

**HYDE PARK ELEMENTARY SCHOOL
PARENT & STUDENT HANDBOOK
2024-2025**



www.hpes.org

HYDE PARK ELEMENTARY SCHOOL

Hyde Park Elementary School: A joyful community of independent learners prepared for an evolving world.

Title I “Parent-School Compact” FY 25

It is important that families and schools work together to help students achieve high academic standards. Through ongoing discussions that include teachers, families, students, the school board, and other interested community members, the following are roles and responsibilities that we, as partners in the education of the children of Hyde Park, agree to carry out to support student success in school and in life.

Staff Pledge:

The staff of Hyde Park Elementary School agrees to carry out the following responsibilities to the best of our abilities:

- Provide learning opportunities through interesting and challenging experiences.
- Inspire high expectations.
- Develop a community of joyful learners
- Communicates regularly with families about student progress.
- Provide an inviting, safe, and caring learning environment.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Participate in evidence-based, equitable and collaborative decision-making that promotes student success.
- Honor the school, students, staff, families and the community.

Student Pledge:

The students of the Hyde Park Elementary School agree to carry out the following responsibilities to the best of their abilities:

- Come to school on time, be ready to learn, and to have fun.
- Bring necessary materials.
- Know and follow school and class expectations.
- Communicate regularly with our parents and teachers about school experiences so that they can support our successes and challenges.
- Limit screen time.
- Engage in social and academic learning within the community.
- Honor the Hyde Park Elementary School Community and respect all members.

Parent/Family Pledge:

The parents/families of Hyde Park Elementary School students agree to carry out the following responsibilities to the best of their abilities:

- Communicate the importance of education and learning to our children.
- Provide enriching learning experiences.
- Read to your child/children and/or encourage them to read independently every day.
- Ensure that your child/children attend school every day, get adequate sleep, regular medical attention, and proper nutrition.
- Participate in your child/children’s learning progress.
- Participate in school activities such as PIE, (Parents in Education), volunteering, chaperoning field trips and special events; attend parent-teacher conferences.
- Honor the school, staff, students, and families.

Report Cards

Report cards are issued 3 times a year. Parent-teacher conferences are in October and March. Additional conferences are scheduled as necessary or as requested.

Report Cards are issued during the month of December, March and June.

Home-School Communication

Information concerning school activities will be available online at www.hpes.org or sent home on the last day of the school week.e. Each child will have a Friday Folder. This folder will contain weekly correspondence from the school as well as other announcements and classroom information. Be sure to check with your child for his/her Friday Folder and return it promptly on the following school day.

Each staff member has a telephone extension and e-mail address where he/she can be reached. Messages can be left in voice mailboxes at any time of the day. Phone extensions and emails are found at www.hpes.org. All calls will be returned as soon as possible. Parent-teacher conferences will be held after the distribution of report cards for the first and second trimesters. Parent/teacher conferences will be scheduled during the afternoon and evening hours.

Emergency Drills

Fire and Evacuation Drills: By state statute, each school is required to conduct a fire drill or safety drill each month and record both the date and the time. All students must participate. These drills are held at the discretion of the Principal.

Outside drills, the Principal will consider such factors as program, weather, and health. Most drills do not require children to remain outside of the building for more than five minutes. Each teacher is responsible for instructing students on the manner and route of exit during drills. These unannounced rehearsals are necessary for helping children to react quickly and responsibly in instances of emergency.

Inside safety drills (i.e. lockdown and secure the school drills) will occur on a regular basis in order to prepare for any emergency situation.

Communicating Concerns

If during the course of the school year, parents/guardians have any concerns regarding their children, a teacher, or any other aspect of the school they are requested to follow the procedure explained below. We expect that the majority of the questions or concerns can be handled at the level closest to the issue. **The following procedure will lead to efficient solutions and resolution.**

1. First Contact the Teacher – Make an appointment or call 521-5400 #5418 to reach the front desk. You will be connected with the faculty who can answer the question or concern with the faculty that is closest to the concern at hand.
2. n at hand.
3. Next, Contact the Principal – If the situation has not been resolved with the teacher or appropriate staff, make an appointment with the principal, Diane Reilly, 521-5414 ext 5414 or for a quick response email dreilly@lnsd.org.

LAMOILLE NORTH SUPERVISORY UNION PUBLIC COMPLAINTS ABOUT PERSONNEL

The Lamoille North Supervisory Union (LNSU) is committed to see that complaints about personnel are considered in a timely manner that is fair to all parties. LNSU places trust in our employees and desires to support their actions in such a manner that employees are free from unnecessary, spiteful or unjustified criticism or complaints.

Resolving Complaints

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The employee involved shall be given every opportunity for explanation, comment and presentation of the facts as they see them.

If the issue is not resolved by the involvement of the immediate supervisor, the complainant may refer the issue to the superintendent for their review and decision. In cases of alleged discrimination, the complainant should follow the procedures accompanying the anti-discrimination policy or other relevant procedures.

Appeal to the Board

If the above steps do not resolve the complainant's concern, they may request to meet with the board to review the superintendent's decision. If the board decides to hear the request of the complainant, it shall invite all parties involved, including administrators, to attend the meeting to present facts, make further explanations, and clarify the issue. The board shall conduct such meetings in a fair and just manner and shall render a decision. It is the intent of the district that the rights of employees be protected through the administration of this procedure.

Behavior

HPES students arrive with a continuum of social skills. We seek to underscore the need to educate our students in a manner that develops all students toward positive interpersonal relations and social/emotional growth. Our actions are guided by a philosophy grounded in proactive and positive behavioral support and emphasises each student's strengths. Our first approach is through schoolwide practices. This is provided in a number of settings including, but not limited to, our school curriculum, classroom lessons, group work, individualized support, and SEL (Social Emotional Learning) instruction in the class.. Our next step is an intervention, this includes, but is not limited to, positive reinforcement, staff-guided reflection, mentoring, and increased teacher feedback. Our final approach will include other measures, which will be determined case-by-case. In the interest of a safe learning environment for all students and staff, the school maintains the right to accelerate the normal processes surrounding behavior issues.

The HPES Community's goal is to create an environment that is safe, respectful, and conducive to learning. Students are expected to exhibit behaviors that are consistent with our school-wide expectations. We believe that intervention practices at HPES should:

- Practice, teach, and model prosocial behaviors.
- Foster student responsibility and accountability.
- Promote long-term behavior change and not focus on an immediate “fix”.
- Honor the student’s dignity and individual needs.

To that end, we have developed a school-wide system of *Positive Behavior Interventions/ Supports* based upon three expectations:

Care for yourself
Care for others
Care for environment

Research shows positive and predictable environments increase prosocial behavioral outcomes. The most effective way for students to understand what is expected of them is to explicitly teach the appropriate behavior and support what positive behavior looks like in various environments.

The positive behavior interventions and support system allow students to learn and re-learn appropriate behaviors. Students can review behavior, practice routines, and make better choices in the future. This process will help students develop greater self-control and independence. Students will learn to express their thoughts and feelings better, improve their critical thinking skills, and become more aware of alternative behaviors.

The PBIS approach is utilized across all settings, including classrooms, lunchrooms, buses, playgrounds, and other school activities. The process helps us be fair and consistent in dealing with consequences. We urge parents to work with us in helping the child learn from his/her mistakes. We expect students to make mistakes, but we also expect that the student support system will guide them through reflection and action planning to improve their social and emotional learning.

The PBIS approach seeks to validate and recognize the appropriate behavior of all students. HPES utilizes a point system that recognizes positive behavior in individuals, class-wide, and school-wide. Using this method allows our school to consistently demonstrate that positive behavior is valued and an important part of our school culture.

Student Expression: Students enjoy the right of expression as provided by state and federal law. The student may not, by speech or conduct, disrupt classwork or educational programs; cause substantial disorder or invasion of the rights of others (directly or indirectly); or substantially interfere with the requirements of appropriate discipline, education programs, or other activities in the school's operation. Using vulgar, offensive, lewd, or indecent speech or conduct is prohibited and will have consequences in line with the HPES expectation matrix.

This year, HPES will implement a "House System" to support PBIS. Stay tuned for more information as it will be fully in place on January 1.

Procedure for Reports of Bullying, Harassment, and/or Hazing

At the outset, all claims of bullying, harassment, and/or hazing will be considered misconduct until the reported incident has been investigated. Determining bullying, harassment, and/or hazing is a serious charge and cannot be made without due process. If there is a concern with a student's behavior, it should be reported to a designated employee. These employees are Sydney Alexander, Jessica Barbour, and Shawn Clough.

. Once a complaint is received, an official investigation will begin and will be completed within 5 school days.

The investigation includes

- a. Interviewing student(s) and appropriate staff.
- b. A determination of the level of behavior.
- c. Parental/guardian contact.
- d. Use appropriate intervention, including education concerning behavior, Check-in/Check-Out, mentoring, restorative practices, group instruction, individual counseling, and possible collaboration with outside resources.
- e. When appropriate, interventions will be determined at the level that is considered consistent with the situation as follows:

Review and/or relearn behavioral expectations with the student's education team (i.e., school administrator, classroom teacher, behavior support, and school counselor).

Restorative justice practices(i.e., restitution, repair, and/or facilitated peer-to-peer resolution)

Skill Instruction and/or coaching.
Restricting privileges or denial of the right to participate in an activity for safety.
Temporary exclusion from the general school community if deemed appropriate
In-School Suspension.

Procedures are in place to ensure the safety of all students. The following procedures are in place to address behaviors that necessitate removal from the regular school environment.

Limited access to s, school day activities and/or events
Half-day in-School-Suspension (ISS)
Full day in-School-Suspension (ISS)
Out-of-School-Suspension (OSS) only as determined by Administration

Parents/guardians will be notified immediately if any of the above consequences are necessary.

Hazing, Harassment, and Bullying Designated Employees

Sydney Alexander
Jessica Barbour
Shawn Clough

Safety Response

Safety is our biggest priority. When students demonstrate violence or physical harm toward themselves or others, they will be physically kept safe, along with others, by staff trained in verbal and physical de-escalation. This may include physical escorts to a safe place, restraint, or seclusion. Personnel trained in Vermont's Rule 4500 and in physical behavioral management will implement these interventions if necessary. If physical intervention is needed parents and guardians will be notified immediately, and collaboration with other outside resources may be utilized to best support the student and safety of our students and staff.

Attendance

It is the policy of Lamoille North Supervisory Union to set high expectations for consistent student school attendance in accordance with Vermont law (V.S.A. Title 16, Chapter 25) to facilitate and enhance student learning.

Vermont law (Title 16, Section 1121) requires children between the ages of 6 and 16 to attend a public school. In addition to the legal responsibility, regular school attendance is important for a number of other reasons. First, it is critical to all children's academic and social/emotional growth. Second, regular and punctual attendance fosters the development of responsible and effective work/study habits. Clear expectations regarding student attendance support this shared responsibility (exceptions to this statute as per Title 16, (Sections 1121 & 1123). Finally, education is a responsibility shared by individual students, families, schools, and communities.

Student attendance will be recorded daily; for state attendance laws and requirements and student safety, parents/guardians are expected to call the school each morning to say their child won't attend school. Please speak to the attendant at the front desk, who will update our system and pass the information on to the classroom teacher. If a child is absent when morning attendance is taken, we will call home to ensure the safety of each child. Please note that releasing your child from school early will impact your child's academic learning time and will be considered along with other time lost from school.

Excused Absences

A student's absence from school cannot be avoided in certain instances. A student may be excused for absences related to:

- **Illness** - absences that exceed 10 days per year must be documented by a medical professional, including an HPES Nurse, Case Manager, or School counselor. Undocumented absences beyond 10 days per year will be considered unexcused.
- **Family emergency** or death in the immediate family
- **Religious observance**
- **Appointments** with professional health care providers - including mental health providers that cannot be scheduled during non-school hours - if a student has a medical appointment, they should bring in a note from the health care office when they return to school.
- **Pre-planned family commitments** and activities that have obtained prior approval from the school Principal.
- **Other** school or educationally related activities, which the Principal has approved. There may be times when students are present at school but absent from class because they are involved in an activity that the school administration has approved.

We recognize that there are occasions when families travel during school days. It is expected that parents/guardians contact the school at least two weeks before travel and complete the required form so classroom teachers can work with your child to create enrichment activities that they can engage in. Travel forms can be found at www.lnsd.org

Truancy

Truancy is an issue that cannot be taken lightly. We are required by law to report a truant student. Truancy is considered educational neglect and parents may be fined up to \$1,000 and face other legal consequences if a child is in need of supervision for excessive school absences. Should your child accumulate a high number of absences, you will be contacted by Lamoille County Restorative Center or the Director of Lamoille County Restorative Center to meet and discuss the reason for the absences/tardies and set up a plan to improve your child's school attendance. Below is the grid that outlines our truancy procedures.

5 Days Absent	10 Days Absent	15 Days Absent	Beyond 15 Days Absent (but not more than 20 days)
Notification mailed to parent/guardian	Notification mailed to parent/guardian	Notification mailed to parent/guardian	Determination Letter to parent/guardian via certified mail
	Notification includes support services offered.	Notification includes support services offered	Determination letter includes support services offered
	Notification w/potential consequences	Notification includes potential truancy consequences	Determination Letter w/ specific consequences
	Notification copied to (LCTP) and Supt	Notification copied to LCTP and Superintendent	Determination Letter copied to LCTP and Superintendent
		Notification requests a meeting between family, school, and LCTP	Determination Letter provides evidence of areas not met in Attendance Plan
		Attendance Plan is developed and implemented	Determination Letter is forwarded to Division of Child and

			Family Services and Vermont State Attorney Office
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Tardiness

Students walking or carpooling to school must arrive in their classrooms no later than 8:05 a.m. The morning classroom is a community building for students to prepare for the academic day and establish connections with their peers and classroom staff. In addition, the mornings are when students receive important information about their day. Teachers often incorporate important instructional components (literacy, shared reading and writing, and math activities) into their morning routines. We understand that occasionally circumstances arise with families and children. Still, if a teacher notices that a student’s habitual tardiness is affecting academic achievement, they must report to the school’s administrator. The principal may request a parent conference and/or make a referral to the Lamoille County Restorative Center.

Role of Parents/Guardians

Vermont law states that it is the responsibility of a child’s parent or guardian to make sure that their children attend school. It is also the responsibility of the child’s caregiver to contact the school about any absences that may occur.

School and District

Vermont law states that the Principal or designee will make a reasonable effort to contact and work with parents/guardians to implement necessary support to have children attend school regularly. The principal or designee will document all student absences and will adhere to the truancy procedures set by the state of Vermont and the school district. The Superintendent shall seek mental or physical unfitness corroboration to attend school when appropriate.

Emergency school closings may occur for various reasons and are at the discretion of the district’s superintendent and/or building administrator(s). If school must close early, the school will contact you. Parents must provide at least 2 emergency contact phone numbers. We must be able to reach you or your emergency contact quickly. The school uses an automated notification system to call the phone numbers you listed on your child’s Emergency Information Form. In the event of a school closing or early dismissal, you will receive an automated phone call. You will be contacted between 5:15 am and 6:30 am when school is closed. Please keep the school updated if your phone number changes.

Parents can also get information about school closings on local radio and TV stations. If the school has to close early, please note that there may be a delay in response as the school’s phone lines will be busy as we contact families. Any change in the regular operating schedule will be announced on the following radio stations: WDEV (550 AM), WLVB (93.9 FM), WEZF (92.9 FM), WOKO (98.9 FM), KOOL (105 FM), WCAX (Channel 3) TV Station.

Parents should instruct all children regarding emergency school closings. They should also provide the names, addresses, and phone numbers of neighbors, relatives, or other safe places to go if needed. This information should be listed on the Emergency Information Form. Every attempt will be made to notify parents or alternate contacts before a child leaves the school. We urge each parent to carefully establish a plan and inform the school in writing.

School Visitors

Parents/guardians are welcome to visit the school during normal school hours, as long as such visits do not interfere with the orderly operation of the school building and the learning of the students. All visitors must sign in at the receptionist’s area and wear a Visitor’s Pass. To ensure safety, visitors will be asked to state the nature of their visit, where they would like to go, and with whom they would like to visit.

If requesting a parent/guardian visit, other than for a school-scheduled event or activity, to support all student learning, confidentiality, and safety, the following procedures are in place:

- Contact the classroom teacher at least 48 hours in advance to avoid conflict with testing, services, or other classroom activities. The teacher will verify with the administration and teaching team that the day of the visit is appropriate for all learners.
- All volunteer/chaperone paperwork and confidentiality paperwork must be filled out and filed at least 48 hours before the visit, even if the visitor is only observing and not interacting with learners and staff.
- Staff and faculty are working with all learners during the school day, and will not be able to conference with or meet with visitors during the school day unless meetings are planned.
- Interaction with learners in the school environment should be limited unless the visitor is a planned volunteer in the classroom.

Younger children and siblings are not permitted during classroom visits, recess, or other visits unless they are specifically invited to an event in the building.

If your child/children need something dropped off, the item will be left at the receptionist's desk and HPES staff will make arrangements to deliver the item.

If you are visiting for lunch, it is best to call ahead and notify the teacher and staff; designated visitor seating is available in the lunchroom. Visitors are expected to sign in at the front desk and to sit at the designated visitor's table.

Volunteer Procedures

Volunteer and chaperone forms are available through your teacher or Rose Baraw at ext. 5416. A background check is needed for all volunteering and chaperoning.

School Hours 7:40am -2:55pm

Morning Drop off schedule

7:40 -8:05

7:40 -8:05 Cars dropping off students line up to the end of the fire lane. Please move forward as far as you can when you pull in. K students will enter through the gym doors, an K and PK will go through the Lobby doors.

Please do not get out of your vehicle. Let a staff member know if your child needs assistance entering the vehicle and buckling.

Bussers will be walked across the drop-off lane by the bus monitor to go to their designated drop-off entry point.

Dismissal

Dismissal of pick-up and walkers is at 2:40 pm

Dismissal of Bussers is at 2:55 pm

Pre-Kindergarten Schedule

Pre-Kindergarten **3yr old** program is on Tuesday and Thursday from **8:15 am to 1:15 pm.**

The **4yr. The old program runs Monday and Wednesday from 8:15 to 2:30. Drop-off is in the classroom in the morning,** and afternoon pickup is in the lobby. **Parents are required to sign children in and out of school.**

Transportation is not provided for pre-school children.

School Lunch and Breakfast

HPES will provide school lunch and breakfast free for ALL students.

We provide lunches and breakfasts daily. Menus are sent home regularly and are posted on the school website, www.hpes.org. Please complete the necessary paperwork to let us know if your child will eat the school lunches provided. Please call if you have questions.

Allergies -

HPES takes food safety very seriously. Students have a diverse range of food allergies, and the classroom may have limitations on the types of snacks permitted. If your child/children are placed in a classroom with allergy precautions, you will be notified before the beginning of the year or if a food allergy is discovered. Our school nurse will provide lists of safe foods for each allergy. Due to the severity of allergies, student food sharing is not permitted.

HPES's school meal program is completely nut-free and has a nut-free table at the cafeteria. Students only with nut-free food items can sit at this table. If your child/children have food allergies, contact the school nurse to establish a safety and precautionary plan.

Money/Valuables/Personal Belongings

Other than what is needed for lunch or other school programs, money should not be brought to school.

Valuable possessions of any kind (i.e. cell phones, toys, electronics) should not be brought to school. The school is not responsible for items that are lost or stolen.

Electronic devices are discouraged from being used on the bus to and from school. They are not permitted on any field trips. **Cell phones may not be used to take any pictures on the bus or listen to or share music with offensive lyrics.**

Upon arrival at school students must put the phones in their backpacks. Phones viewed by staff out of the backpack will get one warning. A second offense will result in the student leaving their cell phone in the Student Support Room and a parent picking the cell phone up. A third cell phone offense will result in the student needing to drop off the phone in the morning and pick it up at the end of the day for the remainder of the year.

Buying, trading, or selling items is prohibited on school grounds, buses, and during school/after-school program hours.

Lost and Found

A lost and found box is located in the gym. Students should check the box when they are missing clothing or other personal belongings. The box is emptied at the end of each marking period.

Access to Information and Student Records

Parents/guardians have the right to examine information and records that pertain to their child. The policy and procedure regarding these rights are available in the school office. Hyde Park Elementary School has designated the following personally identifiable information as directory information under the Family Rights and Privacy Act (FERPA):

- ❖ A parent/guardian's name, address, and phone number
- ❖ A student's name, address, telephone number, and date of birth,
- ❖ Participants in officially recognized activities and sports
- ❖ Awards received, including honor roll
- ❖ Class lists
- ❖ Dates of attendance

Directory information may be released to members of the public and newspapers at the discretion of the school administration. Students' photographs may also be used by the media or on our website only when they show the students in a positive light. **Parents/Guardians who do not wish to have their child or themselves included in such releases and/or do not want any or all of the above information released must notify the school principal in writing by September 13, 2018.**

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) allows school officials and school employees with a legitimate educational interest and who are involved in evaluating federal or state programs to access student assessment information. The FERPA Office defines legitimate educational interest as, "could not carry out their duties without the information". School boards can carry out their duties by accessing student information in disaggregated groups, and individual-specific student-identifiable information is unnecessary. Information disaggregated by the group will be discussed in the executive session so that confidentiality is in place if the group size is smaller than 10. This is consistent with State reporting practices.

Student Attire Guidelines

HPES strives to maintain a school climate that effectively fosters learning, safety, community, and respect for self and others. At school, a student's appearance should meet the standard of adequate hygiene, safety, and lack of distraction. In case of doubt about the suitability of a particular student's appearance or attire, a school official may discuss it with the child and/or his or her parent.

If a child comes to school in clothing that is deemed distracting, provocative, revealing, or inappropriate for school, as identified in this document and determined by HPES staff, the student will be given two options: parents may bring in other clothing for the student, or the school will provide another set of clothes to wear while at school (such as a tee-shirt).

Clothing deemed unsafe or distracting that should not be worn at school includes (but is not limited to): cropped tops revealing midriffs, see-through mesh tops, shirts and pants without sides, pajamas or costumes (unless approved on designated days), see-through leggings, sagging pants, or shorts, pants, dresses, or skirts or shirts that reveal undergarments such as bras, boxer shorts, thongs, underwear, or areas undergarments traditionally cover. Tops intended as undergarments, such as sports bras or with very low necklines, shall not be worn.

Hat-wearing within the classroom is at the discretion of each classroom teacher. Hats are not permitted in the general school area (i.e. cafeteria, hallways, assemblies). If a student may have to wear a hat at all times, it will be permitted if there is a documented reason. Hoods may not be worn in the building as they limit student vision and identification.

In keeping with the alcohol, Hazing, Harassment, Bullying, and Drug Abuse policies, all clothing and accessories promoting or condoning alcohol use, drug use, violence, obscenities, or targeting specific groups, at school or school functions are out of compliance with HPES's attire guidelines. Children may wear various jewelry and accessories, as long as it remains on the body. When removed from the body, it may be considered a distraction or a toy and may be confiscated until the end of the school day.

Parents and students should plan for proper outdoor and indoor wear during inclement and winter weather. When boots are worn, shoes or sneakers must be brought to school for classroom wear. Students need to wear sneakers for safety in physical education classes, or they may not be allowed to participate. Recess is not optional. Winter clothing for the outdoors is expected. Students must wear coats, boots, hats, and gloves or mittens to participate in recess actively. If students intend to play in the snow, waterproof clothing, snow pants, and boots are necessary. If they do not have proper winter gear, they will be asked to stand outdoors in a protected, shoveled area. We will ensure the safety of all children, and whenever possible, we will provide them with spare gear. It is strongly advised that all student belongings be labeled with students' names.

Field Trips

Field trips are scheduled to enhance the learning experience for students. These trips are sometimes scheduled for events where seating is limited, and funding is limited to school personnel and students. It may be necessary to restrict parent chaperones for these events.

Chaperoning for class field trips is an essential job. The safety of our students is our priority as they travel away from their regular learning environment. Parents may be welcomed to chaperones during these trips if the individual classroom teacher leading the event requests them to do so. Chaperones must fill out the volunteer forms in the office and undergo a background check before they are permitted to chaperone.

Parents/guardians will be asked to sign permission slips for each field trip that requires transportation. There is also a blanket permission slip for "walking field trips" in the beginning of the school year form packet for field trips that are taken within walking distance of the school.

Lost Textbooks/Damaged Property

Restitution for lost textbooks, library books, and/or damaged school property is expected. The student may be asked to repair, replace, or pay for the damaged property.

Technology Violations

Technology expectations and consequences for such violations can be found at www.hpes.org.

Personal Assistance in Vermont, 2-1-1

Vermont 2-1-1, a United Ways of Vermont program, is a health and human services information and referral program serving Vermont residents. Community Information Specialists help to solve problems and link callers throughout Vermont with government programs, community-based organizations, support groups and other local resources and services. To access Vermont 211, dial 211 from your phone. Phone calls are confidential.

School Counselor Services

The School Counseling Curriculum will be implemented with a variety of approaches. The program will include classroom Social Emotional Learning lessons, small group work, and individual sessions. The classroom work will focus on programs required by federal and state law, social skills, conflict resolution skills, tolerance, and understanding and appreciation for self and others. The small group work will focus on topics that individual students need, such as divorce, changing families, friendship, self-esteem, and behavior management. The school counselor will also meet individually with students as needed.

The school counselor will also be available as a resource for teachers, staff, and parents.

Crisis Screening

While schools cannot always anticipate or prevent danger, schools must make reasonable efforts to provide a safe environment for students. To ensure a safe environment, schools must obtain a mental health screening for any student who expresses, orally or in writing, intent to harm themselves or others. The following procedures will be followed when the Administration determines that a crisis screening is necessary:

- Notify parents or guardians of the student's expressed intent to cause harm.
- Notify and seek advice and assistance from appropriate medical, mental health, and/or law enforcement personnel.
- Assign personnel to supervise/monitor the student until appropriate medical, mental health or law enforcement personnel are available to assist the student and maintain safety.
- Restraint should be provided only when the student's behavior is out of control and presents an immediate danger to the student, school personnel, or student body members.

Health

If your child is sick, we ask that you please keep them home from school to prevent illness from spreading to other students and staff. We expect children to stay home if they have:

- Fever of 100 degrees Fahrenheit or more significant. Children may not return to school until they have been fever-free for 24 hours WITHOUT using fever-reducing medications.
- Two or more episodes of vomiting and/or diarrhea. Children should be symptom-free for 24 hours before returning to school.
- Any illness known to be infectious.

If your child is found to have a fever or is feeling unwell and unable to participate in class, parents/guardians will be contacted, and the child will be sent home from school.

Basic first aid will be used to treat minor injuries. Parents will be notified of more serious injuries. Parents will be notified in an emergency as soon as possible, and the nurse (or any adult present, if the nurse is unavailable) will respond. If the injury appears to be serious, 911 will be called, and the student will be transported to the nearest emergency room for treatment. We will continually call parents at home, work, and mobile numbers until we reach you.

Medication: if your child needs prescription medication during the school day, we require a physician's order and a parent or guardian-signed permission slip. A parent/guardian must bring the medication to school in its original bottle with a pharmacy label. The pharmacy can provide a second labeled bottle for school purposes.

With parental/guardian consent, we can offer your child over-the-counter medication such as Tylenol or Advil when needed. These medicines will be given according to package instructions. Other over-the-counter medications can be given if provided by parents in their original packaging, with signed permission. All medication will be stored in the nurse's office except for emergency medications and inhalers. Students may carry an inhaler only with signed parent and physician permission by law. Contact the school nurse to obtain the appropriate form.

Screenings: The school is required by law to perform vision and hearing screenings for all students in grades pre-K, K, 1, 3, and 5. These screenings typically occur in the fall. If a child fails a hearing or vision screening, it will be repeated later to ensure the student understood the test, and that illness or other circumstances did not interfere with the results. If the student fails again, parents will be notified. Screenings may be performed at other times or on students in other grades if requested.

We do not routinely screen height, weight, or blood pressure.

Lice- You should check your child's head for head lice often. Talk with your child about avoiding head-to-head contact, sharing brushes/combs, and sharing hats. Please alert the school nurse if live lice are found. Contact the school nurse or your child's physician if you have questions about how to check for head lice or how to respond when they are found.

Immunizations: Vermont State Law requires that all students receive specific immunizations in order to attend school. Those who are missing required immunizations are admitted to school temporarily until the vaccines can be completed. Parents/guardians seeking medical or religious exemption for their child must complete paperwork *yearly*.

Schools must keep up-to-date immunization records for each student, so please let the school nurse know if your child receives immunizations throughout the school year.

Allergies: The school takes steps to keep children with serious allergies healthy, safe, and included in all school activities. If your student has a serious allergy, please communicate this to the school nurse, and feel free to contact the nurse with questions about our allergy protocols.

Please click into the Health Site from Hannah Morris HPES School Nurse [Health HPES](#)

Educational Support System

Purpose

The development of the Educational Support System (ESS) at HPES in alignment with state legislation. This legislation mandates that steps be taken within the school to create support systems and teams. It requires that we build on current positive efforts to include students and their families in collaborative processes to confront problems that hinder academic success.

The ESS includes the formation of the Educational Support Team. This team, chaired by the Lead Teacher, consists of the principal, special educators, guidance counselor, school nurse, learning specialists, school-based clinician, general education teachers, and others where appropriate. This team meets weekly to discuss students referred by their classroom teacher, a parent, or other school personnel.

Goals

Our ESS strives to meet the wide-ranging needs of **all** students. Remedial services, behavioral intervention, guidance counseling, and instructional accommodations are the primary actions taken. Additionally, ESS screens for students experiencing speech and language difficulties, emotional distress, learning problems, and health-related concerns.

Students, families, and the school community must work together to ensure student success. Our ESS has links to local resources and agencies that assist in providing information, prevention, services, health care, and other emergency measures when necessary. The ESS develops student and staff assets through professional development opportunities. Goal-setting activities for students and teaching teams are important.

Student Support Teams and Plans

Student data will be reviewed if a student continues to need assistance from the Student Support Team. An appropriate intervention will be implemented based on student needs and a team-based decision.

Invitations to Private Parties

When you plan a private party, we ask that you call/mail invitations to the children you wish to invite. Please do not send the invitations to school for your child to distribute. Teachers and students will not be allowed to distribute them at school. This is especially disruptive and can hurt students who were not invited. However, by contacting the school office, you may request a list of classmates' phone numbers and addresses. If a party will begin after school, please plan for the transportation of all invited guests. There is not enough seating on the buses to accommodate party guests.

SELECT FEDERAL/STATE LAWS AND SCHOOL DISTRICT POLICIES

The LNSD school board has adopted a set of policies containing standards and procedures for the school system's operation. Copies of the Policy Manual are available for reading in the school office and the Superintendent's office, and are also on the school's website: hpes.org. Employees of HPES, the Principal and the Superintendent of Schools are responsible for upholding and administering Board policies. The following are summaries or excerpts of several important laws and school policies.

STUDENT CONDUCT AND DISCIPLINE

LAMOILLE NORTH SUPERVISORY DISTRICT POLICY: HPES

[LNSU District Discipline Policy](#)