Northeast Primary School
Family Handbook

2025-2026 School Year

Rutland City Public Schools

Rutland, Vermont

Phone (802) 773-1940

Fax (802) 773-1911

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Dear Northeast Primary Families,

We are excited to start the 2025-2026 school year and look forward to welcoming our returning and new students, and, of course, our new Kindergarteners. Northeast Primary School sincerely hopes that our students and families enjoyed a relaxing summer and are just as excited for the upcoming year of learning and academic adventure as we are!

The following 2025-2026 school year handbook outlines specific practices, procedures, expectations, and district policies. The purpose of providing this information is to provide transparency, clarity, and clear communication with our students, parents, families, and guardians. ***Please review this handbook with your child, sign the last page, and return it to school with your child.*** Note, this handbook is a working draft and Northeast Primary School reserves the right to revisit and adjust our practices as necessary or to address unforeseen needs. Any changes or enhancements to the practices contained in this handbook will be conveyed to all students, parents, guardians, and families and posted online.

We remain committed to the importance of the home-to-school partnership and the powerful impact of these relationships. Please know that your voice is important to us. We value your input and will seek it directly three times a year through a Google survey. We are all looking forward to a great school year and cannot wait to begin working with our students, parents/guardians, and families. We encourage you to reach out to the school in the event you have any questions, concerns, or suggestions.

In partnership,

Justine Ruhlin
Principal

Northeast Primary School Staff Directory

Staff:	Name:	Telephone:
Principal	Justine Ruhlin	(802) 786-1717
Sp. Ed. Coordinator	Megean Martin	(802) 786-1729
Admin. Asst. Main Office	Piper Rampe	(802) 786-1719
Admin. Asst. Sp. Ed. Coord.	Amy Hier	(802) 786-1737
School Nurse	Chanda McCarthy	(802) 786-1702
School Psychologist	Alicia Engel	(802) 786-1750
School Counselor	Brittany Austin	(802) 786-1732
School Counselor	Jacqui Channing	(802) 786-1726
School Counselor	Jillian Stevens	(802) 786-1724
School Counselor	Anna Walker	(802) 786-1701
Kindergarten	Geri Bruso	(802) 786-1709
Kindergarten	Stephanie Cassineri	(802) 786-1712
Kindergarten	Bethany Manfredi	(802) 786-1714
First Grade	Lynn Churchill	(802) 786-1708
First Grade	Keri Johnson	(802) 786-1727
First Grade	Sherry Kamyk	(802) 786-1713
Second Grade	Laura Aprilliano	(802) 786-1730
Second Grade	Chelsey Hook	(802) 786-1706
Second Grade	Jodie Lunna	(802) 786-1715
Mrs. Lehman's Room	Tobi Lehman	(802) 786-1738
Ms. Flaherty's Room	Kaylee Flaherty	(802) 786-1728
Interventionist	Kelly Hutt Vater	(802) 786-7126 VM
Interventionist	Turiya Levy	(802) 786-1716
Special Educator	Alexa McLaughlin	(802) 786-7128 VM
Special Educator	Katie Opiela	(802) 786-7127 VM
Speech and Language	Kelsey Bullock	(802) 786-1731

Speech and Language	Julie Wolinsky	(802) 786-1704
Art	Kate Richards	(802) 786-1720
Music	Carrie Kohl	(802) 786-1720
Library	Joanne Piontek	(802) 786-1721
Physical Education	Nicole Adams	(802) 786-1725
Tapestry Coordinator	Liz Burnham	(802) 779-7405
Attendance Line		(802) 786-1736

Rutland City Public Schools

District Vision

Rutland City Public Schools cultivates a passionate, diverse, and resilient community of critical thinkers who learn with purpose, create innovative and responsible solutions, and lead lives of integrity.

District Mission

We empower students to be accomplished, individuals and community members.

We will:

- Deliver a comprehensive and engaging curriculum for a diverse student body.
- Provide a safe and healthy environment that fosters mutual respect.
- Address the social and emotional needs of all students.

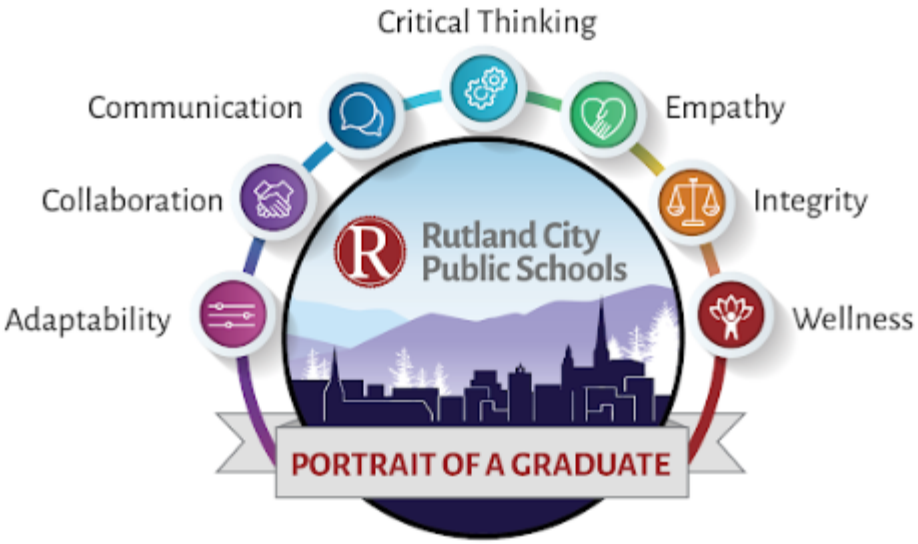
Students will:

- Take responsibility for their education.
- Develop their intellectual, creative, social, emotional, and physical abilities.
- Be productive members of the school and community.

Equity Statement

Northeast Primary School is committed to increasing the possibility of success for all, interrupting systemic and repetitive practices that negatively impact students based on who they are, providing equal access to all, and cultivating the gifts and talents of every student.

Every Student, Every Day!



IMPORTANT DATES
Northeast Primary School 2025-2026

8/27	First day of school
9/1	No School - Labor Day
9/10	Open House
10/9	Early release @12:10 pm, Afternoon & Evening Parent –Teacher Conferences & Scholastic Book Fair until 8:00 pm
10/10	Parent Teacher Conferences & Scholastic Book Fair from 8:00-11:30 am
10/13	No School - Indigenous Peoples' Day
10/27-10/28	Life Touch School Picture Days
11/11	No School/Veterans Day
11/26-11/28	No School / Thanksgiving Break
12/22-1/2	Winter Recess/Students return 1/5/26
1/15	Lions Club Vision Screening
1/19	No School / Martin Luther King Jr. Day
2/16	No School/Presidents Day
2/23-2/27	No School/Winter Recess
3/12	Early release @12:10 pm, Afternoon & Evening Parent –Teacher Conferences
3/13	No School / Parent Conferences from 8:00 - 11:30 am
4/20-4/24	No School / Spring Recess
5/25	No School / Memorial Day
6/15	Tentatively scheduled last day of school for students

*School Calendar – see the attached one-page calendar for 2025-2026 at the end of this document.

Important Telephone Numbers

Main Office Number: (802) 773-1940 & (802) 773- 1941
Main Office Hours 8:00 to 4:00 (Monday - Friday, except Federal Holidays)
Fax Number: (802) 773-1911
Attendance Line: (802) 786-1736
School Nurse: (802) 786-1702

School Day and Hours

School starts promptly at 9:00 am and ends at 3:10 pm. Students need to begin and end their day with their classroom community to ensure routines are maintained and instructional contact time is maximized. Adult supervision begins at 8:45 a.m. Please remember that teachers are involved in meetings and/or preparing for the day during early morning hours. There is no adult supervision for students before 8:45.

Students should not be dropped off at the front steps without a parent/guardian entering the building with them. Any time students are dropped off outside of the school building and before supervised times this is considered leaving your child unsupervised and in an unsafe situation.

Students coming off the bus or coming from car rider lines may get breakfast and/or go directly to the playground. On rainy mornings, or when the temperature falls below 10 degrees (including wind chill) children will not go outside and may enter the building at 8:45.

Call if your student will be absent/tardy and leave the following information:
1. State student's full name and their teacher
2. Reason for absence/tardiness *Note if you do not give a reason for the absence, then it is considered unexcused
3. Parent/ Guardian name
4. Phone number where Parent/Guardian can be reached

Transportation Information

Getting your child to and from the right location is important to us. Your child's safety is our number one goal. Help us to always make that happen by following these guidelines.

Transportation Changes:
To ensure the safety of our students, the school will not permit any transportation or after-school changes in a student's routine unless a signed note or a phone call is received by the main office from the student's parent/guardian. Those requests must be completed by 2:00 pm. Signed requests can be sent back to school in your student's homework folder, emailed to Piper.Rampe@rcpsvt.org, or faxed to (802) 773-1911.

All transportation change requests must come directly from the parent/guardian. *Messages cannot be relayed through the student*. Children will go home in the usual manner unless an early phone call or a note from the parent/guardian clearly specifies that day's alternative plan. We understand that occasionally an emergency arises that requires a change of plans.
Parents/Guardians should not make frequent calls to the school to change after-school plans.

Car Rider Drop-Off in the Morning:

1. Enter the school parking lot and join the car rider line, which runs along the curb along the front of the building moving south to north. This line often starts forming early, but children are to stay in their cars until orange or yellow-vested staff come out at the far entrance near the gym and ball fields and open car doors at the front of the line.

2. Pull your car up as far as possible toward the end of the sidewalk at the edge of the building so that your children can step out onto the "sidewalk" when it is their turn. If there are already cars in line, pull up as close as you can behind those cars.

3. Students may unload when you are greeted by a staff member who helps by opening your car door. 5. Students exit the car out the car door closest to the sidewalk and proceed with the staff to the building.

4. Staff will only be outside to accompany students inside until 9:00. If you arrive after 9:00 please park your car in the parking spaces and walk your child into the main office to sign in. Students may not be dropped off at the curb unaccompanied at any time.

Car Rider Pick Up in the Afternoon

1. When picking students up at dismissal join the car rider line along the sidewalk in the front of the building.

2. Please pull up as close to the next car in line as possible and park your car. Do not leave your parked car, unless you just want to stand next to it while you wait. Do not leave cars parked in the car rider line to enter the building at any time.

3. At 3:10 Students will exit the far end of the building nearest the gym/ball fields. They will be in a line led by school staff. Students will approach parked cars by walking along the sidewalk.

4. When your child gets to your car they will be instructed by the supervising school staff to enter your stopped car. Please help them to get into their car seats and seatbelts as quickly as possible to avoid any delays in moving the line ahead.

5. Students only board cars until the cone and stop sign at the front entrance. When students board up to this point then the students will be instructed by staff to turn around in the line and return to the north side of the sidewalk. Please do not call your child to your car if they have not been instructed to do so by the staff, even if they are only a few feet from you, the stop sign, and your car.

6. After this first boarding, the line of cars then moves forward while the students continue to walk around the loop and the process begins again. If you are ready to go before the cars in front of you, please be patient and wait until the whole line starts to move. Trying to move around and out of the line could result in bottlenecks, delays, or an increased risk of accidents (especially with extra fall and spring sports traffic).

Do not park your car along the circle or in the parking lot to pull your child from the line. This creates an unsafe crossing situation for pedestrians and is unfair to those who have waited. If a child is not in the pick-up line when a parent's vehicle arrives, staff will radio into the office, instruct you where to wait, and have them sent out. Parents/guardians that have a concern of any kind while picking up their child(ren) may be asked to park in the parking spaces and proceed to the office.

Bus Transportation:
Children assigned to a particular bus are not permitted to ride on any other school bus without a written request from a parent/guardian. Requests must be turned in to the main office, which will then notify the busing department. Bus pupils may not be discharged at a stop other than their own without written permission. **Parents/guardians are responsible for transporting their child if he/she misses the bus.** An adult must be at the bus stop to meet K-2 students as they get dropped off in the afternoon. Make every effort to be there on time; if no one is there to meet the child(ren), they will be transported back to the school, the family will be contacted by phone and you will have to pick up your child at school. Students will not be dropped off at places of business or make unexpected stops along the route.

Bus Expectations:

- Cellphones are prohibited.
- Do not eat, drink, or chew gum on the bus.
- Keep the bus clean.
- Cooperate with the driver's instructions.
- Smoking/vaping is prohibited.
- Respect the interior and exterior of the vehicle. Vandalism will be referred to the SRO.
- Stay in your seat
- Keep head, hands, and feet inside the bus, out of aisles, and to your self.
- The bus driver is authorized to assign seats to students who have trouble following the rules.
- Use kind and respectful language. No physical or verbal aggression/abuse toward others will be tolerated.

Bus Consequences:

Bus drivers will issue a bus referral for students violating the rules for appropriate bus behavior stated below. The administration will address bus referrals. Due to the significant impact of behavior problems on the school bus, RCPS has the following tiered disciplinary practices:

- First referral: Phone call, letter sent home, and conference with the student.
- Second referral: Phone call, letter sent home, and conference with the student and parent
- Third referral: Phone call, letter sent home, and removal from the bus for up to 5 days. If behaviors continue, removal from the bus may consist of an extended period of time, up to and including the remainder of the year.

The school bus is a privilege and not a requirement of the school district unless transportation is stipulated in a student's Individualized Education Plan. The school district must maintain appropriate safety and conduct of students on the bus. If a student is removed from the bus for any duration of time, the parent must arrange alternate transportation.

Bus Stops:

Students are expected to be on time at their designated bus stop. **Student behavior at the bus stop is the responsibility of the parent; RCPS staff members do not supervise these areas**. We kindly ask those parents who walk students to the bus stop to remain there until the bus arrives.

Switching Busses/Bus Stops:

Students may not get off the bus anywhere other than their assigned bus stop **unless the school has a letter from the parents/guardian requesting such permission be granted.** Since our buses are full, we cannot allow students to change buses to visit another child even with a parent/guardian note. Students who do not regularly ride the bus may not ride a bus without school approval, even with parental permission. Students must also pick up their bus at their own assigned location in the morning. In addition, we encourage consistency in transportation plans.

Building Security and Locked Door Procedures

Northeast Primary School recognizes the value of family and community engagement and the positive impact that this has on learning. Parents, guardians, and authorized guests are a welcomed part of our learning community. We hope that you understand our need to enact a safety protocol for entry into our school buildings.

1. Visitors enter our building through the main entrance (front stairs) and check in at the Main Office only through the locked door buzzer system. Visitors cannot enter through locked side doors, the playground, or any door other than at the Main Office unless handicapped access is arranged ahead of time. Handicapped accessible entry is found near the bus drop-off circle or the ramp outside of the cafeteria.

2. All individuals coming into the school must sign in the Visitor's Book in the Main Office and the Raptor Security System. Once you have signed in, you will get a Visitor's Pass with your image required to be worn while at the school. Upon leaving school, we ask that you sign out in the Visitor's Log.

3. When dropping students off, please plan to say your goodbyes in the main entry lobby outside of the main office. This helps to avoid delays in classroom instruction and decreases distractions during the busy and challenging transition period. This also helps with separation anxieties that periodically come into play.

4. Parents/Guardians coming for early dismissal of their children are to sign out their child at the main desk and must remain in the lobby outside the Main Office while the teacher or nurse is contacted and the child is brought to the office.

5. We welcome classroom and school visits, love volunteers, and want you to participate in special events. However, these need to be scheduled and mutually arranged by the school and volunteer/guest.

Student Attendance

Please call the Attendance Line at 802-786-1736 when your child will be absent from school. Attendance is required by law for all students between the ages of six and eighteen. The Rutland City School Board, Superintendent, and administration all require that students attend when school is in session as consistent attendance is important for school success. When absent or tardy it is difficult to catch up on missed instruction and projects.

Excused Absences occur when a family member/caregiver has called in and given a reason for absence for up to ten days throughout the school year. If we have not yet heard from the family/caregiver, we may reach out to the family/caregiver. Email communication is also acceptable.

Absences may also be at the discretion of the building principal. If there is a question about whether an absence should be excused, talk with the principal. After a total of 10 excused absences, a doctor's note or other note verifying the absence (counselor, dentist, etc) will be required to excuse any additional absences.

Unexcused Absences occur when we have no information as to why the child is absent. We may call the parent, but if we only leave a message, the absence is still unexcused. The status of absence can be changed if we receive a doctor's note or the family/caregiver chooses to use the day as one of the ten excused absences.

After 10 days of unexcused absences, a letter home will be generated alerting families/caregivers. According to the letters, at the 10-day unexcused absence mark, a truancy meeting will be held with the principal or other school administrator. Students with special education services may need their meeting scheduled as an IEP meeting. This should be discussed with the student's case manager.

At the 20-day unexcused absence mark, a certified letter will be mailed to the family/caregiver. We are required to file an affidavit with the State's Attorney's Office and a DCF report will be made stating "educational neglect."

We urge parents to plan family vacations around the times school is not in session. However, if a parent needs to remove their child for more than 3 days due to a family trip, you must obtain a form from the school (no less than one week in advance of your child's absence.) The completed form is to be given to the principal for approval. If an excused absence is granted, parents will need to develop a plan that demonstrates that the trip will have educational merit. The primary responsibility will be with the parents and the student to make up the regular classroom work missed during the child's absence. Under no circumstances will excused absences be granted for more than ten days in a school year.

COURT APPOINTMENTS FOR MULTIPLE UNEXCUSED ABSENCES

1. Parents of students who have excessive absences will receive additional school correspondence.
2. Notices will be sent home after 10 days of UNEXCUSED ABSENCES.
3. Once a child has reached the 10 UNEXCUSED ABSENCES mark, a meeting will be set up with the student, the parent(s), the classroom teacher and an administrator to resolve the attendance issue.
4. If a child reaches the 20-day UNEXCUSED ABSENCES mark, the school district is mandated to send a *20-day UNEXCUSED ABSENCES letter to the State's Attorney and* carbon copies (CC) to the Department of Children and Family (DCF). This is a directive of the Rutland County State's Attorney.
5. The court will decide whether to set up an appointment with the student and parents to review the attendance record.

Tardiness

Student supervision begins at 8:45. Classroom instruction begins at 9:00. Students arriving after 9:05 am will be considered late for school.

A consistent and prompt family routine teaches your child to respect learning and to take an active part in it. Tardiness hurts your child by having them start their day behind their peers and at a disadvantage. Please make every attempt possible to have your child arrive on time. Students who are late miss out on announcements, making their own lunch choices, and morning meetings which include activities specifically designed to help with the transition from home to school, set the tone for the day, and build social skills and relationships.

Early Dismissal

Dismissal starts at 3:10. Please make every attempt to limit the number of times that you must pick your child up earlier than 3:10 and keep these only to emergencies or unavoidable appointments. If you must pick up your child early due to an appointment or emergency, please sign your child out at the office. Your child will be brought to the office to meet you.

On days when school releases early (e.g., Parent-Teacher Conferences), students at Northeast will have lunch in the cafeteria and begin dismissal for the day at 12:10 pm.

Field Trips

Field trips are part of the school curriculum and many of the related school procedures apply. The school's "CONSENT FORM" For Field Trip, Release of Student Images, and Directory Information" will be found in student folders. Please sign and return these. Without this permission, your child will not be allowed to attend the field trip and other arrangements will be made by the school.

Parents/Guardians will receive details of each trip shortly before the actual date. If for some reason a parent/guardian does not want their child to attend a particular trip, we will make other arrangements for that child to remain in school. A student not attending a field trip should not miss school that day. Every student who is going on a field trip is required to report to school for regular attendance and must travel with the group to the site they are visiting. The school retains the right to exempt students from field trips, or other school activities who have demonstrated an inability to maintain behavior that would interfere with the learning experience or jeopardize the safety of the students or others.

Based on factors of individual trips, parents and/or guardians are sometimes needed or requested to attend a field trip as chaperones. When on a field trip, siblings are not permitted to attend as chaperones are responsible for their child as well as other children in an assigned small group.

Although transportation is primarily provided by school buses, if a parent does use their own vehicle to transport children (other than their own) the following information must be provided to the school:

- a copy of the certificate of insurance showing that the amount of coverage is a minimum of $100,000 for injury to, or death of, any one person in any accident, subject to a minimum limit per accident of $300,000 for injuries to, or death of all persons in any one accident.
- In addition, a minimum limit of $50,000 per occurrence for property damage shall be required.
- The parent will be the primary carrier with the school district as secondary carrier.
- Given the supervision demands of chaperoning trips, we ask that chaperones do not bring additional children on field trips.

Based on factors of individual trips, parents and/or guardians are sometimes needed or requested to attend a field trip as chaperones. When on a field trip, siblings are not permitted to attend as chaperones are responsible for their child and other children in an assigned small group. ALL CHAPERONES NEED A COMPLETED BACKGROUND CHECK BEFORE ATTENDING. Bus transportation for chaperones will be dependent on group size and availability per the administration. Chaperones should anticipate driving themselves to and from the field trip location.

Any chaperone who plans to take their child with them from the site of the field trip instead of returning to Northeast Elementary must obtain permission from the school, and communicate with the classroom teacher and main office before the trip. Teachers are responsible for communicating the guidelines for chaperones to ensure the safety and supervision of all students.

No purchases at gift shops are allowed by or for any students while on field trips and classroom teachers will determine if technology devices will be allowed on field trips.

Breakfast, Snacks, and Lunch

Breakfast and lunch are free for all students at our school. Students have the option of having lunch provided through our school lunch program or can bring lunch from home. Each morning students who are getting school lunch place their lunch order for the day in their classrooms. Please note that each month we send home a menu and a digital version is available on the district/school website. If you review the day's lunch choices with your child in the morning, they will better understand and remember their options.

We have one snack period every morning. Snacks are not provided by the school and families are asked to pack a healthy snack in a bag that is separate from their cold lunch bag (otherwise they tend to eat it all at snack time and be left without a lunch.) **Soda, energy and/or caffeinated drinks, and candy are not allowed at school**. Snacks are not to be shared or exchanged. Please check with the teacher before bringing in special snacks for your child's classmates for a celebration. Additionally, on designated days during classroom snack times, children will be introduced to an array of fresh fruits and vegetables per our federally subsidized program, "Fresh Fruits and Vegetables."

Food Allergies:
Please let us know if your child has any food allergies. We can make lunchroom accommodations for allergies but cannot safely do this for food served in the classrooms. Given that snacks will be served in classrooms, if there is a child with a specific food allergy (such as peanuts) in your child's class then those allergens will not be allowed as a part of any child's snack if there is an allergy in the classroom. We will send home pertinent instructions to you if one of your child's classmates has allergies.

Recess and the Playground

Please dress your child according to weather conditions. Children will be outdoors each day for periods of up to 30 minutes. Teachers have assigned duties during recess times and there are no provisions for supervising children who wish to remain indoors. Outdoor recess does not take place if the temperature is below 10 degrees (ambient temperature). When the temperature is close to ten degrees, the local weather is monitored. Recess supervisors send children to the nurse if they appear to be very cold or if redness or white patches are noticed.

In preparation for outdoor recess during cold weather, children should always wear a warm jacket or snowsuit, snow pants, warm socks (with an extra pair to use if snow gets into boots), mittens or gloves, scarf or neck warmer, hat or hood, and a "ski mask" for children who are susceptible to cold air. Adults from home are responsible for appropriate dress outdoors. Cold weather letters will be sent out to families when the time comes. Students will not be restricted from any activities based on what they are wearing or not. If students are dressed inappropriately they may get wet. Therefore, we urge families to keep a bag of a spare set of clothes at school and to look in packs to replace wet clothes sent home with new ones.

For safety reasons, certain items will not be allowed on the playground. These include skateboards, skates, bats, hard balls, media players, and hand-held electronic games. Children should not bring these items to school. If a child has a chronic or occasional health problem, she/he may remain indoors during recess only if the school receives an original doctor's written and signed order with reasons and expected duration as requested.

Playground expectations:

- Please use respectful words.
- Be kind by inviting others to join in games, taking turns, and sharing toys and equipment.
- Attend to and follow adult directions.
- When the whistle blows, stop, look, and listen for directions.
- Be safe by using playground equipment the right way, staying inside the fence or designated play areas, and refraining from rough play that includes chasing, tackling, or pushing.
- Line up quickly when recess is over.

Slide safety - Students go down the slides feet first and bottoms down. No head first or going down the slide on stomachs or knees. Students may not climb up the slide and should go only one person at a time. After reaching the top of the ladder, students

should wait until they see the other person is away from the slide and then proceed down without holding up other students who are waiting.

Swing safety - Swinging means sitting with bottoms or bellies with supervision (but not standing and not more than one person at a time.) Jumping off the swing while it is still swinging, twisting, spinning, or side bumping are all unsafe. Do not walk in front of or behind the swings.

Climbing bars - Only one person at a time may cross the monkey bars. It is not safe to climb or walk across the top of the structures.

Ball safety - Soccer or kickball games must have an adult playing and/or monitoring the whole game. However, dribbling, passing, and practicing soccer drills are allowed. Hitting the ball against the building is not allowed.

If a student acts unsafely and/or inappropriately, staff members on duty intervene with verbal instruction and redirections. If the problem behavior persists, students may be asked to sit at a picnic table for a break or may be asked to "shadow close by" a staff member for a short period. Planning room referrals will be made if problems persist or pose a safety risk. For persistent problems, recess staff will notify classroom teachers of inappropriate behaviors.

No students will be released to a parent or guardian at recess. All dismissals will transfer through the main office and families will meet their students in the lobby.

Inclement Weather and School Cancellations

Announcements about the closing of schools will be conveyed to you via our "Messenger" system which simultaneously telephones parents of Northeast students with information concerning school closings. In addition, announcements are made over the following radio stations: WJJR, WSYB, PEGTV, and WZRT, and are listed on several websites under Vermont school closings. Decisions to close schools are made by 6:00 a.m. Please note: Announcements will state Rutland City Public Schools OR Rutland Northeast Primary School NOT Rutland Northeast Supervisory Union (SU) as that is a different school district. It is the policy of Rutland City Schools that if/when inclement weather begins following the start of the school day, we will not dismiss school early. Therefore, we find it safer and less complicated to keep the children here. If parents find it necessary to pick up their child earlier, permission will be granted to do so.

Lost and Found

Every year, our school's lost and found contains many personal items of clothing that are never claimed. These items are donated to local charities twice a year. To avoid losing valuable clothing, parents are asked to clearly label all personal belongings with the child's name so that lost items may be returned promptly. Families often use Sharpie markers, labels, ribbons, or sewn-on tags to mark their children's names on their belongings. We strongly suggest labeling the following items: Hats * Coats * Gloves * Boots * Sneakers * Water Bottles * Hoodies * Backpacks. Please talk with your child about not bringing valuable items such as jewelry, watches, electronic games, etc. to school. These items are easily mislaid and easily picked up by others.

Curriculum

Our K-12 curriculum is based on the Common Core State Standards and on the fact that we need to differentiate for a variety of learning styles and levels. Social skills, good work habits, and problem-solving skills are consistently integrated into all learning tasks. Our young students also learn through hands-on activity, discovery, creativity, movement, and play. With this in mind, physical activity, music, and artistic expression are a part of learning and provide children with ongoing opportunities to develop and practice appropriate intellectual and social skills.

Our instructional model provides multi-tiered systems of support, depending on the individual needs of our learners. Since children develop differently, it is not unusual for some students to read earlier than others. If a child has difficulty learning a skill, multiple levels of support are provided to help.

Language arts or literacy are taught through combined listening, speaking, reading, and writing. The teaching of phonics, fluency, and comprehension skills are taught using good literature, nonfiction, and poetry. For math, we use the Illustrative Math Program. Science and Social Studies are integrated and taught through thematic units.

Specials

The primary Art program is designed to expand upon the students' creative and imaginative growth. In using the elements and principles of design, such as line, color, shape, value, and texture, students will create a variety of art projects. Students will also have the opportunity to explore a variety of art media, including tempera paints, watercolors, and oil pastels. In addition to displaying artwork within our school, each year some of our student's work is displayed at the Chaffee Spring Student Art Show.

Our Library program focuses on developing an interest in and excitement about reading, instruction in using the library, and the selection of books for the classroom and at home. The library is accessible to all children throughout the week for book exchange and independent learning. The use of available computers, equipment, software, and materials to further develop personal interests and to complement and expand on classroom lessons is also available throughout the day.

Music is a lifelong process that affects every corner of our world. Music classes offer students rhythmic development, awareness of the singing voice, introduction to instruments, use of rhythm instruments for accompaniment, development of listening skills, creative movement, and appreciation for the works of various composers. Each child is encouraged to sing to the best of their ability and to actively participate in all music activities.

Our Physical Education program encourages the exploration of movement and motor skills with increased awareness of self-esteem and personal fitness. Basic skills of sports are introduced, as well as new games that involve sharing, group play, cooperation, and having fun safely.

Social, emotional, and behavioral skills are taught and practiced weekly during our Social Skills special. Positive character traits, awareness of feelings, problem-solving, coping with complex situations or feelings, mindfulness, and personal safety are all taught by our School Counselors during this special block.

Progress Reports

Parents and guardians are encouraged to communicate with us when they have questions or concerns. Student progress is discussed formally during two parent/teacher conferences scheduled in October and March. (Additional meetings may also be initiated if needed.) Written progress reports are sent home with each child in January and June.

Multi-Tiered System of Supports (MTSS)

All students are unique individuals, learn differently, and have a right to learn with their peers in the least restrictive and appropriate environment. Children are naturally curious and learn through active multi-sensory multi-model learning and problem-solving. Learning opportunities are more effective if they are relevant, stimulating, and reinforced with family and community engagement. Just as learning styles and abilities vary, so do the methods for supporting learning. With this in mind, Northeast School offers a multiple-tiered system of supports or interventions (MTSS).

The NE MTSS provides a continuum of evidence-based, tiered interventions with increasing levels of intensity and duration. Educational decisions are then based on team problem-solving and data derived from frequent monitoring of student performance and rate of learning.

Teachers and parents/guardians play a central role in the MTSS Model. When a student is not responding to the typical classroom instruction and methods that are a part of Tier I, teachers should talk with the student's parents about the concern and potentially refer the student to the school's Educational Support Team (EST.) The EST's focus is specifically on creating strategies and interventions to help children be more successful academically and behaviorally. Although parents do not generally attend EST Team meetings, their communication with the team to provide pertinent information about their child's learning style, difficulty, or area of advancement and to ask questions about their child's progress or lack of progress is crucial. A variety of school staff provide interventions in the problem-solving process. In Tier I, the student's classroom teachers are the primary providers of interventions and strategies. At the Tier II & III levels, interventionists and school counselors will provide interventions. At Tier IV, special educators, speech and language pathologists, school counselors, physical therapists, occupational therapists, and other related services personnel provide intervention. The length of time a child participates in the intervention process depends on the significance of the gap between the student and peers as well as the skill deficits a student displays.

Behavioral and Emotional Supports

Northeast School's multi-tiered system of behavioral and emotional supports is heavily influenced by PBIS (Positive Behavioral Interventions and Supports), Zones of Regulations, Restorative Justice, and Trauma Informed or Trauma Sensitive approach. Northeast has incorporated these models into our "PAWS" program relates to our School Mascot (Stripes the Tiger) and is an acronym for overall school expectations:

Please Respect

Attend with Body and Mind;

Work Hard; and Remember

Safety First.

In using PAWS concepts to respond to the behavioral and emotional needs of our children, we are supporting students by increasing positivity, improving climate and overall well-being, and increasing learning. Our PAWS program is meant to be multifaceted; having individual, small group, and school-wide activities. It is individualized, including a balance of ongoing

recognition/celebrations of success and consequences for maladaptive behaviors. The Northeast PAWS Program includes some "must-dos" to build school-wide consistency and program integrity. However, the program is also designed to encourage individualization by teachers and take into account unique teacher and student creativity, styles, and needs.

Our PAWS framework works to create a positive, caring atmosphere where all children and adults feel respected and valued as members of our learning community. Another desired result is to have a safe and nurturing environment where both the students and the staff feel enthusiastic about learning and collaborating. Major beliefs that are promoted through this program include:

- We maintain high academic and behavioral expectations for all students and children tend to do what they think we expect they are capable of doing.
- Children engage in problematic behaviors as a function of their development (their inherited "make-up" and their experiences.)
- Children's actions are a means of attaining something (security, attention, stimulation, relief, etc.)
- Most children often adaptively meet their needs. Some children sometimes meet their needs in a maladaptive manner.

When possible, our interventions must be directly related to decreasing maladaptive behaviors and building the skills for more adaptive ones. Children's learning about adaptive behaviors needs to include explicit and repeated skill building and recognition of success when it occurs. We need to provide natural, non-shaming, non-isolating, restorative, and logical consequences when responding to unexpected and/or unwanted behaviors. Not only is the use of interventions as such effective in stopping the problematic behavior, but it also helps children develop internal understanding, self-control, a better understanding of other positive choices, and a desire to follow the rules. We instruct, model, and redirect as a response to problematic behaviors. While effective in stopping the misbehavior of the moment, punishment leads to feelings of anger, discouragement, shame, and resentment, increases evasion and deception, and does little to increase student responsibility.

Children who exhibit positive behaviors relating to these concepts may on a daily, weekly, or quarterly basis be given several different Positive Paw recognitions, Paws celebrations, or privileges by their teachers. For example, on Friday mornings the names of the children achieving a high level of PAWS behaviors during that prior week are announced as winners of a very special "Pizza with the Principal" lunch.

Counseling Services

School Counselors provide our school with individual counseling, classroom lessons, crisis interventions, and assistance to families who are experiencing difficulties. Counselors also offer our students a number of support groups. Support groups may also be offered to support children who have experienced life stresses, such as death or substance abuse. Referrals are accepted from parents and staff members. If you believe that you or your child might benefit from these services, contact your child's classroom teacher, school counselors, or main office.

Health Services

School Nurse: Chanda McCarthy, RN.
(802) 786-1702

Hearing screenings are done annually for Kindergarten and Grade 1 students, and vision screenings are done annually for all grades. Children who are sick or sent home by the school nurse need to be fever-free (temperature below 100F) for a full 24 hours **without** the use of fever-reducing medicine (i.e. Tylenol, Advil, Motrin) before returning to school. Children who vomit or have diarrhea should remain home until they have not vomited or had diarrhea for a full 24 hours. Children who are on an

antibiotic need to have a full 24 hours of dosages in their system before returning to school, provided they are well enough to do so.

Medications:
Prescription medication may be given by the nurse at school only with written permission from the prescribing physician. If/when non-prescription medications need to be given during school hours, written permission from a parent is required. **All medication must be in its original labeled container and needs to be brought to and from school by an adult and NOT a student.** Meds, such as antibiotics, given 3 times daily or less can usually be given at home. Do not send your child in with cough drops since they present a choking hazard.

Communicable Disease Control:
If your child contracts a contagious disease, such as head lice, scabies, chicken pox, or a bacterial infection, this must be reported to the nurse.

Health and Safety Monitoring:
Participation in recess and physical education is recognized as an important function of the school day. Children will not be excused from participation unless a written note from the student's physician exempts the student from such activity. Re-entry dates need to be provided by the physician.

Health Records:
The nurse will keep a health record for each student. To keep these records accurate and helpful to plan appropriate safety and educational responses, all health concerns need to be related to the nurse by parents or guardians.

Immunizations:
All children, per Vermont State Law, must have a record of current immunizations at school. The school nurse works with families to ensure that all students are adequately immunized and that accurate records are kept. Schools are mandated to enforce the Vermont Legislature regarding immunization requirements needed for attending school. Students not meeting vaccine or exemption requirements may not attend school without a provisional admittance form. Students provisionally admitted to school must be fully immunized within six months of enrollment. Forms may be obtained by your physician or available at: https://www.healthvermont.gov/

Parental Rights

You have a right to:
1. Inspect and review all records.*
2. Challenge the content of records.
3. Obtain a copy of all records.
4. Request information regarding the credentials of their child's teachers.
5. Express to the school administration any ideas or thoughts on services that would support all of our students within our school-wide plan.

*The Principal is the legal custodian of all student records. Parents of students (and eligible students over the age of 18) have the right to inspect the student's education records; request amendments to them; consent to the disclosure of certain information; and file complaints with appropriate agencies. A copy of the school's policy regarding student records and their disclosure is

available from the Office of the Superintendent of Rutland Public Schools. (Rutland Public Schools District Policy #7370 in accordance with the Family Educational Rights and Privacy Act).

Family Involvement

Parents/guardians are a vital part of a child's education. We strongly encourage your participation in school activities. All available research supports the conclusion that family involvement in education improves students' learning, achievement, and attitude toward school.

Parents and guardians are encouraged to share opinions, knowledge, talents, wishes, and concerns with us when these can support and improve our children and school. Parents and guardians are invited to attend the school's Title 1 meetings to be held during the parent information presentations by the administration during our Kindergarten Orientation Days and Open House. (Please refer to the Rutland City Public Schools Parent Involvement Policy in the Appendix of this handbook.)

Parent/Teacher Collaborative

Our PTC is a group of NE parents/guardians and school staff that meet regularly to collaboratively support our learning community and student experience. This is a very important home/school partnership in the educational process of our children. The NE PTC Mission strives to enrich the learning and programs of teachers and students, as well as the Northeast community as a whole. Below are a few of the programs that the PTC sponsors:

Special Events and Enrichment:
The PTC reviews potential programs for presentation to our students. Programs may be dance, musical, mathematical, etc.

Field Trips:
PTC helped to support trips to apple orchards, pumpkin patches, and community sites including the Wonderfeet Kids Museum and the Fire Station.

Outreach and Appreciation:
PTC focuses on supporting and celebrating family engagement and collaborative home/school partnerships. In doing so the PTC supports parent/guardian and staff events with materials and snacks/meals when needed.

Student Birthdays

We are happy to celebrate student birthdays with special birthday recognition, songs, and/or treats brought in by families. Given the number of students in our school and the instructional demands we must keep, we cannot afford to celebrate birthdays with extended celebrations of more than 5-10 minutes. Due to health and safety restrictions and allergies (such as to latex, animals, plants, and many food products), we ask that you speak with teachers to get prior approval if you think you want to bring in any item as part of these 5-minute celebrations. Healthy snacks, small party favors, or a new book or game **for the class** are encouraged as choices. We do not distribute party invitations at school for children's birthday parties unless all students in the class will be getting an invitation, nor do we distribute class lists for this purpose (due to privacy laws).

Student Dress Code

Any aspect of a person's appearance, which constitutes a hazard to the health and safety of self, or others, or is otherwise distracting, is unacceptable at school. Students are permitted to wear hats at the discretion of their classroom staff. Students may wear pajamas or slippers only on teacher-designated "Pajama or Comfy Day". Specific items not allowed at school include:

- Items depicting messages promoting the use of alcohol/ marijuana/tobacco, illegal activities or substances, violence or hate-related culture, or is vulgar or includes profanity.
- Halter tops, spaghetti straps, tube tops/strapless tops, muscle shirts, or shirts that expose the chest or midriff.
- Skirts that do not fall at or below the level of fingertips when arms are extended down at thighs.
- Clothing that allows the exposure of undergarments.
- Noticeable or heavy makeup (not related to a theatrical performance)
- Flip flops, shoes that are too big and easily slip off, heels, strapless Crocs, or any other footwear that makes it easy to fall, trip, or slide when walking, playing outdoors, or walking on occasionally wet surfaces.

Student Technology and Personal Items

Student-owned cell phones, wearable personal devices (e.g., smartwatches/earbuds), and gaming devices are to be turned off and stored away in a backpack or locker during the school day. These personal items are prohibited from student use during the school day. We encourage these devices and other items (toys, sporting equipment, games) to be left at home to avoid any problems. The school is not responsible for lost or stolen items. For recurring violations, confiscation of said items will occur, as well as disciplinary action and a parent meeting with the student and a school administrator.

Internet Use

We are pleased to offer Internet Computer Network System as a learning resource and research tool for our students. The smooth operation of this network system requires the proper conduct of its users who must follow guidelines explained in the Acceptable Use Contract. At the start of the school year students and parents will receive a copy of this contract to review and sign. Signing the Acceptable Use Contract will allow students to access the Internet, under appropriate supervision, while at school. Student accounts and licenses will not be opened without the school attaining the completed Acceptable Use Contract signed by parents/guardians. Please contact the main office if you have any questions.

Tapestry Program

Tapestry is the RCPS afterschool and summer (out-of-school) program for K-6. We provide intentional programming to promote a culture of learning in tandem with our schools and support youth as they transition from grade to grade and school to school. We do this by providing opportunities for youth to do things they enjoy, and by exploring new things. We are 21st Century Community Learning Centers and State of Vermont Licensed Child Care Centers, which means that we are highly regulated for the safety of kids and staff and that we embrace continuous quality improvement, to provoke learning and inquiry, for students and staff.

After-school programs begin the Monday after Labor Day (9/2/24) and run from the end of the school day until 5:30p daily. Currently, we do not operate on school breaks or half-days. Summer programming is full day, 8:00a-5:30p, typically, for seven weeks, beginning during the last week of June.

School year and summer programming is a mixture of staff created (informed by student input), external guest presenters; and field trips. In the summer, each program is off-site for roughly two days per week for field trips, swimming, etc. To learn more about Tapestry at Northeast School, please contact Liz Burnham, Site Coordinator at liz.burnhame@rcpsvt.org or (802)779-7405. You can also reach our administrative office at (802)786-1959 or info@tapestry-epic-afterschool.org.

Monthly Character Traits 2025-2026

**Italicized words translate to the RCPS POG Characteristics*

September: Respectful *(POG)*
I act in a way that shows I care about others.

October: Mindful *(Wellness)*
I am aware of my own body and feelings.

November: Kind *(Empathy)*
I say positive and helpful words and do the right thing.

December: Creative *(Critical Thinking)*
I use my imagination and think of many ways to solve problems.

January: Hardworking *(Adaptability)*
I can do hard things. I keep trying and don't give up!

February: Cooperative *(Collaboration)*
I work well with others sharing things and ideas.

March: Safe *(Communication)*
I do things in a way that will not harm myself or others. I use my words.

April: Integrity *(Integrity)*
I do the right thing even when no one is looking (because I know I should and not just because I want a reward.)

May: Positive Leader *(POG)*
I show my character traits so well that others want to do what I do and follow my example.

Our PAWS Song	Our Northeast Song
We have a word at Northeast School. P. A. W. S. What we learn is really cool. P. A. W. S. Each letter that we see stands for rules that are key. Let's sing them loud and strong P. Please respect A. Attend. W. Work hard. S. Safety first. At Northeast School, we follow the rules P. A. W. S! Paws!	*(to the tune of God Bless America)* We're from Northeast, A school that is GREAT, We're in second grade, We're in first grade, We're in kindergarten, hip, hip, hooray! And they call us, Northeast Tigers, But we smile, instead of growl…(pause for a big smile ☺) Cause we're, from Northeast, The best school of all – HOORAY! *Written by Nancy Webster August 2010*

Federal, State, and Local District Policies and/or Laws

POLICY FOR PARENTAL INVOLVEMENT

The Rutland City Board of School Commissioners and schools shall seek to involve parents in the education of their children by employing the strategies outlined in school handbooks and administrative procedure. Coordination and integration of Rutland Public Schools parent involvement strategies with other programs within Rutland, such as Head Start and other federally funded or State-run programs will be accomplished through the collaborative agreement in place at the primary schools.

FIREARMS, WEAPONS, & FIREWORKS

Student possession or use of firearms, weapons, knives, ammunition, explosives, fireworks, or any potentially dangerous devices or substances of any kind are forbidden and will result in immediate suspension, possible expulsion, and legal action. [RPS Policy 7490]

SEARCH AND SEIZURE

- Desks, lockers, textbooks, and other materials loaned by the school to students remain the property of the school and may be opened by school employees for cleaning, maintenance, or emergencies. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of emergency, they will be confiscated and a report will be made to the Principal who will determine whether further investigation is warranted.
- School property may also be searched by school employees upon reasonable suspicion on the part of the Principal, or Superintendent that a law or school policy is being violated. Searches of school property in the possession of students will not extend to areas or items not reasonably calculated to aid in the enforcement of specific policies or laws.
- Searches of students' persons or vehicles will be conducted if there is reasonable cause to believe that a breach of school policy or law is being committed. A search of a student's person will be conducted by a school employee of the same sex and, whenever possible, in the presence of another school employee.
- A copy of the Search and Seizure Policy [7450] can be found in its entirety in the Principal's Office.

CITY OF RUTLAND - SAFE SCHOOLS ORDINANCE

On February 28, 1995, the City of Rutland Board of Aldermen passed Ordinance Number 187. Following is a condensed version of the ordinance and its purpose. A complete copy may be obtained at City Hall or from our Main Office.

The people of the City of Rutland find it necessary to prevent disruption of the educational process by prohibiting individuals who have no educational purpose, who disrupt or may disrupt the educational process from entering or remaining on school premises during school hours. Further, the safety and welfare of the public within school premises must be protected. **To this end, every school in the City of Rutland will be free of drugs, violence, and the unauthorized use of firearms and alcohol and will offer a disciplined environment conducive to learning.**

It is important to point out that "school premises" means any building, public or private which is used primarily for educational purposes, the land upon which it is situated, and any (public) property within five hundred (500) feet of the land upon which the building is situated.

As part of the ordinance, a schedule of fines and waiver fees has been established as listed below:

Schedule of Fines for Violation of 25R0R 94610-4614

Section	Waiver Fine	Minimum Fine:
4611(a)(1)	75.00	50.00
4611(a)(2)	175.00	150.00

461l(b)(1)	175.00	150.00
4611(b)(2)	100.00	75.00
461l(b)(3)	100.00	75.00
4611(b)(4)	175.00	150.00
4611(b)(5)	175.00	150.00
46l1(b)(6)	175.00	150.00
4611(b)(7)	175.00	150.00
4611(b)(8)	175.00	150.00
4611(b)(9)	175.00	150.00
46l1(b)(10)	175.00	150.00

Vermont State Law currently establishes that parents are, or can be, responsible for up to $1,000.00 in fines or fees incurred by their children. It is, therefore, extremely important that everyone become familiar with the particulars of this ordinance.

THE PREVENTION OF HARASSMENT, HAZING, AND BULLYING OF STUDENTS

The Rutland City Public School District[1] (hereinafter "District") is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.
It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity, or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

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

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

Throughout this model policy and the related procedures, "District" shall apply to Independent Schools and should be substituted as appropriate. References to the Superintendent shall equate to "Head of School" or "Headmaster" as appropriate, with regard to Independent Schools. Where language suggests a "District" will take action, it shall be the Superintendent, the Head of School, the Headmaster, or his/her designee.

The Model Procedures are expressly incorporated by reference as though fully included within this Model Policy. The Model Procedures are separated from the policy for ease of use as may be required.

Implementation:

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents, and guardians how to report violations of this policy and file complaints under this policy. (See Model Procedures on the Prevention of Harassment, Hazing, and Bullying of Students)

2. Annually, select two or more designated employees to receive complaints of hazing, bullying, and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.

5. Take action on substantiated complaints. In cases where hazing, harassment, and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment, and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

Constitutionally Protected Speech
It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

IV. Definitions:
For the purposes of this policy and the accompanying procedures, the following definitions apply:

A. "Bullying" means 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. (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity; or
(ii) does not occur during the school day on school property, on a school bus or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

B. "Complaint" means an oral or written report of information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment, or bullying.
C. "Complainant" means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment, or bullying, or a student who is the target of alleged hazing, harassment, or bullying.
D. "Designated employee" means an employee who has been designated by the school to receive complaints of hazing, harassment, and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.

E. “Employee” includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern, or a school volunteer. For purposes of this policy, the “agent of the school” includes supervisory union staff.

F. “Equity Coordinator” is the person responsible for the implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing the implementation of the District’s Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.

G. “Harassment” means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

(1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
(i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
(ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent, or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

(2) Racial harassment, which means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

(3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity, and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

H. “Hazing” means any intentional, knowing, or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

(1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

(1) The goals are approved by the educational institution, and
(2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, "Student" means any person who:
(A) is registered in or in attendance at an educational institution;

(B) has been accepted for admission at the educational institution where the hazing incident occurs; or (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

I. "Notice" means a written complaint or oral information that hazing, harassment, or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment, or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment, or bullying through other means, for example, if information about hazing, harassment, or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. "Organization" means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

K. "Pledging" means any action or activity related to becoming a member of an organization.

L. "Retaliation" is any adverse action by any person against a person who has filed a complaint of harassment, hazing, or bullying or against a person who assists or participates in an investigation, proceeding, or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. "School administrator" means a superintendent, principal, or his/her designee assistant principal /technical center director or his/her designee, and/or the District's Equity Coordinator.

N. “Student Conduct Form“ is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment, and/or bullying.

Designated Employees:
The following employees of Rutland City Public Schools have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal antidiscrimination laws;

Bianca McKeen
Assistant Superintendent of Schools
6 Church Street Rutland Vermont 05701

Kerry Coarse
Director of Equity and Inclusion
6 Church Street Rutland Vermont 05701

NON-DISCRIMINATION POLICY

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Higher Education Act of 1972, Section 504 of the Americans with Disabilities Act, and the rules and regulations promulgated by the Secretary of Health, Education and Welfare, it is the policy of Rutland High School that no person, upon the basis of race, color, national origin, creed or faith, gender or age, handicapping condition and/or disability, shall be excluded from participation in any educational program or activity at the school. Rutland City Public Schools and its designees operate its programs and services without regard to race, color, and national origin as stipulated in Title VI of the Civil Rights Act of 1964. If you feel you have been discriminated against based on your race, color, or national origin, you may file a complaint with the Office of Civil Rights at 802-828-5858 and stating that you would like to make a Title VI complaint. If you would like more information about your Title VI rights, please visit https://www.justice.gov/crt/fcs/T6manual.

STUDENT RECORDS

The Principal and EEE-Grade 2 Special Education Director are the legal custodians of all student records. Parents of students (and eligible students over the age of 18) have the right to inspect the student’s education records; request amendments to them; consent to the disclosure of certain information; and file complaints with appropriate agencies. A copy of the school’s policy regarding student records and their disclosure is summarized below and is available from the Office of the Superintendent of the Rutland Public Schools. (Rutland Public Schools District Policy #7370 in accordance with the Family Educational Rights and Privacy Act)

Family Educational Rights & Privacy Act (FERPA) General Guidance for Parents
The following guidance provides parents with general information about the Family Educational Rights and Privacy Act (FERPA). While this guidance reflects our best and most current interpretation of applicable FERPA requirements, it does not supersede the statute or regulations.

FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records unless a school is provided with evidence that there is a court order or State law that specifically provides to the contrary. Otherwise, both

custodial and noncustodial parents have the right to access their children's education records, the right to seek to have the records amended, the right to consent to the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. When a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights under FERPA transfer from the parent to the student. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information unless the official had an official role in making a determination that generated a protected education record. Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by a parent to inspect and review education records, FERPA permits the school to destroy such records without notice to the parent.

Access to Education Records

Under FERPA, a school must provide a parent with an opportunity to inspect and review his or her child's education records within 45 days following its receipt of a request. A school is required to provide a parent with copies of education records or make other arrangements if a failure to do so would effectively prevent the parent from obtaining access to the records. A case in point would be a situation in which the parent does not live within commuting distance of the school. A school is not generally required by FERPA to provide a parent with access to school calendars or general notices such as announcements of parent-teacher meetings or extra-curricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record. Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to a parent's request. Accordingly, a school is not required to provide a parent with updates on his or her child's progress in school unless such information already exists in the form of an education record.

Amendment of Education Records

Under FERPA, a parent has the right to request that inaccurate or misleading information in his or her child's education records be amended. While a school is not required to amend education records in accordance with a parent's request, the school is required to consider the request. If the school decides not to amend a record in accordance with a parent's request, the school must inform the parent of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the parent has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the student's record for as long as the record is maintained. However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about a student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords parents the right to seek to amend education records that contain inaccurate information, this right cannot be used to challenge a grade, an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to a parent's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from a minor student's education records to a third party unless the student's parent has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so by FERPA. Following is general information regarding some of these exceptions.

One of the exceptions to the prior written consent requirement in FERPA allows "school officials," including teachers, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. A school may disclose personally identifiable information from education records without consent to a "school official" under this exception only if the school has first determined that the official has a "legitimate educational interest" in obtaining access to the information for the school. Another exception permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included in its annual notification of rights a statement that it forwards education records in such circumstances. Otherwise, the school must make a reasonable attempt to notify the parent in advance of making the disclosure, unless the parent or eligible student has initiated the disclosure. The school must also provide a parent with a copy of the records that were released if requested by the parent. FERPA permits a school non-consensually to disclose personally identifiable information from a student's education records when such information has been appropriately designated as directory information. "Directory information" is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information could include information such as the student's name, address, e-mail address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, and awards received, the most recent previous educational agency or institution attended, photograph, grade level (such as 11th grade or junior year), and enrollment status (full-time or part-time).

FERPA also permits a school to disclose personally identifiable information from the education records of an "eligible student" (a student age 18 or older or enrolled in a postsecondary institution at any age) to his or her parents if the student is a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax statement, the school may non-consensually disclose the student's education records to both parents. There are several other exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned below. Under certain conditions (specified in the FERPA regulations, 34 CFR Part 99), a school may non-consensually disclose personally identifiable information from education records: to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs; • in connection with financial aid for which the student has applied or received;

- to state and local authorities pursuant to a State statute concerning the juvenile justice system and the system's ability to effectively serve the student whose records are being disclosed;
- to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;

• to comply with a judicial order or a lawfully issued subpoena; and
• in connection with a health or safety emergency.
As stated above, the conditions specified in the FERPA regulations have to be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

Complaints of Alleged Failures to Comply with FERPA

The Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation. Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated. If we receive a timely complaint that contains a specific allegation of fact giving reasonable cause to believe that a school has violated FERPA, we may initiate an administrative investigation into the allegation in accordance with procedures outlined in the FERPA regulations. If a determination is made that a school violated FERPA, the school, and the complainant are so advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved.

Please note that a parent should state his or her allegations as clearly and succinctly as possible. To aid us in efficiently processing allegations, we ask that a parent only include supporting documentation that is relevant to the allegations provided. Otherwise, we may return the documentation and request clarification. This Office does not have the resources to review voluminous documents and materials to determine whether an allegation of a violation of FERPA by a school is included. A parent may obtain a complaint form by calling (202) 260-3887. For administrative and privacy reasons, we do not discuss individual allegations and cases via email. Please mail completed complaint forms to the Office (address below) for review and any appropriate action.

Complaint Regarding Access

If a parent believes that a school has violated FERPA by failing to comply with the parent's request for access to his or her child's education records, the parent may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the student's education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

If a parent believes that a school has violated FERPA by failing to provide the parent with an opportunity to seek amendment of inaccurate information in his or her child's education records or failed to offer the parent an opportunity for a hearing on the matter, the parent may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the student's education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the information for which amendment was requested; and the evidence provided to the school to support the assertion that such information is inaccurate.

Complaint Regarding Disclosure

If a parent believes that a school has violated FERPA by improperly disclosing personally identifiable information from his or her child's education records, the parent may complete a FERPA complaint form and should include the following specific information: the date the alleged improper disclosure occurred or the date the parent learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the education records were disclosed; and the specific nature of the information disclosed.

This guidance document is designed to provide parents of minor students with some basic information regarding FERPA and their rights and to address some of the basic questions most frequently asked by parents. You can review the FERPA regulations,

frequently asked questions, significant opinions of the Office, and other information regarding FERPA at our Website as follows: http://fpco.ed.gov. If, after reading this guidance document, you have questions regarding FERPA that are not addressed here, you may write to the Office for additional guidance at the following address:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-8520

RULE 4500
STATE RULES FOR THE USE OF RESTRAINT & SECLUSION IN SCHOOLS

This is a summary of the Vermont State regulation pertaining to school use of physical restraint or seclusions in emergency situations. Northeast School will use a passive restraint only as a last resort if imminent danger or risk to the child or others is imminent. All staff have state-approved training in crisis response and interventions and in the rare occasion that this is warranted we follow Rule 4500 and you will be notified as such. If you have any questions or concerns about this, please call the school principal as soon as possible.

4500.1 STATEMENT OF PURPOSE

The purposes of these rules are to:
a. Create and maintain a positive and safe learning environment in schools;
b. Promote positive behavioral interventions and supports in schools; and
c. Ensure that students are not subjected to inappropriate use of restraint or seclusion.

4500.2 APPLICABILITY

These rules are applicable to all learning environments that receive public funding, or over which the Vermont Department of Education has regulatory authority

4500.3 DEFINITIONS

For purposes of these rules, the following definitions apply:
1. Behavioral Intervention Plan means a plan that details strategies to address behaviors that impede learning, or are ongoing and does not readily respond to general intervention or classroom management techniques, by teaching pro-social skills and other positive replacement behaviors. The plan may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address problem behaviors.
2. Chemical Restraint means a drug, medication or chemical used on a student to control behavior or restrict movement that is not:

a. Prescribed by a student's licensed physician for the standard treatment of a student's medical or psychiatric condition and;
b. Administered as prescribed by the licensed physician.

3. Functional Behavioral Assessment means the analysis of a student's behavior patterns before, during, and after rule-breaking or other inappropriate behavior for the purpose of guiding the development of a behavioral intervention plan.
4. Mechanical Restraint means the use of any device or object that restricts a student's movement or limits a student's sensory or motor functions unless under the direction of a healthcare professional for medical or therapeutic purposes. The term does not include devices implemented by trained school personnel, or utilized by a student for the specific and approved therapeutic and

safety purposes Rule 4500: The Use of Restraint and Seclusion in Schools Page 2 of 9 for which such devices were designed including:

a. Restraints for medical immobilization,

b. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment;

c. Vehicle safety restraints including a seat belt or harness used for balance or safety on a car or bus or;

d. Seat belts in wheelchairs or on toilets.

5. Parent means:

a. A biological or adoptive parent of the child;

b. A legal guardian of the child;

c. A person acting in place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or a person legally responsible for the child's welfare;

d. A foster parent or developmental home provider who has been appointed the educational surrogate parent by the Educational Surrogate Parent Program; or e. An educational surrogate parent.

6. Physical Escort means the temporary touching or holding, without the use of force, of the hand, wrist, arm, or back of a student who is exhibiting minimal resistance for the purpose of directing movement from one place to another.

7. Physical Restraint means the use of physical force to prevent imminent and substantial risk of bodily harm to the student or others. Physical restraint does not include:

a. Momentary periods of physical restriction by direct person-to-person contact, accomplished with limited force and designed either i. to prevent a student from completing an act that would result in potential physical harm to himself/herself or another person; or ii. to remove a disruptive student who is unwilling to leave the area voluntarily;

b. The minimum contact necessary to physically escort a student from one place to another;

c. Hand-over-hand assistance with feeding or task completion or;

d. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment.

8. Positive Behavioral Interventions and Supports means an approach to preventing and responding to targeted behavior that:

a. Is based on evidence-based practices;

b. Is proactive and instructional, rather than reactive;

c. Can operate on individual, group, classroom, or school-wide levels;

d. Includes a system of continual data collection and;

e. Relies on data-driven decisions.

9. Prone Physical Restraint means holding a student face down on his or her stomach using physical force for the purpose of controlling the student's movement.

10. School means a learning environment receiving public funds or over which the Vermont Department of Education has regulatory authority.

11. School Personnel means individuals working in schools as defined in 4500.3(10) who are employed by the school or who perform services for the school on a contractual basis, and school resource officers, while acting in that capacity.

12. Seclusion means the confinement of a student alone in a room or area from which the student is prevented or reasonably believes he or she will be prevented from leaving. Seclusion does not include time-out where a student is not left alone and is under adult supervision.

13. Substantial Risk means an imminent threat of bodily harm where there is an ability to enact such harm. Substantial risk shall exist only if all other less restrictive alternatives to defuse the situation have been exhausted or failed or the level of risk prohibits exhausting other means.

14. Supine Physical Restraint means holding a student on his or her back using physical force for the purpose of controlling the student's movement.

15. Student means a student enrolled in a school as defined in paragraph 10. 4501

PROHIBITIONS:

4501.1 School personnel and contract service providers are prohibited from imposing on a student any of the following as defined in rule 4500.3: a. Mechanical restraint, b. Chemical restraint, c. Any physical restraint, escort, or seclusion that restricts or limits breathing or communication, causes pain, or is imposed without maintaining direct visual contact.

4501.2 Physical restraint or seclusion shall not be used: a. For the convenience of staff; b. As a substitute for an educational program; c. As a form of discipline or punishment; d. As a substitute for inadequate staffing or training; e. In response to a student's use of profanity or other verbal or gestural display of disrespect; or f. In response to a verbal threat unaccompanied by demonstrated means of or intent to carry out the threat

4501.3 The restraints and seclusion prohibited by these Rules shall not be considered "reasonable and necessary force" as that term is used in 16 VSA §1161a(c). Rule 4500: The Use of Restraint and Seclusion in Schools Page 4 of 9 4501.4 Schools may have policies and procedures for the use of physical restraint and seclusion in school-wide safety plans, provided such plans are consistent with these Rules.

4502 PERMISSIBLE USE OF RESTRAINT AND SECLUSION

4502.1 Permissible Use of Physical Restraint, not otherwise prohibited by these Rules, may be used only: a. When a student's behavior poses an imminent and substantial risk of physical injury to the student or others; b. Within the limits set forth in 16 VSA §1161a; c. Less restrictive interventions have failed or would be ineffective in stopping such imminent danger of physical injury or property damage; d. In accordance with a school-wide safety plan that is consistent with these rules; and e. In a manner that is safe, proportionate to, and sensitive to the student's: i. Severity of behavior; ii. Chronological and developmental age; iii. Physical size; iv. Gender; v. Ability to communicate; vi. Cognitive ability; and vii. Known physical, medical, and psychiatric condition, and personal history, including any history of physical, emotional, or sexual abuse or trauma.

4502.1.1 Prone and supine physical restraints are more restrictive than other forms of physical restraint and may be used only when the student's size and severity of behavior require such a restraint because a less restrictive restraint has failed or would be ineffective to prevent harm to the student or others.

4502.2 Permissible Use of Seclusion: Seclusion, not otherwise prohibited by these rules, may be used only: a. When a student's behavior poses an imminent and substantial risk of physical injury to the student or others; b. When less restrictive interventions have failed or would be ineffective in stopping such imminent risk of physical injury; c. As a temporary intervention; d. When physical restraint is contraindicated; e. When there is no known developmental, medical, psychological, or other contraindication to its use; f. When the student is visually monitored at all times by an adult; and g. In a space large enough to permit safe movement that is adequately lit, heated, ventilated, free of sharp or otherwise dangerous objects; and in compliance with all fire and safety codes.

4502.3 In rare circumstances where the use of physical restraint or seclusion may be necessary due to a student's pattern of dangerous behavior that is not responsive to less restrictive Rule 4500: The Use of Restraint and Seclusion in Schools may be included in an individual safety plan only if all of the following conditions apply: a. School personnel have reviewed and agreed to the safety plan; b. The use of physical restraint and seclusion complies with these Rules; c. The student has a documented history showing a series of behaviors in the preceding six (6) months that have created an imminent and substantial risk of physical injury to the student or others in the school; d. A comprehensive, data-driven, functional behavioral assessment has been conducted; e. A behavioral intervention plan, emphasizing positive behavioral interventions and supports, has been implemented; f. The educational planning team, IEP team, or Section 504 team has reviewed the student's program and

placement to determine whether it is sufficient to meet the student's unique needs; g. The criteria for use are clearly identified; h. Any contraindications for use are identified; i. Staff implementing the individual safety plan have received training from a state-recommended training program; j. The parents are fully informed of the inherent risks of using restraint and seclusion; k. The parents provide informed consent to the use of restraint and/or seclusion, which shall be revocable at any time; and l. The ongoing need for an individual safety plan is reviewed and revised, as appropriate, and in any event at least annually.

4502.3.1 Any restraint or seclusion imposed as a result of an individual safety plan is subject to all the reporting, documentation, and debriefing requirements set forth in 4503, 4504, and 4505 below.

4502.4 Physical restraint or seclusion shall only be imposed: a. By school personnel or contract service providers who have been trained to provide the selected intervention unless, due to the unforeseeable nature of the danger of the circumstance, trained personnel are not immediately available; a. When a restrained student is monitored face-to-face by school personnel or contract service providers; or b. If personnel safety is significantly compromised by face-to-face monitoring, or the student is in seclusion, school personnel or a contract service provider are in direct visual contact with the student.

4502.5 Physical restraint or seclusion shall be terminated as soon as: a. The student demonstrates that he/she is in unnecessary pain or significant physical distress indicating a possible need for emergency medical assistance or that his/her breathing or communication is compromised; or b. The student's behavior no longer poses an imminent danger of physical injury to the student or others or danger to property; or c. Less restrictive interventions would be effective in stopping such imminent danger of physical injury or property damage.

4502.6 Following termination of any physical restraint or seclusion, the student shall be evaluated and monitored for the remainder of the school day on which physical restraint or seclusion Rule 4500: The Use of Restraint and Seclusion in Schools is imposed. The evaluation shall include a routine physical/medical assessment conducted by someone not involved in the restraint or seclusion, and documentation of any injury received by the student, as a result of the restraint or seclusion.

4503 REPORTING THE USE OF RESTRAINT AND SECLUSION

4503.1 To the School Administrator. Any person who imposes a restraint or seclusion shall report its use to the school administrator as soon as possible but in no event later than the end of the school day of its use.

4503.2 To Parents. a. The school administrator shall make a documented attempt to provide verbal or electronic notice of any incident of restraint or seclusion to the student's parents (as defined in 4500.3(13)) as soon as practical but in no event later than the end of the school day of its use; and b. Shall provide written notice to the parents within 24 hours of each use of restraint or seclusion that includes: i. The date and time of its use; ii. A description of the restraint and other interventions used; iii. The date and time when the debriefing session will occur; including notice that the parents have the opportunity to participate in the debriefing; and iv. The name and telephone number of the contact person who can provide further information.

4503.3 To the Superintendent. The school administrator shall report the use of restraint or seclusion to the superintendent of the Supervisory Union whenever: a. There is death, injury or hospitalization to staff or student as a result of a restraint or seclusion; or b. An individual employee or contracted service provider has engaged in the use of physical restraint or seclusion three (3) separate times on one (1) or more students; or c. Physical restraint has been used for more than fifteen (15) minutes; or d. Any student has been restrained or secluded three (3) or more times per school year; or e. A student has been restrained or secluded more than once in a school day; or f. A student is restrained or secluded who is not on a behavioral intervention plan; or g. Restraint or seclusion has been used in violation of these rules, including the use of any prohibited form of restraint. Reports to the Superintendent shall be made within three school days of the incident that requires reporting and shall include all the information set forth in Rule 4504 required a written record of each use of restraint or seclusion.

4503.3.1 Learning environments other than public schools shall fulfill this reporting requirement by reporting to the Superintendent of the Supervisory Union that is the LEA or sending district for the student. If there is no sending district or LEA, this requirement shall be fulfilled by reporting to the Commissioner of the Department of Education in accordance with Rule 4503.4. Rule 4500: The Use of Restraint and Seclusion in Schools

4503.4 To the Commissioner of the Department of Education. The Superintendent of the supervisory union shall report the use of restraint or seclusion to the Commissioner of the Department of Education within three (3) school days of receipt of a report indicating any of the following: a. There is death, injury requiring outside medical treatment or hospitalization to staff or student as a result of a restraint or seclusion; or b. Physical restraint or seclusion has been used for more than thirty (30) minutes or c. Physical restraint or seclusion has been used in violation of these rules, including the use of any prohibited restraint or seclusion. The report shall include all the information set forth in Rule 4504 required a written record of each use of restraint or seclusion.

4504 DOCUMENTATION

Each school shall maintain written records of each use of restraint and seclusion. The records shall be maintained by the school administrator and shall include the following: a. The name, age, gender, and grade of the student; b. The date, time, and duration of the restraint or seclusion; c. Any injuries, death, or hospitalization to student or staff resulting from the use of restraint or seclusion; d. The location where the restraint or seclusion occurred; e. The precipitating event[s] leading up to the restraint or seclusion; f. A list of school personnel who participated in the application, monitoring, and supervision of the student while restrained or secluded; g. The type of restraint or seclusion used; h. The reason for the restraint or seclusion; i. A description of all the interventions used prior to the application of the restraint or seclusion; j. Whether the student has a behavioral intervention plan and/or individualized education plan, Section 504 plan, or educational support plan; and k. The date notification was provided to the student's parents.

4505 DEBRIEFING FOLLOWING USE OF RESTRAINT OR SECLUSION

Following each incident of restraint or seclusion, the school administrator shall implement follow-up procedures that include: a. Within two (2) school days, a proper staff person reviewing the incident with the student in a manner appropriate to the student's age and developmental ability, to discuss the behavior[s] that precipitated the use of restraint or seclusion; b. Within two (2) school days, review the incident with the staff person(s) who administered the restraint or seclusion to discuss whether proper restraint or seclusion procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion; c. An opportunity for parents to participate in the review of an incident of restraint or seclusion within four (4) school days: Rule 4500: The Use of Restraint and Seclusion in Schools Page 8 of 9 i. Parents shall receive prior written (including e-mail) notice of the review meeting; and ii. The meeting shall be convened at a mutually acceptable time and place; and d. Determining, in consultation with the parents, any specific follow-up actions to be taken.

4506 ANNUAL NOTIFICATION

Annually, at or before the beginning of the academic year, each school (defined in

4500.3(10)) shall inform all school personnel, and parents of students enrolled in the school of the policies pertaining to the use of physical restraint and seclusion and the intent to emphasize the use of positive behavioral interventions and supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior.

4507 COMPLAINTS AND INVESTIGATIONS

4507.1 Filing a Complaint a. A parent (as defined in 4500.3(13)) or school personnel may file a complaint regarding the use of restraint or seclusion at any time in accordance with school district policy. b. The complaint shall be in writing and shall be

directed to the principal, director, or administrator of the school in which the student participates. c. If the person filing the complaint is unable to submit the complaint in writing, the recipient of the complaint shall complete the form based on a verbal complaint. In this case, the complainant shall be provided with a copy of the complaint.

4507.2 Investigation All complaints shall be investigated by the school or district and written findings issued within thirty (30) days;

4507.3 Unresolved Complaints Unresolved complaints shall be directed to the superintendent of the Supervisory Union where the student resides in accordance with the school board's established complaint process. A student on an individualized education plan (IEP) or Section 504 Plan may also use the dispute resolution options available under Rules 2365.1.4 – 2365.1.6, if appropriate.

4508 MONITORING AND CORRECTIVE ACTION

The commissioner of the Department of Education shall review reports received pursuant to Rule 4503.4 and identify those schools in need of additional training and, when those reports reflect an over-use of these interventions, shall direct the school to work with the department to develop a corrective action plan. Rule 4500: The Use of Restraint and Seclusion in Schools

4509 STATE RECOMMENDED TRAINING

The Department of Education shall maintain a directory of recommended physical restraint training programs, which must include at least the following elements: a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of dangerous behavior, relationship-building, and the use of alternatives to physical restraint; b. Identification of dangerous behaviors that may indicate the need for physical restraint and methods for evaluating the risk of harm to determine if physical restraint is warranted; c. Simulated experience in administering and in receiving a variety of physical restraint techniques, across a range of increasingly restrictive interventions; d. Instruction regarding the effects of physical restraint on the person restrained, including monitoring physical signs of distress and how to obtain medical assistance; e. Instruction regarding an investigation of injuries and complaints. A school may use a training program that is not on the state recommended list if it submits a plan to the Commissioner of Education demonstrating how that training program meets the purposes of these Rules and contains the elements listed above.

Rutland Public Schools	POLICY NUMBER 7699
	Section: By-Laws

SUBJECT: TITLE I, PART A FAMILY ENGAGEMENT

Title I, Part A Parent and Family Engagement Policy

It is the policy of Rutland City Public Schools (District) to plan and implement effective needs- based Title I and School wide Programs, with meaningful consultation and involvement of all participating parents and family members that comply with all parent and family engagement requirements, specifically those required by federal statute. As such the LEA (Local Education Agency) is responsible for ensuring compliance with development and implementation of the following three documents:

1. LEA PARENT AND FAMILY ENGAGEMENT POLICY.

2. SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PROCEDURE

2 a**. HOME SCHOOL COMPACT**

Definitions:

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

Parent and Family Engagement (PFE): The inclusion of parents, families, schools, and communities in order to support learning and improve schools. Opportunities for the informed participation of parents and family members, including those who have limited English proficiency, those who have disabilities, and those of migratory children.

Implementation

The District will ensure the successful development and implementation of the written Parent and Family Engagement Policy, School Parent and Family Engagement Procedure, and School-Parent Compact and will address all requirements in specific detail with review and revision on a periodic and timely basis.

1. Family Engagement Policy

In order to provide all children with significant opportunity to receive a fair, equitable, and high-quality education, and to close educational gaps, the District receives Title I, Part A funds. This policy will outline the District's expectations and objectives for meaningful parent and family engagement and the ways in which the LEA will implement and support opportunities for parent and family involvement in order to improve student academic achievement.

Part I: General Requirements and Expectations

1. In order to support increased parent and family engagement to improve student academic achievement, the District will actively engage all families, while mitigating barriers to engagement.

2. The District agrees to take the following actions to involve parents and family members in the joint development of its Continuous Improvement Plans, including the support and improvement thereof:

- Invite participation in the development of the plans,
- Make public the drafts of the district and school plans, and seek meaningful engagement,
- And, seek the approval of the Board of School Commissioners.

3. The District will include family engagement as a school-wide investment for each school annually to target training, barrier mitigation for families, as part of each School-wide Continuous Improvement Plan.

4. The District will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent & Family Title I, Part A Parent & Family Engagement Policy, connected with the annual Title I part A school meetings, in an effort to support:

- Mitigation of barriers to greater family participation in Title I parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers
- Strategies to support successful school and family interactions

In order to complete this evaluation, the District will include this policy as part of a regularly scheduled meeting of the Policy Committee and actively invite in-person and written participation by families.

5. The District agrees to take the following actions to use the findings of the annual evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise the LEA Parent & Family Engagement Policy, if necessary:

- Each school's Continuous Improvement Planning Team will analyze the input of families, following the annual meeting, and adjust their plans and engagement procedures.
- The Rutland City Board of School Commissioners' Policy Committee will review this policy annually, following the completion of the school-level Title I, Part A meetings and meaningful engagement to consider adjustments to this policy.

6. The District and its schools will actively invite families and their participation to all schoolwide community events, conferences, and performances. Each event is an opportunity.

Part II: Building Capacity for Involvement

To promote effective involvement of parents and support a partnership among the schools, parents, and the community in order to improve student achievement, the District will use the following strategies:

7. Provide assistance to parents of children served by the LEA in understanding the following topics:
    - The challenging State academic standards
    - State and local academic assessments
    - Title I, Part A requirements
    - How to monitor their child's progress
    - How to work with educators to improve their children's achievement

    The District will take the followings actions in order provide this assistance to families that will allow for greater engagement:
    - Virtual or phone meetings
    - Translation of materials, into the primary languages of our family's
    - Multiple avenues of communication, that meet the needs of families
    - Support and education on successful guardianship and parenting
    - Invitations to all school events
8. The District, in collaboration with local agencies, will provide materials and training, as appropriate, to help parents work with their children to improve their children's achievement.
9. The District will provide professional development in improving family engagement.

PART III. Policy Adoption

The District's Parent & Family Engagement Policy has been developed jointly with parents of children participating in Schoolwide and Title I, Part A programs. It will be reviewed annually, following each school's Title I, Part A meeting, and meaningful engagement.

Adopted: March 14, 2023
Supersedes: Policy of 2019
Legal Reference:
20 USC § 7801(38)
20 U.S.C. § 6318
16 V.S.A § 43

Rutland City Public Schools

6 Church Street, Rutland, *VT* 05701
Phone **802-773-1900**
Fax: **802-773-1927**
Web: **www.rutlandcitypublicschools.org**

HOME-SCHOOL COMPACT

Purpose:

To clarify our shared responsibilities for ensuring a positive school experience for all children, families, and staff in a way that symbolizes partnership and a spirit of cooperation. This Compact is offered in that spirit. We ask that all students and parents sign the compact in the first year of attendance at each level; that is: Kindergarten, Grade 3, Grade 7 and Grade 9.

Faculty and Administration of the Rutland City Public Schools will:

- maintain a safe, orderly environment most conducive to teaching and learning;
- treat all children and their families with respect and dignity;
- make inclusive connections with families of all configurations and makeups;
- enact direct communication through orientations, open houses, and parent-teacher meetings;
- encourage families to contact us by telephone or email at school;
- provide regular progress reports regarding student achievement;
- assign meaningful and productive homework lessons according to school policy; and
- insist upon high expectations for student performance in and out of the classroom.

Families of Rutland City Public School children will:

- attend school orientations, open houses, and parent-teacher meetings;
- treat school personnel with the respect and dignity;
- supervise the completion of homework assignments, encourage independent reading; and monitor the viewing of television and video games, especially on school nights;
- guarantee regular attendance, promptness, and readiness for school;
- minimize medical/dental appointments and family vacations taken during school days;
- contact teachers by telephone or email at school whenever appropriate, especially when students are absent; and
- offer to volunteer in the classroom and/or school or at home in a way that supports their child's education, and celebrate student performance in and out of the classroom.

Rutland City Public School students will:

- develop the RCPS Portrait of a Graduate character traits: Adaptability, Collaboration, Communication, Critical Thinking, Empathy, Integrity and Wellness;
- strive to do their best in school and to conduct themselves with dignity and respect at all times; and
- follow rules and guidelines regarding academic performance and proper personal conduct.

We agree with this Home-School Compact and pledge to do everything in our power to enhance student achievement and promote effective home-school communication.

_____ _____ _____

Teacher Signature | Principal 's Signature | Date

Parent/Guardian Signature(s) | Student's Signature | Date

Accredited by the New England Association of Schools And Colleges

WHITE - SCHOOL COPY | YELLOW - HOME COPY

SCHOOL GUIDELINES FOR MANAGING STUDENTS WITH FOOD ALLERGIES

Food allergies can be life-threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students. If there is a child with a specific food allergy (such as peanuts) in your child's class we will send home pertinent instructions related to what is safe to include in your child's school snacks and lunch.

Family's Responsibility to:

- Notify the school of the child's allergies.
- Work with the school team to develop a plan that accommodates the child's needs throughout the school including in the classroom, in the cafeteria, in after-care programs, during school-sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.
- Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child in written form. Provide properly labeled medications and replace medications after use or upon expiration.
- Educate the child in the self-management of their food allergy including
    - Safe and unsafe foods
    - Strategies for avoiding exposure to unsafe foods
    - Symptoms of allergic reactions
    - How and when to tell an adult they may be having an allergy-related problem
    - How to read food labels (age appropriate)
- Provide emergency contact information.
- Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.

School's Responsibility to:

- Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA, and any state laws or district policies that apply.
- Review the health records submitted by parents and physicians.
- Include food-allergic students in school activities. Students will not be excluded from school activities solely based on their food allergies.
- Identify a core team of, but not limited to, a school nurse, teacher, principal, school food service and nutrition manager/director, and counselor (if available) to work with parents and the student (age appropriate) to establish a prevention plan. Changes to the prevention plan to promote food allergy management should be made with core team participation.
- Assure that all staff who interact with the student on a regular basis understand food allergy, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- Practice the Food Allergy Action Plans before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
- Coordinate with the school nurse to be sure medications are appropriately stored and be sure that an emergency kit is available that contains a physician's standing order for epinephrine. In states where regulations permit, medications are kept in an easily accessible secure location central to designated school personnel, not in locked cupboards or drawers. Students should be allowed to carry their own epinephrine, if age appropriate after approval from the student's physician/clinic, parent, and school nurse, and allowed by state or local regulations.

- Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
- Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
- Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.
- Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- Recommend that all buses have communication devices in case of an emergency.
- Enforce a "no eating" policy on school buses with exceptions made only to accommodate special needs under federal or similar laws, or school district policy. Discuss appropriate management of food allergy with family. • Discuss field trips with the family of the food-allergic child to decide on appropriate strategies for managing the food allergy.
- Follow federal/state/district laws and regulations regarding sharing medical information about the student. • Take threats or harassment against an allergic child seriously.

Student's Responsibility:

- Should not trade food with others.
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

More detailed suggestions for implementing these objectives and creating a specific plan for each individual student in order to address his or her particular needs are available in The Food Allergy & Anaphylaxis Network's (FAAN) School Food Allergy Program. The School Food Allergy Program has been endorsed and/or supported by the Anaphylaxis Committee of the American Academy of Allergy Asthma and Immunology, the National Association of School Nurses, and the Executive Committee of the Section on Allergy and Immunology of the American Academy of Pediatrics. FAAN can be reached at 800-929-4040.

RUTLAND CITY BOARD OF SCHOOL COMMISSIONERS

CHAIRPERSON: Cathy Solsaa

CLERK: Marybeth Lennox-Levins

Commissioner	Email	Phone Number	Term Expiration
Christina Sweet	christina.sweet@rutlandcitypublicschools.org	802-353-3251	2028
Karen Bossi	karen.bossi@rutlandcitypublicschools.org	802-558-3607 2025	2025
Ryan Carney	ryan.carney@rutlandcitypublicschools.org	207-318-7581	2026
Courtney Collins	courtney.collins@rutlandcitypublicschools.org	802-779-2593 2025	2026
Jen Ronidone	jen.ronidone@rutlandcitypublicschools.org	802-770-2263	2026
TBD	TBD		2027
Marybeth Lennox-Levins	marybeth.lennox-levins@rutlandcitypublicschools.org	802-884-5418 2025	2028
TBD	TBD		2028
Charlene Seward	cseward775@gmail.com	802-775-2000	2027
Cathy Solsaa	cathy.solsaa@rutlandcitypublicschools.org	802-353-2947	2026
Stephanie Stoodley	stephanie.stoodley@rutlandcitypublicschools.org	802-770-2477	2027

UPDATED: 7/22/25

RUTLAND CITY CALENDAR 2025-2026

{Professional Development Days}
Holiday/Vacation

{8/20-26} Professional Development Days

8/27 School Begins

9/1 Labor Day

10/9 K-8 Early Release Day

10/10 K-12 & STC Parent Conferences

10/13 Indigenous Peoples' Day Observed

11/11 Veterans' Day Observed

11/26-11/28 Thanksgiving Break

12/22-1/2 December Break

1/19 Martin Luther King Day

2/16 Presidents' Day

2/23 - 2/27 February Break

3/12 K-8 Early Release Day

3/13 K-12 & STC Parent Conferences

4/20-4/24 Spring Break

5/25 Memorial Day

6/15 Tentative Last Student Day - (178 Days)

{6/16 & 17} Professional Dev. Days -- (187 Days)

___: **Please be aware that school days may be scheduled during these days to make-up for cancellation of scheduled school days.**

AUGUST/SEPTEMBER 2025

M	T	W	TH	F
18	19	20	21	22
25	26	27	28	29
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

		Cumulative
Teacher	29	29
Student Days	24	24

OCTOBER 2025

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

		Cumulative
Teacher	22	51
Student Days	21	45

NOVEMBER 2025

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

		Cumulative
Teacher	16	67
Student Days	16	61

DECEMBER 2025

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

		Cumulative
Teacher	15	82
Student Days	15	76

JANUARY 2026

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

		Cumulative
Teacher	19	101
Student Days	19	95

FEBRUARY 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

		Cumulative
Teacher	14	115
Student Days	14	109

MARCH 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

		Cumulative
Teacher	22	137
Student Days	21	130

APRIL 2026

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

		Cumulative
Teacher	17	154
Student Days	17	147

MAY 2026

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

		Cumulative
Teacher	20	174
Student Days	20	167

JUNE 2026

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	{16}	{17}	18	19
22	23	24	25	26
29	30			

		Cumulative
Teacher	13	187
Student Days	11	178

Northeast Primary School: Consent Form

Field Trip, Release Student Images and Directory Information

2025 - 2026

- Field Trips: School field trips are scheduled to enrich the school program, to provide specific examples, and to facilitate learning. Parent/guardian permission is required to allow student participation. You have the option of giving an overall consent with proper notification for all field trips or you may request a permission form for each class trip. Regardless of your choice, there will always be an informational letter sent home well in advance of the trip.
- Photography/Videotaping (student/work): Various school activities involve photographing and/or videotaping of teachers and students or their schoolwork. These images are used for the purpose of demonstrating teaching and/or other educational situations depicting regular school activities.
- Class Lists: There are occasions when other school personnel, the PTC, or parents may want a copy of class lists in order to refer to it for classroom celebrations and programs. Because of confidentiality laws, we only distribute first names for class lists.
- **We do not distribute class lists for birthday parties, nor do we allow the distribution of invitations for non-school events of any kind to any classmates at school unless all classmates are invited.**
- Therapy Dogs: Therapy dogs are occasionally scheduled to visit classes or groups. This provides students with opportunities to practice reading and mindfulness. It is the parent/guardian's responsibility to contact the school if there are related concerns or related health restrictions.

Please complete the following and return to your child's teacher.

Student's Name: _____ Teacher's Name: _____ Gr: _____

Field Trips: (check one below)

I Do **I DO NOT**

_____ _____

Give permission for my child to participate in field trips.

Class Lists: (check one below)

I Do **I DO NOT**

_____ _____

Give permission to include my child's first name only on class lists provided to other staff, PTC, or parents.

Photo Images of Student:
(check one below)

I Do **I DO NOT**

_____ _____

Give permission to print or post images of my child in newsletters, handbooks, school website and Social Media pages pertaining to Primary School.

Photo Images of School/Art Work:
(check one below)

I Do **I DO NOT**

_____ _____

Give permission to print or post images of my child's art or schoolwork in newsletters, handbooks, school website and Social Media pages pertaining to Primary School.

Provide any exceptions or explanations needed:

_____

Signature of Parent/Guardian: _____ Date: _____

2025-2026 Northeast Primary School
Student-Family Handbook Acknowledgement Form

I have read and understand the 2025-2026 NE Student-Family Handbook. If I have questions, I will bring them to the attention of my child's teacher or school administration.

_____ _____
Parent/Guardian Signature Date

Student's Name: _____

Teacher's Name: _____