



24 Hour Student Attendance Line:
802-382-1401 (phone in by 8:30 am)

24 Hour School Automated Switchboard
802-382-1400

Main Office Daytime Phone 8am - 3:30pm
802-388-4421

Mary Hogan School
201 Mary Hogan Drive
Middlebury, VT 05753
802.388.4421
802.382.1405 (fax)
<https://www.acsdvt.org/maryhogan>

Jennifer Kravitz, Principal
Michaela Wisell, Assistant Principal

Mary Hogan School

2020-2021
School Year
Family Handbook



This handbook captures much of what we do at Mary Hogan. Due to the COVID-19 pandemic, there are some additional procedures and expectations that will change as we move through the year. Please refer to the [2020-21 Mary Hogan COVID Reentry Guidelines](#).

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Mary Hogan School and ACSD Mission

To provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy, responsibility, and international-mindedness.

ACSD Vision Statement

All students will reach their full academic potential and be prepared for success as engaged citizens.

Mary Hogan Core Values

In 2020, the Mary Hogan faculty developed our shared Mary Hogan core values based on the work of Brené Brown. She defines a value as “a way of being or believing that we hold most important” (*Dare to Lead*, 186). These values are ones that we collectively agreed upon and will live into them in our practice within classes and in the school.

Our core values are:

- Belonging
- Connection
- Growth
- Respect

International Baccalaureate

Mary Hogan School is authorized (as of Sept. 2020) as an IB Primary Years Programme (PYP) world school. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education - that we believe is important for our students.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

ACSD’s Primary Years Program: What Is It?

All ACSD elementary schools cultivate caring, responsible, and knowledgeable lifelong learners through the International Baccalaureate (IB) Primary Years Program (PYP). The PYP is a curricular framework that focuses on big-picture concepts and promotes an inquiry-based approach to teaching and learning. It emphasizes student agency (voice, choice and ownership) in local and global contexts as it seeks to help students understand themselves, others, their communities, and the world beyond. IB’s emphasis on student agency and self-assessment aligns with Vermont’s commitment to personalized and proficiency-based learning.

The PYP is divided into transdisciplinary units that inspire students to ask questions, find the answers to their questions, and make connections between subject areas.

Transdisciplinary Themes

- Who We Are
- Where We Are in Place and Time
- How We Organize Ourselves
- How We Express Ourselves
- How the World Works

Beyond the PYP: How Does It Fit?

The IB program follows our elementary school students as they transition into middle school and high school, through the Middle Years Program (MYP) and the Diploma Program (DP). Teaching and learning in all ACSD PreK-12 classrooms is centered around student inquiry.

For further information about the PYP, check out the International Baccalaureate page on [ACSD's website](#).

Board of School Directors

The School Board is elected by the community and is responsible for establishing education and administrative policy, and the school's budget. A complete list of your School Board representatives and scheduled meetings are posted on the ACSD website (<https://www.acsdvt.org/domain/75>). Parents and community members are welcome and encouraged to attend School Board meetings when possible. Meetings will be warned in the bulletin board by the main entrance.

Policies

It is the responsibility of the school board to determine the education policies of the School District. The policies of the School District are formulated under the authority granted by the statutes of the State of Vermont and under the regulations of the State Board of Education; they are intended to be interpreted within these parameters. The school board is required to give public notice of its intent to adopt a board policy, stating the substance of the proposed policy, at least ten days prior to its adoption. Policies and procedures can be found on the ACSD website: <https://www.acsdvt.org/domain/76>

Directory

For a full directory of Faculty and Staff visit our website: <https://www.acsdvt.org/maryhogan>.

ACSD Administrative Staff:

Dr. Peter Burrows, Superintendent of Schools	pburrows@acsdvt.org	382-1275
Dr. Vicki Wells, Assistant Superintendent for Student Services	vwells@acsdvt.org	382.1286
Dr. Caitlin Steele, Director of Teaching and Learning	csteele@acsdvt.org	382.1276
Brittany Gilman, Business Manager	bgilman@acsdvt.org	382.1280

Mary Hogan Staff:

A comprehensive list of staff and faculty can be found on our website at <https://www.acsdvt.org/domain/108>.

Jennifer Kravitz, Principal	jkravitz@acsdvt.org	382-1414
Michaela Wisell - Assistant Principal	mwisell@acsdvt.org	382-1415
Shauna Lee - Social Emotional Leader	slee@acsdvt.org	382-1453
April Rule - Administrative Assistant	arule@acsdvt.org	382-1412
Kate Conklin - Principals' Administrative Assistant	kconklin@acsdvt.org	382-1411

School Day

Arrival

For arrival information, please see the [Arrival Procedure for 2020-21](#).

Students will be marked tardy at 8:20am. The entrances close at 8.15am. If your child arrives at school later than 8:20 am they are considered late. They must report to the main office to sign in.

- If you have a planned late arrival, please call the attendance line to let us know.

Arrival in classes after 8:20 am is problematic because instruction and daily routines begin then. Late arrivals may disrupt the class or delay instruction for other students. Whenever a student has a pattern of tardiness, we will set up a meeting with the family to develop a plan to address the tardiness.

Dismissal

Please see the [Dismissal Procedure for 2020-21](#) for specific information that may change over the year.

Please make plans with your child before the school day begins so that they know how they are getting home from school. **When this is not settled before school, it can lead to children becoming anxious and distracted** during the school day, worrying about what their plans are for after school.

If possible, **please send a schedule in to your child's teacher clarifying after school plans.** Having these plans is particularly important for students who are in grades K-3, as well as students whose after school plans change on a daily basis. Knowing plans ahead of time allows us to reassure students who are worrying about where they are going after school.

If your plans change after the school day begins, contact April Rule in the Front Office to let her know of the change. Please do not just email the teacher, as they do not regularly check email during the day. **Any changes after 2pm should be due to emergency.**

Picking Up Your Child

If your child is not riding the bus, biking, or walking, please pick him/her up promptly. There is no supervision for children after 3pm.

If you need to pick up your child before the end of the day, please follow the following procedure:

1. Notify the classroom teacher in the office in writing with the time and date you wish to have your child dismissed. Please let us know as soon as possible.
2. Buzz in at the front entrance when you arrive so we can go get your child from the classroom.

Please note:

- For safety reasons, we cannot dismiss a child to meet an adult in the parking lot. You must accompany your child from the building to your car.
- If you are dismissing your child to another adult, we require your written permission. We will not release students to unauthorized people.
- It is the right of divorced parents to have free access to their children unless prohibited by a court order. In such instances, it is the parent's responsibility to provide the order to the Principal.
- We will not release students to anyone who appears to be under the influence of any substance that may negatively affect the child or person's safety. In the instance a staff member suspects a parent/guardian is not able to safely transport a child, the staff member will contact the Principal. The Principal may contact the sheriff or hold the child in her care pending appropriate intervention.

Recess

All students are expected to go out for recess. We try to abide by the saying "there is no bad weather, just bad clothing." Children go outside in all but the most extreme weather, so please dress them accordingly. We will hold indoor recess when the temperature with the windchill is below 0 degrees Fahrenheit or it is pouring rain. We will

still go out in light rain, so children are encouraged to bring rain boots and a raincoat to keep at school. **Children should come to school dressed appropriately for outdoor play.** Hats, mittens/gloves, boots, and snow pants are essential in winter.

Children should also have a pair of inside shoes, so that they can change from outdoor boots/shoes into something that is dry and more comfortable. Your child should have a pair of boots and/or play shoes in school throughout winter and spring so he/she may play in snowy and muddy conditions.

We believe that fresh air and exercise during the school day is healthy for children and conducive to learning. It is our expectation that all children participate in recess unless they are excused by the school nurse for health reasons.

Transportation

No child should arrive at school prior to 8:00am, as we have no supervision prior to that time.

Walking or Biking

Students who walk or ride bikes to school should not arrive before 8:00am and should plan to leave school grounds promptly after school ends. **For health and safety reasons the playground is closed when we are not in session.**

All bike riders must wear helmets. Bikes are to be left in the bike racks near the A or E wing entrances. If a student is observed riding unsafely, we will hold a meeting with the student and family to determine a safety plan.

Bus Service

Mary Hogan School provides bus service transportation to school. Please remind your child about the importance of safe, appropriate bus behavior. All students must wear a mask and a seatbelt while riding the bus.

Our school expectation is to require that **an adult or older sibling meet any student in Kindergarten getting off the bus. If an adult is visible when the bus drops off the student, the bus will not wait and will continue with its route.** The bus driver will contact the school, and the school will alert the parents about the situation and find resolution.

If you would like your child to get off the bus at a designated stop other than his/her usual stop, you must inform the office in writing. If the school lacks information regarding your child's alternate after-school destination, we must transport the child to his/her regular bus stop.

If necessity requires a last minute change, parents/guardians call April Rule in the Front Office no later than 2 p.m. This will allow sufficient time for the office to inform your child and his/her teacher of the change in after school plans.

The bus is an extension of the school day, so we need to work together to ensure a good start and end to the day. Riding the bus is a privilege and not a right. In rare instances, there may be a time when students engage in inappropriate behavior or language while on the bus. Bus drivers have been asked to be alert to this and report problems to the Mary Hogan Principal and/or Assistant Principal and MUMS/MUHS administration. In some circumstances students may be suspended or denied access to ride the bus if there is misbehavior. If you hear of any bus problems - student or driver related - please contact the Assistant Principal immediately.

Betcha Transit Inc. Bus Rules

- Remain seated, with your seat belt fastened and mask on, while the bus is moving.
- Obey the driver's requests.
- Speak respectfully to others at an acceptable volume.
- Board and depart in a safe and orderly manner.
- Keep all body parts in the bus at all times.

- Ask permission before bringing large objects onto the bus.
- Place trash in appropriate containers.

Please see the section at the end of this handbook of selected ACSD policies as a reference for the jointly developed ASCD/Betcha Transit Bus Behavior Protocol. If you would like an additional copy of this, please ask the office.

Walk and Roll First Wednesdays

Our school participates in Walk and Roll to School. This will look different this year because of the need for physical distancing. More information will be forthcoming in newsletters. This is a program of Way to Go! Vermont, which has a mission of creating transportation habits that reduce congestion at pick up and drop off as well as reduce car emissions.

Car Drop Off/Pick Up

There are a lot of vehicles in a small area during the start and end of the day and students are moving about. Please be patient, extra observant, and cautious in the school parking lot and road. If you are dropping off or picking up your child, please ensure they stay on the sidewalks. Children are not allowed to cross the parking lot alone.

Remember whenever you see a bus with flashing red lights, you must not pass the bus.

Please do not park in front of school between 7:30 and 8:15am as well as between 2:30 and 3:15pm, since it interferes with the busses.

State law prohibits car idling over 5 minutes, though we encourage you to avoid any idling.

Attendance

If your child is going to be absent or tardy, please be sure to call 382-1401 by 8:30am, so we know that your child is safe.

Vermont law states that it is a parental obligation to make sure that children attend school for the full number of days that school is in session. Excessive absences may result in the initiation of truancy proceedings. Attendance at school ensures that students have access to instruction and full opportunity to develop and maintain a sense of belonging and responsibility within the school community. Missed instruction and experiences with peers and adults cannot be “made up”.

We expect that all students will attend school daily unless suffering from an illness. Excessive absence due to illness may require documentation from a physician.

We will be following the ACSD Truancy Protocol, which is included in the Selected ACSD Policies section. This states: “Absences from school affect a student’s ability to learn and succeed. Early and appropriate intervention is essential. Tardiness and early dismissals are considered absences for the purpose of this protocol.” If you have questions about this, please contact the Principal.

Parents should send written notice to the classroom teacher regarding planned absences for up to 3 consecutive days. For more than 3 days of planned absence, parents must write a letter to the Principal that will be placed in the child’s academic file and forwarded to the superintendent of ACSD.

Vermont law states: “The superintendent of a public school may excuse, in writing, any pupil from attendance for a definite time, but not for more than 10 consecutive school days, and such excuse shall be granted only for emergencies or the absence from town.”

Play Dates, Parties, and Invitations

We ask that all out-of-school plans be made ahead of time and that any invitations, written or verbal, be sent home, not initiated or delivered at school.

We look to you for support and help in creating a safe and respectful environment at school. Out-of-school socializing (including online) has a significant impact on in-school social climate. We rely on you to keep inclusion in mind as you plan playdates and parties with and for your children. We also ask that any plans that are made support children being honest (rather than encouraging their “keeping secrets”) among peers in school.

If your family is hosting a party and inviting multiple children over, it would be helpful if you arranged transportation in a car, as the busses can be full. Please remind children they should keep any gifts for parties in their backpacks while on the bus or during school.

Cancellation of School, Delayed Openings

In the event that school is closed or opening under a delay, ACSD has an alert system in place, which will automatically call parents/guardians at the number(s) listed on the parent contact preferences form at the beginning of the year.

If there is a delayed opening, breakfast will not be served and we will begin classes when school opens.

School closings and delays are also announced on radio station WFAD (1490 AM), television stations WCAX and WPTZ, and the ACSD website www.acsdvt.org.

Emergency Closings

On infrequent occasions, the school day may need to end early due to hazardous weather, natural disasters, or other emergency situations. Such decisions are based on the safety and well being of our students. The alert system will automatically call parents/guardians at the number(s) listed on the parent contact preferences form at the beginning of the year. Staff members will also make every reasonable effort to contact parents/guardians directly, when necessary to do so. Announcements of emergency school closings will also be given to area radio stations.

Please keep the office informed of any changes of address, work or home telephone numbers, or names of persons whom parents/guardians designated as emergency contacts for just this type of situation. Children should also be informed where to go in the event of an unexpected school closing.

Home-School Communication

All teachers will communicate with families about curriculum, events in the classroom, and field trips. For some students, the Educational Support Team (EST) may collaborate with parents to establish a plan for additional home/school communication to support a student’s success in school. If a student’s success depends on regular communication between the teacher and home more often than once a week, there will be a team meeting in which parents and teachers can assess the student’s needs and determine the best level of communication that will support the student’s success.

Questions/Concerns

If you have questions or concerns, it is important to communicate directly with the school as promptly as possible. Call or email the classroom teacher to schedule a time to talk about your question or concern. For any questions/concerns about classroom activities, please speak first with the appropriate teacher(s). For any questions/concerns about school-wide practice and activities, please speak with the Principal.

If your question/concern is not answered or resolved at the first level, then please proceed to the next level in the communication flow charts below. If the established order of communication has not been followed, you will be directed back to the appropriate person.

Classroom question/concern:

Teacher → Principal → Superintendent → School Board (if law or policy allows further action)

School-wide question/concern:

Principal → Superintendent → School Board (if law or policy allows further action)

Electronic Communications From School

You can find the Mary Hogan School website at: <https://www.acsdvt.org/maryhogan> From our website, you can find the latest news about school, interesting links and event information, student sites, as well as the school calendar. We also post regularly on the ACSD Facebook page and our Mary Hogan Instagram account ([@maryhoganschool](https://www.instagram.com/maryhoganschool/)).

The Mary Hogan School Newsletter is sent electronically each Friday to keep members of the Mary Hogan School community informed of school-related events. **The newsletter contains important information about school processes as well as highlights from the week. It is important that you look for and read the newsletter each week.** If you are not receiving the newsletter, please reach out to Kate Conklin (kconklin@acsdvt.org). The newsletter can also be found on the school's website <https://www.acsdvt.org/domain/850>. All articles submitted for the school newsletter are subject to Principal approval.

Parent Involvement

A child strives to do his/her best when parents communicate the value of education, believe in a growth mindset, and show they are a part of the home-school team.

As a partner in your child's school experience and his/her most important teacher, you can participate in your child's education by frequently talking with him/her about school, regularly conferring with your child's teacher, volunteering, reading to your child and reading on your own, exercising discretion in your child's television viewing, scheduling doctor and dental appointments so as to not interfere with instructional time, communicating that school work is more important than extracurricular activities, and so on.

Visiting School

Because of COVID-19, we are not allowing visitors to enter our building this year.

Volunteering at Mary Hogan School

Because of COVID-19, we are not allowing volunteering at the school this year.

Middlebury Elementary School Association (MESA)

Middlebury Elementary School Association (MESA) is Mary Hogan School's parent association. Deb Evans is the MESA president this year. MESA can be reached at: mesa@acsdvt.org. MESA sponsors many activities and events. The students get expanded learning opportunities because of the work of MESA. They support all parents being involved as much as and in as many ways as they can be. To learn more about MESA or to join in the fun visit their information page on our website <https://www.acsdvt.org/domain/293>. There is also a bulletin board outside the main office with MESA events.

Mary Hogan Parent Partnership

The Mary Hogan Parent Partnership is a group that functions under the larger ACSD Partnership Group. The goal of this group is to connect parents to Mary Hogan in a deep way, so that parents have an understanding of what is happening in the curriculum and more. The partnership will be hosting events, in conjunction with MESA, and will be working to solve challenges and support families and the school. If you are interested in learning more about the group, please connect with the Principal.

Use of Facilities

We will not be permitting the use of the building this year. Groups or individuals interested in using the school grounds outside of school hours should contact the office for scheduling information. Request forms (available at: <http://bit.ly/ACSDfacilitiesprocedure>) must be completed and approved by the Principal prior to usage. Activities sponsored by the school always take precedence over those involving other groups.

Student Use of Telephones

Students may use the telephone in the main office or their classroom with adult permission. Students are expected to make after school and social plans before school and should never plan to use the school telephones for this.

Cell Phones

Students are not permitted to have cell phones. **If your child must bring a cell phone to school for after-school safety reasons, our expectation is that the phone will be turned off and secured in a backpack.** Any phones being used during the day will be confiscated and returned to the student at the end of the school day. Repeat offenses of the cell phone policy may result in the cell phone being confiscated by the Principal and a parent or guardian must retrieve it from the Office. The school will not be responsible for the loss or theft of cell phones brought to school.

Electronic Media

Cell phones, iPods, electronic games, text messaging, or any other type of personal electronic media are prohibited from use during school hours. Any student using such a device will have it confiscated. It will be returned only to a parent or guardian. Please be advised that the school is not responsible for lost, stolen, or damaged devices.

Electronic Resources & Internet

The ACSD School Board has adopted a policy for students' acceptable use of electronic resources, including the internet. Please read the ACSD Responsible Computer, Internet, & Network Use Policy in the Selected ACSD Policies section or on the ACSD website (<http://bit.ly/ACSDaup>).

Lost & Found

Lost clothing, lunch boxes, etc. will be kept in an accessible location. At the December Break and at the end of the school year, any remaining lost and found items will be donated to charity. Small items, such as jewelry, glasses, etc., are kept in the office. In order to help us locate the proper owner, **please label all clothing, backpacks, lunch bags, shoes, boots, hats, gloves, etc.** and check weekly to see that your child has returned home with all the items he/she brought to school that week.

Calling School Staff

If you need to contact a member of the staff, it is best to call before school, during recess, or after school. The Principal may be contacted at any time. During the day calls are directed straight to voicemail.

If something needs quick attention, please call the school at 388-4421.

Teachers will let you know how and when it is best to contact them. Only in the case of an emergency will they be called away from their classes. Voicemail is available for each staff member.

Emailing School Staff

School staff check their email each day. During the school year, you should expect a response to your emails within 48 hours, excluding weekends and holidays. Teachers may acknowledge receipt of your email with information about when they will be able to provide resolution to your request, in the event that this will take more time.

Because the day is busy, there may *not* be a chance during the day for teachers to check their email. If you need to reach them during the day, please call school - 388-4421. Email can be used to schedule phone conferences or meetings.

Please avoid emailing teachers with conversations about your child or other children. Email often raises the odds of miscommunication and can raise significant issues relative to the FERPA. School staff cannot communicate anything that might be a student record via email, so we ask you to call or email to set up a time to talk rather than conduct a conversation electronically.

Student Learning

Progress Reporting System

Planned reports on student progress are made to parents through conferences or in writing four times a year. Teachers also regularly confer with students and parents about school progress throughout the academic year. Parent conferences are held early in the school year and at midyear. Written reports are sent home in January/February and the end of the year. Parents should contact their child's teacher any time they have questions concerning their child's progress. There is a systematic assessment of student performance throughout the year. The results of these assessments, along with other performance data, are shared with parents at conferences or in writing.

Below is the schedule and purpose for each reporting deadline:

<u>Reporting</u>	<u>Purpose of this reporting</u>	<u>When does this happen?</u>
Fall Parent Conference	<ul style="list-style-type: none">• To set goals• To report student progress towards learning expectations• To explain the reporting system, how it links to state and national standards, how proficiency is determined, and what the behavior checklist entails	Before November 20, 2020
Mid-Year Report	<ul style="list-style-type: none">• To provide parents with information about their child's current performance relative to grade level expectations and behavior checklist	Reports sent home on February 5, 2021
Spring Conference	<ul style="list-style-type: none">• To report student learning progress relative to standards and behavior checklist• Grades 2-6 conferences are student-led	From March 12 to April 16, 2021
End-of-Year Report	<ul style="list-style-type: none">• To provide parents with information about their child's current performance relative to grade level expectations and behavior checklist	Reports sent home one of the last three days of school in June 2021

Parents and teachers may request additional conferences at any time.

Counseling

The Mary Hogan School counseling and social skills program is based on the premise that each person is unique and entitled to explore his/her potential for self-fulfillment in a nurturing atmosphere. We are committed to the belief that every student possesses individual worth and the potential for growth. To that end, the Mary Hogan School counselors involve students, parents, staff, and community members in a multitude of services and programs. These services and programs include developmentally appropriate and standards-based classroom guidance for every class within our school, a variety of small group counseling opportunities, brief individual counseling, as well as referrals and resources for long-term individual and/or family counseling.

Homework

For the 2020-21 school year, teachers will not be assigning homework when we are in the hybrid or remote model because of the nature of the work and where students are learning. There may be instances of homework assigned if we return in full to school but it will be minimal and designed to promote practice of key skills.

Field Trips

Teachers regularly plan field trips to extend their classroom studies. A general permission slip will be sent home for field trips that are walking or on a bus. If a class takes a field trip (walking or on the bus), your permission will be granted in the initial paperwork and will not be sought each time unless you request this to be so. We will not be taking field trips that require transportation.

Student Dress

Everyday school clothing should be comfortable and appropriate for the learning environment. Language and graphics on clothing needs to be school appropriate (no profanity, violent or vulgar images/language, or references to drugs/alcohol/cigarettes)

Please send in an extra set of clothes and 2-3 extra masks for your child to keep at school. Students of all ages may need a change after a soggy recess or lunchtime spill. If they do not have a change of clothes, they may remain wet for the remainder of the day.

Students should have both indoor and outdoor footwear. This allows them to get one pair wet/muddy at recess and still have a dry pair for inside. It is helpful if students have an extra pair of socks as well.

Students should wear shoes that are safe and do not limit physical activity indoors or outdoors. For PE, students need to wear or bring sneakers or keep a pair at school.

School Culture & Climate

“A positive school climate is the product of a school’s attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from pre-K/elementary school to higher education.” – *National Center for Safe and Supportive Learning Environments*

A positive school climate is one where individuals are valued, cared for, and respected, while experiencing an overall sense of belonging. By learning, practicing, and building *social emotional competencies* such as *self awareness, self management, social awareness, relationship skills and responsible decision making skills*.

Mary Hogan continually strives to develop, improve, and/or enhance School Culture and Climate by creating, supporting, and maintaining:

1. Nurturing supportive, respectful, trusting, relationships for all members of the community.
2. Academic Learning Engagements where students feel a sense of belonging with adults and peers. Through these experiences they begin to develop a sense of inquiry, accept feedback, take action and persevere through challenges.
3. Safety; when students and staff feel a sense of safety and belonging they are able to focus, meet social and academic challenges, and learn.
4. Cultural Competence
5. Cultural Responsiveness
6. Social and emotional competence
7. Challenge and high expectations

School Expectations

Our school expectations are:

- We take care of ourselves.
- We take care of others.
- We take care of our space.
- We try our best.

Logical Consequences

Mary Hogan School strives to create a learning and working environment that is safe and supportive and recognizes each person as an individual. We model and teach expected behavior to encourage academic, social and emotional growth and harmony at school and in the community.

School and classroom behavior expectations are established to create and maintain a caring, respectful, and safe learning and work environment for everyone. As in any large social setting, behavioral misconduct can and does occur. When a behavioral infraction occurs, natural and logical consequences for that behavior are applied.

At Mary Hogan we have a leveled system of support and interventions for behaviors that do not meet our school expectations. All interventions are intended to promote a student's ability to be responsible for his/her actions.

Restraint and Seclusion

In very rare instances, student behavior may make them unsafe to themselves and/or others. While ACSD is considered "hands off", there may be times where restraint or seclusion is necessary, but only as a last resort. Were this to happen, any restraint would be done by trained members of the school Crisis Team, pursuant to State Board Rule 4500. Parents/guardians would be notified of the incident, and the school would follow Rule 4500 Restraint and Seclusion Procedure (<http://bit.ly/ACSDrule4500>). Frequently asked questions about Rule 4500 (<http://bit.ly/VTRule4500FAQ>) are available online.

Harassment, Hazing, and Bullying

Mary Hogan School believes that all people should have a safe, orderly, civil, and positive learning environment. Harassment, hazing, and bullying are forms of dangerous and disrespectful behavior that will not be permitted or tolerated. As such, harassment, hazing, and bullying has no place in our school and will not be tolerated in school or at school-sponsored events.

ACSD has developed a Prevention of Hazing, Harassment, and Bullying Policy for use in addressing harassment, hazing and bullying at all schools in ACSD, including Mary Hogan School. For the full policy, please see the Selected ACSD Policies section of the handbook or go to: <http://bit.ly/ACSDHHPolicy>

Definitions:

Harassment: an incident or incidents of verbal, written, visual, or physical conduct 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: any act, combination of acts, or pattern of behavior, whether on or off school grounds which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning any student or endangering the mental or physical health of any student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts.

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

- A. is repeated over time;
- B. is intended to ridicule, humiliate, or intimidate the student; and
- C. either:
 - a. occurs during the school day on school property, on a school bus or at a school-sponsored activity; or
 - b. 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.

Both Shauna Lee (Social Emotional Learning Coach), and Jeff Lester (School Counselor) serve as designated employees to receive reports of harassment, hazing, and bullying.

Students are encouraged to report (personally or anonymously) any harassment, hazing, or bullying to teachers or school administration. Teachers and other school staff who witness acts or receive student reports of these actions are required to immediately notify the Principal and complete a student behavior form (located in the Main Office).

The administration is required to accept and review all reports of harassment, hazing, or bullying, including anonymous reports. If, after an initial inquiry, an anonymous report appears to warrant further investigation, an investigation will take place. The Principal shall investigate any written reports.

As with any other disciplinary action, school staff are required to notify the parent or guardian of a student who commits a verified act of harassment, hazing, or bullying. Notification shall include the response of the school staff, and the consequences that may result from further acts of bullying.

To the extent permitted under the Family Educational Rights and Privacy Act (FERPA), school staff are required to notify the parent or guardian of a student who is a target of harassment, hazing, or bullying and the action taken to prevent any further acts.

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best supports for transgender and gender nonconforming students. The [Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students](http://bit.ly/VTAOEGenderbestpractices) (<http://bit.ly/VTAOEGenderbestpractices>) are designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students.

Mandated Reporting

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). Review the [joint memo from VDH and AOE regarding Mandated Reporting](http://bit.ly/VTmandatedreporting) (<http://bit.ly/VTmandatedreporting>).

New Americans

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

Public schools may not:

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

See the letter on the State's responsibility to protect the rights of undocumented Vermont students:

- [Letter Regarding Undocumented Vermont Students \(http://bit.ly/11-16shumlinletter\)](http://bit.ly/11-16shumlinletter)
- [Letter Regarding Undocumented Vermont Students \(Spanish\) \(http://bit.ly/11-16shumlinletterespanol\)](http://bit.ly/11-16shumlinletterespanol)

Student Supports

Educational Support Team (EST)

Per the Vermont Agency of Education:

The job of an EST is to act as a “think tank” and help to solve the puzzle of what is happening in school for a student and determine what he/she might need to be more successful. It is also the job of the EST, with the aid of the classroom teacher, to monitor, review, and revise student EST plans to ensure that the suggested programs, supports, and/or accommodations are effective. The focus is on what school staff can do differently, such as changing strategies, adjusting the environment, and altering expectations.
<http://education.vermont.gov/educational-support-system/faq-est>

The EST implements, monitors, reviews, and revises students’ EST plans to ensure that the recommended interventions, supports, and/or accommodations are effective. The focus is on what school staff can do, such as changing strategies, adjusting the environment, and altering expectations, to support the student.

Members of the EST are determined by the EST Plan and always include the Principal, academic interventionists, guidance counselors, classroom teacher, and parent.

EST meetings are generally held Wednesday afternoons but can be scheduled at alternate times. Meetings are held every 8-10 weeks. Parents/Guardians are invited to meetings as they are important team members. If they cannot attend, the classroom teacher will provide the information from the meeting to them.

FAST Screening Assessments

We believe in monitoring student progress and learning both in the class through classroom assessments as well as using nationally normed assessments. The screenings will happen three times a year and provide classroom instruction and support based on specific student needs quickly and effectively. It also allows the teacher to consider a different “snapshot” of each student from their internal class assessments. The teacher monitors each child’s progress to ensure that classroom instruction is working and the child is making gains. Based on student learning data, the teacher continues modifying classroom teaching methods and decides whether the student needs additional, more intensive support.

What will screening look like?

- All students K – 12 in ACSD will be screened in reading and math using the FAST (Formative Assessment for Students and Teachers), administered on a computer to a whole class at a time.
- Students for whom we need more information will receive personalized assessments.

When will it happen?

- The benchmark assessments are in the fall, winter, and spring for all students

What will the results tell us?

- The results will help us understand how well each child is reading, writing, and spelling, and if he or she is meeting the grade-level standard.

How will the information be used?

- To inform the teacher about how much reading, writing, and spelling growth your child has made throughout the year and what may be needed in order for your child to succeed. The results will be triangulated with class assessments and shared through progress reports of EST Plans as relevant.
- To help plan instruction
- To differentiate instruction to meet individual needs

As a school staff, we are excited about our ability to know where all of our students are on their path to being successful readers and learners. We hope that you are excited as well, and we look forward to talking with you regarding the progress of your child.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that was enacted to eliminate discrimination on the basis of disabilities in any program or activity receiving federal financial assistance. For a student to qualify for protection under Section 504, he/she must have a documented disability that substantially limits one or more “major life activities” and needs specific accommodations and/or services that will allow the student access to the educational program. A documented disability does not automatically qualify a student for a 504 Plan. The school team will meet to review relevant information and consider whether a 504 plan is warranted. The ACSD explanation of Section 504 parental rights (<http://bit.ly/ACSD504parentrights>) includes what parents and guardians need to know about their rights and grievance procedure related to Section 504 protections.

Special Education

Mary Hogan School provides Special Education services through a team of full and part-time professionals. District level support is also available through the ACSD offices. The goal of the special education team is to provide appropriate services that enable eligible students to achieve their individual educational goals as set forth in their Individual Education Program. These services may include: assessment, direct instruction, consultation, teacher and/or parent training, and other support in areas such as academics, communication, social, behavior, and daily living skills. Services are provided within the regular education environment as much as possible. Parents, teachers, and staff all play critical roles in developing and implementing student programs and assessing student progress.

Federal and state rules and regulations define the process and criteria involved in determining student eligibility, reporting of student progress, and service delivery.

It is best practice to have an EST plan before a referral for more intensive evaluation or intervention. Only in very rare circumstances would a referral be made for a student who has not been on an EST plan and receiving intervention, while showing a lack of progress, for a period of time.

Special Education under the Individuals with Disabilities in Education Act (IDEA) has clearly defined guidelines and regulations as to who can qualify for these services. Typically only a small percentage of the student population will meet the IDEA criteria for special education. In order for a student to be eligible for Special Education services, they must meet the criteria for one or more of the 13 defined disability categories, the disability must adversely affect their educational performance (performing in the lowest 15% relative to same grade peers nationally, not just within their immediate class) as shown on three different measures in one of the defined basic skill areas, and they must require specially designed instruction that is above and beyond the school’s comprehensive system of services.

Parents requesting an evaluation for special education eligibility, must communicate this request to the Mary Hogan School special educator or Principal. The request is then forwarded to the ACSD Evaluation Team. The parent will be contacted regarding whether or not their request will be granted. A planning meeting will be held within 15 days of the date of request, should the request be granted.

Mary Hogan Meal Program

Breakfast & Lunch

Breakfast and lunch are available for all students, as well as milk and juice. Children must arrive at school on time if they wish to eat breakfast at school. A snack period is scheduled each day based on the child’s lunch time. Please send a nutritious snack (and lunch if your child is not participating in the lunch program) from home and reinforce with your child the value of eating nutritious foods. **Glass bottles or containers, soda, and candy are not to be included in a child’s snack or lunch.**

The Mary Hogan Food Service Program does not allow items to be charged. Parents/Guardians should keep their child’s account paid in advance. Families with a negative account balance are expected to make immediate payment to bring their account up to date.

Payment by check is encouraged (payable to "ACSD").

Please contact Food Service Director Jen Graham at 802-370-4974 or email jgraham@abbeygroup.net for information on your child's food service account. Visit <https://acsdfood.abbeygroup.info/> for menus, nutrition information and online payment information.

We ask that food from home be packaged in reusable containers when possible. This may include lunch boxes, cloth bags and small reusable containers. By helping to educate our children and by practicing that which we learn in our daily lives, we can begin to have a positive impact on protecting our environment.

Your child(ren) may qualify for free meals. A free and reduced-price meals application will be available online (<https://www.myschoolapps.com/Home/PickDistrict>) or in paper form at the beginning of the school year and throughout the school year as needed.

The State of Vermont covers the cost of both reduced-price breakfast AND lunch. Students approved for free OR reduced-price meals will receive breakfast and lunch at no charge, but must pay full price for milk and juice when beverages are taken without a meal. There is also a charge for individual food items taken without a full meal, or extra items taken with a meal.

Student Health

School Nurse

The school nurse coordinates the health program at the school. This role includes review of health and immunization records, oversight of first aid services and medications administered at the school, and case management for students with chronic and acute medical conditions.

In compliance with state law, vision and hearing screenings are conducted at specified grade levels, and for students referred by parent or teacher concerns. Results of the screenings are sent home and may be shared with a student's teacher as appropriate.

Mary Hogan Health and Safety Guidelines

Please review the [Mary Hogan Health and Safety Guidelines](#) for the most up to date health information for the 2020-21 school year.

Confidentiality

All information shared with the school nurse and health delegate will be held in confidence. Health information will be shared on a "need to know" basis with school staff. In case of emergency, we will share what is absolutely necessary for the safety of the child.

Head Lice

Per the recommendation of the Academy of Pediatrics, the school does not do random head checks for lice. We will periodically send home reminders to families about how to check your child's hair for lice/nits as well as the importance of checking their hair on a regular basis.

Concussions

In accordance with Vermont State Law, any student diagnosed with a concussion will follow the "Return to Learn" protocol then begin the "Return to Play" protocol. The Health Office, classroom teacher, parent/guardian and student will be responsible for reporting and tracking symptoms as the student moves through the steps of recovery.

Immunizations

A student's immunization record must be presented before the child enters school. Vermont state law requires that students present evidence of minimum immunization standards for polio, diphtheria, tetanus, measles, rubella ("german measles"), and hepatitis B when asked for it.

Vermont's Immunization Rule requires that before entry, children/students must have all the required immunizations unless exempt for medical or religious reasons. Effective July 1, 2016 the exemption for philosophic reasons is no longer an option. There is no phase-in period or grandfathering of existing prior year philosophic exemptions. The school nurse will be in touch with families whose immunizations are either not up to date or are missing.

Hearing and Vision Screening

We test the hearing and vision of students pursuant to research-based guidelines. Review the [joint memo from AOE and VDH on School Health Screenings](http://bit.ly/VThealthscreenings) (<http://bit.ly/VThealthscreenings>) for more information. If you have a specific concern, please do not wait for the class screening. Contact the school nurse as soon as possible. A copy of the screening results will be sent to you.

Medications

All medications, both prescription and over the counter, must be dispensed from the health office. A permission form completed by a student's parent at the beginning of the year provides authorization for the use of throat lozenges, Benadryl, and Tylenol, which are available at the school. Please note that our philosophy is to utilize alternative approaches (such as hydration, salt water gargles, etc.) to common complaints before administering medication.

All medications to be administered at school must be brought to the school nurse (or first aid designee) by the parent or guardian (this includes over-the-counter medications that are not in stock at the school). Teachers are not authorized to receive medications or instructions regarding a student's medications. Medications should not be sent with the child on the school bus.

Prescription medications require a written order from the physician including the name of the student, name of the medication, dose, and times to be administered. The medication must be in the original, pharmacy-labeled bottle. Often a medication that has a three or four times a day dosing schedule can still be administered at home. If this is the case, please try to administer it at home.

Wellness

16 V.S.A. §216 requires the Secretary of Education to prepare and update a list of school and community programs which have the potential to improve childhood wellness and the list is to be made available to all school districts and community organizations that request it. Current information about [Vermont wellness programs](http://bit.ly/VTwellnessprograms) (<http://bit.ly/VTwellnessprograms>) is available online. The ACSD Wellness Policy can be found at <http://bit.ly/ACSDWellness>.

Parental Rights

Family Educational Rights and Privacy Act (FERPA)

34 C.F.R. Part 99 (the federal regulations promulgated pursuant to the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g *et seq.*) requires an annual notification to parents of their rights under the Act. See ACSD Policy C1: Education Records: <http://bit.ly/ACSDeducationalrecords> and ACSD Education Records Implementing Procedure: <http://bit.ly/ACSDedrecordsprocedure>

The following is a brief summary of issues and commonly asked questions related to the confidentiality and maintenance of education records. The purpose of FERPA is to set up requirements for the protection of privacy of parents and students, and for allowing access by parents to their child's education records. The law applies to all teachers, administrators, support staff, central office and school board members. The law governs the creation, maintenance, disclosure and destruction of educational records of all students.

As an eligible student or parent of a student enrolled in an ACSD school, you have certain rights concerning the education records, which the school maintains.

Education records are defined by law as any records that are directly related to a student and are maintained by the school. Examples include, but are not limited to the following: academic courses, grades, anecdotal reports, health records, parental correspondence, special education records, pictures, pupil progress reports, narratives, school activities, test results, discipline records, teacher correspondence, video tapes, etc.

Personally identifiable information is any information that identifies, or readily allows identification of, the student. The student's name is the most obvious example. A picture of the student, though unlabeled, would be personally identifiable information, as would the student's social security number.

Generally, under FERPA, the rights of parents of students, include the following:

1. To have access to a list of the types and locations of student education records and the name of the school officials responsible for those records.
2. To inspect and review their child's education records within a reasonable time (no more than 45 days from the request), and for special education students, before an IEP meeting or hearing.
3. To have responses to reasonable requests for explanations and interpretations of education records.
4. To have a representative of the student or the parent inspect and review records.
5. To attain a copy of the educational records at no more than the school district's copying costs.
6. To expect that no destruction of records will occur by the school and its personnel if there is a request to inspect or review records.
7. To have access to a procedure for amendment of their child's educational records.
8. To not have information from their child's educational records disclosed without prior consent, except for the exceptions defined in policy.
9. To file a complaint with the U.S. Dept. of Ed. concerning alleged failure to comply with FERPA.
10. To have annual notification concerning directory information collected by the district.
11. To have access to procedure concerning destruction of education records.
12. To have a copy of the school's procedures concerning the school's policy and procedures regarding education records.

If you have questions about maintenance of student records, contact the Principal. If you believe the Act has been violated, file a complaint with the Family Policy Compliance Office of the United States Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202.

Social Media/Email and FERPA:

The following are guidelines for the use of email:

- Sensitive or confidential information about students must not be communicated via social media including email.
- Using social media to arrange for a meeting is acceptable, but it is critical not to identify either the student or sensitive information in the correspondence.
- Communicating about a student via social media should be recognized as an "educational record" as defined by FERPA. As such, a hard copy of all such correspondence will be retained and placed in the student's permanent record.
- Messages should never reference or name other children.

It is important that parents, as well as staff members, are mindful of these guidelines regarding email.

Protection of Pupil Rights Act

The Protection of Pupil Rights Act, 20 U.S.C. §1232h, requires parental notification in a number of respects. Please reference the ACSD Policy C8 - Pupil Privacy Rights: <http://bit.ly/ACSDpupilprivacy> - to learn more about student privacy.

Taping/Filming/Photographing of Students

There are many times during the school year when teachers, administrators, local media organizations, or other authorized individuals record or interview students or staff for educational purposes. This recording may be audio,

video, or photographs. Educational purposes include documenting instructional programs and informing parents/guardians and other members of the community of school-related activities. Tapes and photographs may be retained indefinitely by the school or media organizations for future review or replay. Mary Hogan School strives to limit documentation to educational purposes. However, the final decision regarding participation rests with parents/guardians.

Notice of Nondiscrimination

Applicants for admission and employment, students, parents, employees, sources of referral of applications for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the ACSD are hereby notified that Mary Hogan School does not discriminate on the basis of race, color, national origin, gender, sexual orientation, age, or handicap in admission, or access to, or treatment, or employment in its programs or activities.

Any person having inquiries concerning the Mary Hogan School compliance with the regulations implementing the Civil Rights Act Title VI, Title IX, or Section 504 is directed to contact Steven Lindemann, Interim Principal, who has been designated by the ACSD to coordinate the school's efforts.

Home and School Compact

The Mary Hogan Elementary Home and School Compact is an agreement between the home and school regarding the commitments to successful learning. This is necessary to fulfill our educational purpose and mission to provide each student with the knowledge and skills necessary to become an independent learner, a contributing member of the community, and a responsible citizen. Sharing responsibilities and becoming a Home-School Team can make the winning difference in student success.

The Mary Hogan Elementary Home and School Compact is a requirement of Title 1 funding (federal funds awarded to eligible schools to enhance academic achievement). The Title 1 program has strengthened involvement policies, which include a parent and guardian/school compact involving parents and guardians as partners in student success.

Please share your thoughts, suggestions, questions, and/or ideas regarding this compact. It is hoped that this compact will be helpful for discussions between teachers and parents/guardians about how better student performance can be encouraged and achieved.

STUDENT COMMITMENT

Mary Hogan Elementary School students will:

- Do their best in class and complete all work on time.
- Respect themselves, their teachers, and others, and be cooperative learners.
- Make sure that they clearly understand teacher directions and assignments.
- Keep parents and guardians informed about their progress in school.
- Be responsible in bringing all school communications home and back to school as needed.

HOME COMMITMENT

Mary Hogan Elementary School parents/guardians will:

- Send their children to school prepared to learn.
- Attend parent/teacher conferences in order to discuss the academic progress of their children and visit the school or call in order to keep lines of communication open.
- Follow the "chain of command" in expressing concerns (begin with the teacher).
- Provide a regular place, time, and support for their children in order for them to complete their homework responsibilities.
- Help support the school in various ways.

SCHOOL COMMITMENT

Mary Hogan Elementary School staff will:

- Convene an annual meeting to inform parents/guardians of school's participation under Title 1.
- Provide interactions with students that enhance the learning environment.
- Demonstrate knowledge of content and methods of teaching.
- Monitor and evaluate student progress/achievement and communicate that information with families on an ongoing basis.
- Exhibit creativity and vision toward the pursuit of goals for school improvement.
- Demonstrate continued professional development and commitment.
- Provide opportunities for parents/guardians to meet periodically with school staff to promote positive communication between school and community.

Selected ACSD Policies and Procedures

Below are links to specific ACSD Policies and Procedures that are referenced in this Family Handbook. You can find all of the policies and procedures on the ACSD website under Boards & Community:

<https://www.acsdvt.org/domain/76>

- [Bus Behavior Protocol](#)
- [2020-21 Attendance Procedure](#)
- [Technology Guidelines for Students and Families - 2020-21](#)
- [Prevention of Hazing, Harassment, & Bullying Policy](#)
- [Prevention of Hazing, Harassment, & Bullying Procedure](#)
- [Meal Charge Procedure](#)