to go inside	✓ Get your teacher's permission to be in the hallway ✓ Put away your belongings at your coat hook area ✓ Use PAX hands, feet - helping, never hurting ✓ Walk on the right side of the hallway ✓ Eyes forward ✓ Keep space between you and the person in front	✓ Wash your hands or use hand sanitizer before eating ✓ Use PAX hands, feet - helping, never hurting ✓ Use both hands for the tray ✓ Stay in your seat ✓ Raise your hand when you need something - adults will come over to you	✓ Keep your hands, feet, and the rest of your body inside the bus. ✓ Stay in your seat with your bottom on the bottom of the seat and your back against the back of the seat ✓ Face the front of the bus ✓ Use PAX hands, feet - helping, never hurting	✓ Use PAX hands, feet - helping, never hurting ✓ Take care of supplies and school property ✓ Use learning tools and supplies the correct way ✓ Move safely in the classroom
Be Respectful	- Show that you are thinking of others: ✓ Invite others to play along with you ✓ Put recess materials and equipment away - things you're using and things you see left outside ✓ Share and take turns ✓ Use polite words, like "please" and "thank you" ✓ Follow adult directions	- Show that you are thinking of others: ✓ Use a "3-inch" voice (whisper level) ✓ Use eyes to look at artwork instead of touching it ✓ Pick up trash and/or put away belongings you see in the hall ✓ Share and take turns ✓ Use polite words, like "please" and "thank you"	- Show that you are thinking of others: ✓ Eat your own food ✓ Clean up your area and pick up things you see on the floor ✓ Recycle, compost, and throw trash away ✓ Use your "3-foot" voice (conversation level) ✓ Use polite words, like "please" and "thank you"	- Show that you are thinking of others: ✓ Use your "3-foot" voice (conversation level) ✓ Use polite words, like "please" and "thank you" ✓ Be kind to others ✓ Follow your bus driver's directions ✓ Only touch what belongs to you	- Show that you are thinking of others: ✓ Listen to other people ✓ Raise your hand when you have something to say ✓ Use a "3-foot" voice (conversation level) when you share out ✓ Use polite words, like "please" and "thank you" ✓ Look at the person speaking
Be ready to learn	✓ Walk into the building with everyone else at the end of recess ✓ Have fun and move around at recess so your body and brain are ready to learn	✓ Bring the things you need for learning into the classroom from your hall coat hook or cubby ✓ Use a "3-inch" voice (whisper level) so other students in their classrooms can concentrate on learning	✓ Eat and drink enough at lunch so your brain and body have <u>stamina</u> for learning ✓ Focus on eating so you are done on time ✓ Use a "0-inch" voice (no talking, just listening) for announcements	✓ Be at the bus stop on time ✓ In the morning, bring everything you need for school ✓ In the afternoon, bring everything you need for home	✓ Participate in class ✓ Keep trying – don't give up! ✓ Ask questions when you need help ✓ Double check your work before you decide you're finished ✓ Put materials away so you can find them next time

Defining and responding to interfering behaviors:

Staff-managed behaviors: Teachers and staff members manage behaviors that disrupt teaching and learning, occur infrequently, and do not threaten the safety of self, others or property. Those behaviors include:

- Excessive talking/calling out,
- Being too noisy for the activity or setting,
- Not following directions,

- Off-task behavior,
- Teasing,
- Misusing materials,
- Disrespectful to peers and/or adults,
- Minor physical contact like fooling around, mutual play fighting, and recess games that become too aggressive.

The primary strategy in PBIS is to recognize and reinforce positive behaviors. When this doesn't help students to turn their behavior around, teachers and staff members have a range of responses to help prevent and redirect students back to expected behaviors, such as:

- Making environmental changes that support positive behavior before a problem occurs (ex.: changing where a student is sitting or giving them a job during a transition time),
- Reminding students of expected behaviors,
- Giving positive feedback when a student starts turning their behavior around
- Giving students choice or help to get back on track
- Providing corrective feedback paired with a reminder of expectations, and
- Reteaching, then modeling expected behaviors.

If the behavior continues up to three times in quick succession, the student may be directed to take a break in the classroom or at a spot just outside the classroom to regain self-control and emotional regulation. The teacher or staff member then meets with the student to find out why they were struggling to meet expectations. During this problem-solving conversation, adults and students create a plan to address the issue and support improved behavior moving forward. Students may also experience a logical consequence because of their actions (ex.: needing to choose a different recess game rather than the one where the student played too rough).

If the student has harmed someone or something because of their behavior the teacher or staff member will also facilitate repair work in the form of restitution, an apology, or a restorative conversation. Before this occurs, the student who was harmed meets with the teacher or staff member to discuss the impact of the behavior on them and what they need from the other student to feel safe moving forward.

Administrator-managed behaviors: The principal manages student behaviors that jeopardize the safety of self, others, and/or school property, those that cause significant disruption to the learning environment, and staff-managed behaviors (see the list above) that reoccur three times in a short period of time. Those behaviors include:

- Repeated or directed profanity,
- Threats of harm,
- Physical aggression where harm occurs or is likely to occur,
- Stealing,
- Fighting,
- Destruction of property,
- Vandalism,
- Bullying, hazing, harassment,
- Repeated refusal and non-compliance,
- Technology violations - accessing inappropriate websites or being on different websites than expected,
- Three of the same minor infractions over a short period of time.

Students involved in the behaviors listed above meet with the principal to discuss why they were struggling to meet expectations. The student may have a time out in the office while the principal follows up with others involved. The principal will meet with those harmed in the situation, as well.

During this conversation, the principal and student(s)

- Clarify what occurred,
- Review the school expectation that was violated, and
- Create a success plan together to prevent future issues.

As part of that success plan, the principal may also assign additional support and/or instruction to help the student be successful. That may include increased adult supervision, specific social skill instruction, more frequent check-ins between the student and a supervising adult, and other interventions/supports, as needed. The plan may also include a logical consequence or loss of privilege because of the student's actions.

As with staff-managed behaviors, the principal or their designee will facilitate repair work in the form of restitution, an apology, or a restorative conversation. Before this occurs, the student who was harmed meets with the principal or their designee to discuss the impact of the behavior on them and what they need from the other student to feel safe moving forward.

Responses to student behavior: When disruptive, inappropriate or unsafe behaviors happen at school, teachers, staff, and the principal will take action to address the behavior in a way that is logical, related to the harm done, and focused on repair and restoration. As mentioned earlier in this section, we consider what additional instruction or support a student may need to change their behavior and then respond accordingly. The student may also experience logical consequences related to their behaviors.

Logical consequences are closely related to the behavior and where it occurred, are temporary, and happen in a close time frame to the incident whenever possible. Students often require additional adult supervision, feedback, and support as they develop the skills needed for success. A logical consequence may include a temporary loss of privilege, limits on where the student can sit or play, community service to make up for damage done, and a short time out in the classroom or office to regulate and make a plan to resume their activities.

Please note: A child may be removed from the classroom and timed out in the office immediately for aggressive, harmful behavior. It is the principal's discretion to administer consequences as necessary to ensure safety for self and others.

For more specific information about responses to student behavior, click [here](#) to access the PPS Comprehensive Behavior Plan in the Appendix of this Family Handbook

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.
 - a. Is intended to ridicule, humiliate or intimidate the student; and
 - a. (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 their parents/caregivers. The student may lose privileges (ex.: assigned seat on the school bus or in the cafeteria) and have increased adult supervision to prevent future incidents.

- **Second Violation:** The student will meet with the principal. The principal will arrange for increased instruction and support. This may include a series of lessons with the school counselor and/or participation in Check In/Check Out or an individualized behavior plan. The principal will contact the student's parents/caregivers with information about the incident and the plan to address the student's behavior.
- **Third Violation:** A conference will be scheduled with the student, principal, classroom teacher, school counselor, behavior specialist, and parents/caregivers to develop a plan to prevent further incidents.

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 Kim Thibodeau, School Counselor
 (802) 264-5920 (802) 264-5927
carolyn.millham@colchestersd.org kimberly.thibodeau@colchestersd.org

Click [here](#) for Colchester School District Policy F2: Prevention of Harassment, Hazing and Bullying of Students

DISMISSAL PROCEDURE

Our school day ends at 2:45 p.m. We start by dismissing students who are walking or riding bicycles and students who are being picked up by car. Students attending the Colchester Parks and Recreation's ACE program are dismissed next, followed by buses in the order they arrive at school..

Click through to [this slide deck](#) for more information about dismissal procedures at PPS.

Parent/Caregiver Pick-Up at dismissal: Cars will loop around the parking lot to pick up students when they reach the sidewalk area next to the school. Each student is assigned a number and families are asked to display the number in the passenger side window when they are picking up their child by car at dismissal.

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

Transportation Plans: All families fill out transportation information in their parent portal account in PowerSchool. Families will be reminded to do this over the summer before school starts in the fall. This information is kept in our database and referred to if there is a question about transportation plans. If your child's typical transportation plan changes at some point during the school year, please notify the main office right away so we can change the plan in our database.

Daily Pick-up Changes: If there is a one-day change 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 the pick up.
 - Picking up **before** dismissal? Include the time for pick up and the person doing pick up.

CSD transportation forms are available online ([click here](#)). You can also call the school before 2:00 p.m. to notify us about a change in dismissal plans – 264-5920.

DRESS CODE

Students should dress in a way that is safe and non-disruptive to the learning environment. Clothing should also be appropriate for the weather and the activity, like wearing sneakers for PE. 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 clothing that does not contain these symbols or references. Students may wear hats in school. As with all items from home, if it becomes a distraction at school, teachers and staff can ask a student to take off their hat and put it in their backpack for the day.

EARLY RELEASE DAYS

The district has four early release days each year used for teacher and staff professional learning and development. All are Wednesdays on the following dates: November 5, 2025, February 4, 2025, April 8, 2026, and May 6, 2026.

On these dates, students in K-5 will be dismissed at 12:45 PM, students in grades 6-12 dismiss at 12:00 PM, and there are no preschool sessions for PreK students that day. We do provide bus transportation from school on early release days. Expect that your child will be dropped off approximately 2 hours earlier than usual due to the change in dismissal time.

We encourage you to make arrangements now for your child's after school care and to let us know up to a week in advance if those arrangements will change your child's transportation plans. You can email Sheila Doherty at sheila.doherty@colchestersd.org, send in a note with your child, or call us at (802) 264-5920.

EDUCATIONAL SUPPORT TEAM (EST)

Porters Point School's Educational Support Team (EST) meets to problem-solve for learners who need additional help making academic, social-emotional, and behavioral growth. Team members include the classroom teacher, special educator, administration along with the school counselor, speech-language pathologist, and 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

During annual registration, families are asked to identify "emergency" contacts for their child. An emergency contact is called when we cannot reach a child's parent/caregiver 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 if the person's name is listed in our school database.

It's helpful if at least one person listed as an emergency contact has a working phone, access to transportation, and lives close-by (30 mins. or less). Ideally the person is also someone that your child knows and someone that you trust to take care of your child in your absence.

EMERGENCY SCHOOL CLOSING/DISMISSAL ANNOUNCEMENTS

Sometimes school must be closed, delayed, or dismissed early due to weather or other emergency conditions. When this happens, we will notify parents/caregivers as quickly as possible by email, phone call, and text message.

The district also informs area radio and television stations. Tune into 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 [Vermont Public Radio](#) and [WCAX](#) on the Internet to check on school closings or delays, as well. ***Please obtain information from these sources and avoid calling the school directly unless necessary.***

No school

- Announcements in the morning will be made as soon as possible, preferably before 6:00 AM.
- Normally, school days missed due to cancellations are made up at the end of the year in June.

Delayed opening

- The decision will be made as soon as possible.
- Delayed opening will be for two hours. School will start two hours later than usual. For PPS, this means our start time will be 10:15 AM.
- The morning Colchester Early Child Programs will be canceled, but afternoon sessions will be held at their regularly scheduled times, including transportation. This includes EEE Preschool and Playgroup.
- Bus drivers will run their normal schedule but delayed two (2) hours.
- Transportation will not be provided for CHS students attending vocational education centers or private schools. Students should listen to the radio to determine if their program is canceled. If the program is not canceled, students would make every attempt to provide their own transportation.

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.
- The afternoon Colchester Early Child Programs will be canceled. This includes EEE Preschool and Playgroup.
- Timing will be coordinated with the Colchester Highway Department to ensure roads are plowed and sanded.

EMERGENCY PROCEDURES

Evacuation and Lockdown Drills: State law mandates that schools are to have either evacuation or lockdown 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 lockdown drills, students will be instructed on how to “shelter in place” effectively.

These drills 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. You can find information for CSD families about emergency procedures on our website - www.csdvt.org/pps - on the “About” menu under “Crisis Resources.”

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 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/caregivers,
- 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/caregivers should notify the main office when moving out of the Colchester School District. A Records Request must be completed so your child's records can be forwarded to their new school. Parents/caregivers 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 their 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/caregivers 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, arrangements can be made for a copy of the records at a cost of \$0.25 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 or 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 of 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.

Click [here](#) for Colchester School District Board Policy F6: Education Records

Click [here](#) for Colchester School District Board Policy F6a: Custodial, Joint Custodial, and Non-Custodial Parental Rights and Responsibilities

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 to parents/caregivers before each trip. All students need to have permission slips signed and returned before they are allowed to participate. A teacher and chaperones (as needed) will be assigned to each trip to provide adequate supervision. Students are required to follow our school expectations during field 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/caregivers of all children in the classroom will be notified of any food restrictions by the school nurse before the start of the school year, whenever possible. When student enrollment happens after the first day of school, classroom families will be notified of any allergy related food restrictions as soon as possible.

Parents of children with food allergies will be asked to complete a 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 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 to keep students with food allergies safe.

An allergy aware classroom will follow guidelines, such as:

Snacks in the classroom

- Snacks in the classroom will not be shared between students. Students will only be allowed to eat their own snack that they brought from home. *Please do not send in shared snacks or treats for classrooms.*
- 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.
- Tables in the classroom will be wiped down before and after snack.
- Teachers and students will be encouraged to wash their hands with soap and water before and after eating.

Lunch in the cafeteria

- Food will not be shared between students.
- A consistent allergy safe table(s) will be available in the cafeteria.
 - Children with food allergies have the option to sit at the allergy aware table. If parents/caregivers of students with allergies want their child to sit at the allergy aware table, please contact our school nurse.
 - Children without food allergies who bring lunch from home should **not** sit at this table.
 - Children without food allergies who purchase a meal from the school food service are allowed to sit at the allergy-aware table. Our food service maintains a peanut and tree-nut free menu.

- 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.
- Tables will be wiped down between each lunch.
- Students will be encouraged to wash their hands with soap and water before and after eating.

HEALTH OFFICE

Health office phone number: (802) 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 can provide emergency first aid. For serious injuries, such as fractures and cuts requiring sutures, parents/caregivers will be notified, and students will be referred to their pediatrician. When it is not possible to locate a parent/caregiver, emergency medical services will be called.

Children who are ill may be dismissed from school and it shall be the responsibility of the parent to pick them up promptly. Should it become necessary for a child to go home, they will only be released into the custody of a parent, the 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 to ensure their 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.

In general, students should stay home and/or consult with the school nurse for the conditions listed below. Children sent to school with these, or similar conditions may be sent home from school by the school nurse.

Stay home for...	Return to school after students are...
A fever over 100°	Fever free for 24 hours without the use of fever reducing medication (ex.: Advil or Tylenol)
Vomiting or diarrhea	No vomiting or diarrhea for at least 24 hours and the child can tolerate solid food
A contagious infection requiring antibiotics	On medication for 24 hours (or as directed by a physician/medical provider).
An unexplained rash, especially when the child also has a fever or open lesions that cannot be covered	Contact the school nurse to determine when the child can come back to school
A cough that does not stop and interferes with learning	Contact the school nurse to determine when the child can come back to school

Feel free to contact our school nurse, Suzanne Abbott, with any student health related questions. She can be reached by email at suzanne.abbott@colchestersd.org or by phone: (802) 264-5923.

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 K,1, 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.

HOLIDAY GUIDELINES

Many different holidays occur over the months school is in session. Some of these holidays hold a lot of significance to individuals within our school and they have little meaning to others. When schools acknowledge holidays by *celebrating* them (ex.: planning holiday-themed activities or events for everyone to participate in), it elevates those cultural traditions and beliefs, which is isolating for students who do not share the same traditions. Schools may approach holidays from a teaching perspective, which means that holidays may be used to teach about history or culture when doing so fits with curriculum and instruction goals.

In the Colchester School District, we are committed to having all school activities be inclusive, accessible, and educational for all students. Acknowledgments in our school are culturally diverse, literature and/or curriculum-based or look at the cultural and/or historical nature of a holiday. Students also learn about the important holidays, cultures, and traditions in their classroom in balanced, representational, and respectful ways.

Our practice around the following holidays will align with CSD guidelines:

Halloween	Even though Halloween is a secular holiday, students are not allowed to wear a costume to school or bring/exchange candy and will not participate in Halloween-themed activities.	
Thanksgiving	We do not celebrate Thanksgiving.	We celebrate the spirit of thankfulness and gratitude by helping others. We also acknowledge that this holiday has different significance to students depending on their cultural backgrounds.
Christmas	We do not celebrate Christmas. Gift exchanges such as Secret Santa and Yankee Swaps with students and staff are prohibited.	Gifts and donations to classrooms from parents and caregivers at any time of year are always appreciated.
Valentine's Day	Valentines are not allowed to be sent in from home.	We emphasize the importance of kindness and empathy as part of our Second Step curriculum.
Mother's/Father's Days	In keeping with what we know of trauma informed practice, we do not have students create gifts or cards for Mother's/Father's Day	We recognize that our students come from a variety of different family structures.

Click [here](#) for Colchester School District Board Policy C1: Equity

HOMEWORK POLICY and PROCEDURES

Click [here](#) for Colchester School District Board Policy G1a: Homework

LIBRARY

Children come to the library as a class once per week so they can choose a book to borrow until the next class. 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, Annie Brabazon, at annie.brabazon@colchestersd.org.

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 the child's name.

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

Click [here](#) for Colchester School District Board Policy F8: Student Health

OPEN HOUSE

Open House at Porters Point School will be on **Thursday, October 17, 2024**, from 6:30 p.m. – 7:30 p.m.

PARENT-TEACHER ASSOCIATION (PTA)

The Parent-Teacher Association (PTA) is a group of interested parents/caregivers, teachers, and administration that meet on the second Tuesday of each month from 6:00 to 7:00 p.m. The only requirement for membership is an interest in participating and having a child currently enrolled at Porters Point School.

The PTA hosts many free, fun events that support positive connections within our school community, like school dances and family game nights. They also use fundraising money to decrease the cost of field trips for all students, beautify the school inside and out, and help pay for an artist residency every three years. Reach out to the PTA with questions or let the group know you're interested in joining. Their email address is ppsptavt@gmail.com

PHOTOCOPIES

The photocopier machine is for school business only. Non-school copies can be made with the permission of the principal for \$0.25 per copy.

PHYSICAL EDUCATION (PE)

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

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 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 emphasizes the use of positive behavioral interventions and supports to address targeted student behaviors, and 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.

Click [here](#) for Colchester School District Board Policy 35: Use of Restraint and Seclusion

PICTURES

Picture day is **Thursday, September 25, 2025**, and picture retakes are on **Thursday, October 30, 2025**. Beltrami Studios will provide details about how to purchase your child's school photo. Several packages are available for families to purchase. Each child will be photographed for inclusion in the school yearbook and for our records.

PLACEMENT and TRANSITION

Creating new classes for the new school year is one of our most important and complex tasks that we undertake each spring. Our whole faculty spends much time and effort generating new student groups equitably balancing student academic achievement levels, social and behavioral development, the compatibility of students with each other, levels of learning support needed, and demographics. Our goal is to create the best possible teaching and learning environment in all classrooms using a process that is fair for all children.

In the spring, we give parents/caregivers an opportunity to share pertinent information about their child(ren) for teachers to consider in the placement process. When filling out the form, **please do not include specific teacher requests by name or description**. Specific teacher requests will not be honored for your child's placement.

It's most helpful to know if there are students with whom your child will not be successful, especially when the problems have happened outside of school. Examples of such input includes:

- "Please separate my child from _____. They spend lots of time outside of school together and I want my child to develop some new friendships" and
- "My child and _____ had problems with fighting in pre-school."

The class lists are reviewed by the Unified Arts, reading and math intervention, and support services teachers for feedback. Once the lists are finalized, the principal makes teacher assignments for each group.

Students currently enrolled at PPS participate in transition activities like Step Up and Fly Up Day where they meet their new teachers and classmates before the end of the current school year. August transition activities include an Open House the day before school starts that is just for grade 1 and 2 students and their parents/caregivers. Transition activities for incoming kindergarten students and families include an Open House in June and a Smart Start event from 10 AM to 1 PM the day before school begins.

RECESS

Students have a grade-level recess outside every day except when

- It's raining at recess time,
- When the playground and field are too icy to be safe for play, and/or
- When the temperature is below zero (actual temperature and/or wind chill).

Students should come to school with appropriate clothing for the weather, particularly during the winter months. Snow pants, boots (winter boots and rain boots), hats, gloves or mittens, and a warm coat are essential for students to stay warm and dry outside for 20 minutes during recess. We do not have extra clothing for students to change into if their clothes get wet from playing in the snow or mud.

REPORT CARDS

Report cards will go home with students three times during the school year.

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 welcome to attend these meetings. Current Meeting Schedule: [CSD School Board web page](#)

SCHOOL MEALS PROGRAM

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. School breakfast and lunch meals are currently free for all public school students in Vermont. *Students ordering milk separate from a breakfast or lunch meal will be charged - 2025/26 price to be determined.*

Food allergies are a significant health concern that can put children at risk. For this reason, we are continuing the use of a non-peanut butter sandwich option from our kitchen (sunflower butter) and make an allergen-aware table available to students in the cafeteria.

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

Breakfast: The daily schedule at Porters Point School begins with a 20-minute time for breakfast. Students who order breakfast from the district food service order their breakfast the day before. Students may choose to bring a light snack from home to eat during this time, as well.

Lunch: Every day, students have the option to order the “featured lunch meal” that day. They may also choose to order a sandwich (turkey, turkey and cheese, sun butter, or grilled cheese). Students ordering a Chef’s Salad must order the salad the day before.

SNACKS at SCHOOL

Classroom teachers plan a snack time in their daily schedule. Students may bring a nutritional snack to eat during this time. Please do not send candy or soda to school. If the classroom has any food allergy related restrictions, snacks from home must follow those food guidelines.

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, Carolyn Millham (carolyn.millham@colchestersd.org), or the Director of Special Education, Carrie Lutz (carrie.lutz@colchestersd.org).

SCHOOL COUNSELOR

School Counseling Office phone number: (802) 264-5927

The goal of school counselor 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 school counseling in the Colchester School District. 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 CARE class, the school counselor will also be available to work with small groups and individual students who demonstrate a need for additional instruction and skill building 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 school counselor also facilitates different aspects of crisis management for students.

When the school 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:

kimberly.thibodeau@colchestersd.org or (802) 264-5927

STAFF DIRECTORY

Administration	Carolyn Millham, Principal	(802) 264-5920
Office Staff	Sheila Doherty, Administrative Assistant	(802) 264-5921
Food Service	Glyn Gelinas, Barb Iaria	(802) 264-5925
Custodians	Amissi Munyugu, Kevin Kane	
Student Support Services	Suzanne Abbott, School Nurse Kim Thibodeau, Guidance Counselor Sabino Ramirez, School Services Clinician Dan Gaudet, Behavior Specialist	(802) 264-5923 (802) 264-5927 (802) 264-5918
Grade K	David Allbee Maureen Belaski Allison Donnelly Kira Hislop	
Grade 1	Sarah Carilo Wendy Goldsmith Kelly Little Molly Rolfe	
Grade 2	Caitlin Bellavance Kaitlin Cole Dan Shepherd Brittany Wildermuth	
Unified Arts	Annie Brabazon Kait Jewett Nora Klick Paul Pecor	Library Art Music Physical Education
Instructional Support Services	Tessa MacNeil Nina Dudley Jennifer Santarcangelo Natalie LaRose Kelly Ryan Rob Janelli (.5 PPS/.5 UMS) Paula Palermo (.5 PPS) Jennie Hoenigsberg (.3 PPS/.7 MBS) Emily Cooke Hannah Mavin (.5 PPS/ .5 PreK) Kristin Vigneault Veronica Palermo	Special Education – grade 2 Special Education – grade 1 Special Education – grade K Title1/Reading Reading Math Interventionist Math Interventionist Multilingual teacher Speech Language Pathologist Speech Language Pathologist Speech Language Assistant Speech Language Assistant
Student Support Staff	Adam Bagdon, Cheryl Callahan, Teresa Clark, Katherine Coakley, Katie Anne Conway, Brittany Cresta, Patty Desranleau, Sandra Dickin, Laura Elder-Connors, Lisa Fuller, Rachel Gavin, Priscilla Hammond, Heather Jenkins, Shauna Knapp, Jeanne	

	Knowlton, Julia Ljungvall, Sara Longo, Jessica Morey, Crystal Nerbak, Lorrie Ploof, Kendra Renz, Sierra Scheller, Doreen Snelling, Lauren Walker
AM/PM Bus Supervision	Kristin Vigneault

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 shall notify the Child Protection Team (principal, guidance counselor, social worker, nurse, and classroom teacher). The group decides on 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 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 and math. Students are referred to Title 1 reading based on their performance on grade-level benchmark assessments and their daily application of skills and strategies in both content areas.

The reading and math intervention teachers complete a needs assessment at the end of each trimester. You will be notified if your child qualifies for Title 1 Reading and/or Math instruction. We must have your permission for your child to access these intervention programs.

TUITION RATE

The tuition rate for elementary students (grades K - 6) whose families wish to enroll in the Colchester School District this year is \$16,100. The tuition rate for students in grades 7 – 12 is \$21,200.

VIDEO SURVEILLANCE

Please be aware that Porters Point School uses an outside electronic video surveillance system to monitor activity on school property to protect the health, welfare, and safety of its students and staff, and to facilitate the investigation of incidents on school grounds. An electronic video surveillance system is also used on buses provided by Mountain Transit for PPS students.

Click [here](#) for Colchester School District Board Policy E6: Video Surveillance

VISITORS

Visitors are always welcome at Porters Point School. Parents/caregivers 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 are asked to call ahead to arrange a visit before arrival. Visitors will be required to leave if they cause a disturbance or interfere with the educational process at PPS.

Building security: Our school is equipped with a security system that requires all visitors to ring the doorbell to request entry 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.

Visitors sign in: Once inside the building, all visitors must sign in and take a visitor sticker. The visitor sticker must be visible to staff while you are in the building. Before you leave, note the time on our visitor log at the main entrance.

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/Math buddy
2. Library helper
3. Classroom helper (for grade level and unified arts classrooms)
4. Field trip chaperone
5. Parent Teacher Association (PTA)
6. Yearbook photographer
7. Project-Based Learning helper

To volunteer, you must read and sign a PPS *Code of Conduct for Volunteers* form and complete a Volunteer Registration background check (see Appendix for examples of both forms). Both forms can be [found online here](#).

Please note: The Volunteer Registration background check takes two school days for the CSD Human Resources team 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 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 to:

- Eat lunch with their child
- Make a one-time presentation to a classroom or large group of students
- Attend a class event

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

YEARBOOK

Each year, parent/caregiver volunteers from the PTA work together to produce a beautiful yearbook for families to purchase. These yearbooks are very popular with students and feature a lot of fun photos from our year together. Online orders start in January and wrap up in April – don't miss out!

If you are interested in helping with the yearbook, reach out to the PPS PTA by email - ppsptavt@gmail.com

APPENDIX:

PORTERS POINT SCHOOL COMPREHENSIVE BEHAVIOR RESPONSE PLAN

Level 1 behaviors (staff managed behaviors)	
Description	• Unexpected behaviors that disrupt teaching and learning. • Occur infrequently. • Do not affect the safety of self, others, or school property.
Specific behavior examples	Excessive talking Loud talking/noises Not following directions Off task behavior Teasing Misusing materials Disrespectful to peers and/or adults, Non-serious physical contact that violates school expectations (ex.: horseplay, pushing & shoving, poking, touching, scratching) Late re-entry after recess
Response options to behavior	<u>Positive acknowledgement/Redirection/reminders</u> • 5 positives for every 1 redirection or reminder <u>Reteaching</u> • Employee instructs then models expected behavior and the student practices <u>Adjust environment/accommodate activity</u> • Change student seat, switch partners, provide scaffolding for activity, work in a quieter location, wear noise-canceling headphones <u>Student takes a break to regain self-control</u> • Use break space in the classroom • Send student on an “errand” or a short movement break
Follow up steps	<u>Process & create a success plan with the student</u> • Use the back of the behavior report form or a reflection sheet to document plan <u>Consider if logical consequences are appropriate for the behavior</u> • Temporary loss of choice/options or privilege related to behavior <u>Discuss and facilitate repair and restoration</u> • Options include restitution, community service to make up for harm done, apology, restorative conversation <u>Document on classroom record sheet</u> <u>Communicate with parents/caregivers of students involved</u> • Use email, phone, sending the behavior form home with the student. <u>Communicate behavior info with people who need to know at school, if needed</u> • Teachers and staff that work with the student - classroom paras, UA and /or intervention teachers, recess supervisor <u>Monitor student progress</u> • Review behavior, academic, social-emotional, and attendance progress regularly • Refer student for additional intervention and support, if needed

Level 2 behaviors (staff-managed behaviors)	
Description	- Interrupting behaviors that continue to disrupt teaching and learning after being addressed. - Three similar behaviors that occur within a short time frame (<i>upon the third</i> - three in a day, week, or month)
Specific behavior examples	<u>Continued Level 1 behaviors:</u> Excessive talking Loud talking/noises Not following directions Off task behavior Teasing Misusing materials Disrespectful to peers and/or adults, Non-serious physical contact that violates school expectations (ex.: horseplay, pushing & shoving, poking, touching, scratching) Late re-entry after recess
Response options to behavior	<u>Positive acknowledgement/Redirection/reminders</u> 5 positives for every 1 redirection or reminder <u>Reteaching</u> - Employee instructs then models expected behavior and the student practices <u>Adjust environment/accommodate activity</u> - Change student seat, switch partners, provide scaffolding for activity, work in a quieter location, wear noise-cancelling headphones <u>Student takes a short break to regain self-control</u> - Break could occur in the classroom or in a buddy classroom - Send student on an “errand” or a short movement break <u>Student takes a break in the office</u> - If the third incident in the same day, take a break in the office (admin-managed behavior) <u>Process & create a success plan with the student</u> - Use the back of the behavior report form or a reflection sheet to document plan <u>Consider if logical consequences are appropriate at this time</u> - Temporary loss of choice/options or privilege related to behavior <u>Discuss and facilitate repair and restoration</u> - Options include restitution, community service to make up for harm done, apology, restorative conversation
Follow up	<u>Document using a behavior report form</u> (access SWIS for online reporting) <u>Communicate with parents/caregivers of students involved</u> - Use email, phone, sending the behavior form and success plan home with the student. <u>Share behavior info & success plan with people who need to know at school</u> - Teachers and staff that work with the student - classroom paras, UA and /or intervention teachers, recess supervisor <u>Request additional support</u> - Access the support of family members, current service providers, and/or team members - Consult with support services team member (ex.: behavior specialist, school counselor, grade level special educator, etc.) <u>Check that universal tier features are in place to support the student</u> - Self-assessment or peer feedback - make changes, as needed <u>Monitor student progress</u> - Review behavior data weekly - classroom record sheets, SWIS reports, CICO - and academic, social-emotional, and attendance progress. - If behaviors and/or other concerns persist, refer student to EST for problem-solving, intervention, supports, and supervision.

Level 3 behaviors (Administrator-managed behaviors)	
Description	- Behavior that jeopardizes the safety of self, others, school or personal property. - Student is in a highly agitated or aggressive state - Student has threatened harm or has harmed another student or adult - Significant disruption of the learning environment - Behaviors that continue after Level 1 & 2 strategies are used by teachers & staff - three or more times in a short time period
Specific behavior examples	Abusive language, repeated or directed profanity Physical aggression/Fighting Theft Destructive property damage, vandalism Suspected bullying, hazing, harassment Repeated non-compliance Threatening behavior Inappropriate touching/exposure Technology violation Out of bounds/off property Possession of a weapon 3 of the same minor infractions repeated in quick succession
Response options to behavior	<u>Immediately refer the student to the office using the room intercom or hallway radio</u> Administrator, behavior specialist, or special educator will support student in taking a time out to calm down
Follow up	<u>Ensure safety</u> - Person responding (admin, behavior specialist) deescalates and stabilizes the student, if needed - Teacher and administrator takes action to ensure the safety of others (staff and students), if needed <u>Administrator follows up on what occurred</u> - Confer with adults present, student(s) impacted, and student(s) who caused harm - Gather relevant information - review data, current plans - Consult with teachers and staff who know and work with the student and the student's parents/caregivers <u>Process & create a success plan with the student</u> If applicable, update existing behavior interventions in consultation with the student's team and family. Areas for planning include: - Pro-active strategies and support to prevent continued behavior - Logical consequences (temporary or extended) related to the behavior - Direct instruction to address lagging skills, and - A plan for restitution, community service to make up for harm done, apology, and/or a restorative conversation <u>Communicate with parents/caregivers of student(s) involved</u> - Email, phone, or schedule a meeting with parents/caregivers to inform - Send the behavior form and success plan home with the student <u>Communicate the plan to school employees who need to know</u> - Referring employee, student teacher and team, support staff, UA and intervention teachers <u>Request additional support</u> - In addition to Level 2 additional supports, refer student to EST or Health Services for individualized problem-solving, interventions, supports, and supervision or coaching <u>Monitor student progress</u> - Review behavior data weekly - classroom record sheets, SWIS reports, CICO - and academic, social-emotional, and attendance progress - If behaviors and/or other concerns persist, refer student back to EST for problem-solving, intervention, supports, and supervision.