

Brighton Elementary School



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Student/Family Handbook

2025- 2026

Thank you for reviewing the **Student/Family Handbook** with your child. It is important for your child to understand and be familiar with our academic and behavior expectations here at Brighton Elementary School, which are:

We are Safe

We are Respectful

We are Responsible

We seek to create a school that encourages all students to reach their academic potential by offering quality programs. Working together we can help each student have a positive and successful school year.

Our mission at Brighton Elementary School is to create a welcoming learning environment, which promotes prosocial behavior, critical thinking skills and inclusion for all learners from diverse backgrounds.

Administration

Elaine Collins, Superintendent of Schools (802) 334-5847 ext. 2025 elaine.collins@ncsuvt.org

Jennifer Nye, Assistant Superintendent, (802) 334-5847 ext. 2032 jennifer.nye@ncsuvt.org

Mari Goodridge, Principal, (802) 723-4373 ext.1606 mari.goodridge@ncsuvt.org

Susan Vera, Administrative Assistant (802) 723-4373 ext. 1600 susan.vera@ncsuvt.org

[North Country Supervisory Union \(NSCU\) Policies](#)

Non-discrimination and Equal Educational Opportunities

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions and professional organizations holding bargaining or professional agreements with the North Country School District are hereby notified that this District does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, gender identity, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning North Country School District's compliance with the regulations implementing Title VI, Title IX, Section 504, or other state or federal non-discrimination laws or regulations is directed to the Principal and/or Superintendent's Office.

School Board

Judy Castonguay - board chair judith.castonguay@ncsuvt.org
Gayle Cornelius - board member gayle.cornelius@ncsuvt.org
Moriah Gaboriault - board member moriah.gaboriault@ncsuvt.org
Jocelyne Gervais - board member jocelyne.gervais@ncsuvt.org
Brett Hedges - board member brett.hedges@ncsuvt.org

Contact Us:

- Brighton Elementary School: Phone 802-723-4373
- Brighton Elementary School: FAX 802-723-4114
- Web site: www.bes.ncsuvt.org
- Social media: www.facebook.com/brightonelementaryschool

Daily Schedule:

- 7:40 a.m. school building opens for students (no early arrivals) Breakfast is available and students can access the playground for some play/movement time.
- 8:00 a.m. school begins and teachers take attendance
- 2:40 p.m. school ends
 - Students on the 1st bus run will depart
 - Students being picked up by individual cars will depart
 - Students walking/riding bikes will depart
 - Students on the 2nd bus run/Encore will be dismissed

School Closing Information

When school must be closed due to inclement weather. This process begins early and in conjunction with the superintendent of NCSU and local road commissioners. The call is made around 5AM, and will be communicated by 5:30 the morning of a closure. It will be communicated on local news stations (WCAX), social media, and Parent Square.

If the school needs to close early, due to circumstances such as loss of power or water, etc., we will follow a similar process using local news stations, social media, and Parent Square to notify families.

Student Registration

North Country Supervisory Union utilizes the PowerSchool Parent Portal. To register a new student or access Annual Student Update visit <https://ncsuvt.powerschool.com/public/>

Note: You are required to provide proof of residency, immunization records, and a copy of your student's birth certificate to the school if you have not already done so.

Contact Information Changes

Please notify the school secretary, as soon as possible, if there is a change of address, phone number, after school child care provider, child custody, or emergency contact information.



From the School Board

Welcome to Brighton Elementary School! Whether you are new to the school, whether you have been a part of Brighton Elementary for a while, or whether your history at Brighton Elementary extends back for generations, you are all valuable and valued citizens of our school community and we are happy to be part of this educational collaboration with you! For collaboration is what education is all about – a partnership between students, teachers, staff, families, and administration to assure that we have a safe, dynamic, creative, flexible, and productive learning environment that prepares our students for life, work, and a commitment to lifelong learning.

This handbook has a lot of information that will help you know what to expect as the school year progresses, so it is important to take some time and review the documents it contains. Our combined cooperation and consistency will help in continuing to provide a quality educational experience for our students. We also understand the importance of parent/guardian and family participation in our students' school experience and encourage your involvement. Involved families foster and support student learning. Visit the school, ask questions, and get to know our staff.

We have a dedicated, compassionate, and professional staff who work diligently every day offering educational programs and support services to help our students through their educational journey as they become thriving and productive citizens. Our educational programs offer rigorous learning opportunities that demonstrate and demand excellence, and our support services recognize that the development of students' life skills is just as important as the development of their academic skills and staff strive to both identify and meet the needs of the whole child.

And finally, we, the School Board, exist to support our school and assure that it continues to offer quality services, so please feel free to contact us with any concerns or questions. The school board meets the second Wednesday of each month, and you are welcome to attend any time. We would love to see you!

Have a great school year!

BRIGHTON FACULTY & STAFF DIRECTORY
2025-2026 School Year

Principal: Mari Goodridge

Teachers:

Preschool	Amity Burnham
Kindergarten	Lisa Wilkins
Grades One and Two	Jennifer Osborne
Grade Three	Michelle Hall
Grade Four	Clarianne Paez
Grade Five and Six ELA/Social Studies	Todd Cubit
Grade Five and Six Science and Math	Jessica Applegate
Middle School Science and Math	Cindy Mosedale
Middle School Language Arts/Social Studies	Patrick Butterfield
Special Educator	Sarah Tolley
Special Educator	McKenna Swett
Virtual Special Educator Case Manager	Tara Harvey
Interventionist-Math	Michaela Jokinen
Interventionist-Literacy	Sheila Tremblay
Physical Education/Health	William Burns
Art	Nicholas Lima
Music	Sarah Dittner
Library Media Specialist	Krystal Stebenne
School Counselor	Sara Ouellette
School Nurse	Kirsten Lyons
Speech Language Pathologist	Elizabeth Cope

Support Staff:

Speech Language Assistant	Guylaine Fauteux
Behavior Interventionist	Catherine Kinney
Paraeducator	Barbara Burnham
Paraeducator	Gayle Crandall
Paraeducator	Cynthia Gervais
Paraeducator	Nicole Beth
Paraeducator	Ruth Johnson
Paraeducator	Nancy Maxwell
Paraeducator	Molly Osborne
Paraeducator	Kaitlyn Young
Paraeducator	Sarah Daggett
Paraeducator	Keith Bedard
Paraeducator	Lily Lochamy
Paraeducator	TBD
Permanent Substitute	Jessica Sykes
Behavior Technician	Ethan Garipey
Administrative Assistant	Susan Vera
Encore Coordinator	Cynthia Lemay
Bus Driver	Sara Ouellette
Van Driver	Michel Vallieres
Kitchen Agent/Cook	Amber Poginy
Kitchen Assistant	Tia Maclure
Custodian	Roger O'Keefe

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Academic Honesty/Cheating

Academic dishonesty such as cheating, plagiarism (presenting the ideas, arguments, facts or words of another as one's own work), or misrepresentations in any way of one's own work will not be tolerated. This is a violation of BES expectations around Responsibility and Respect, and applies to homework, papers, reports, quizzes, tests, exams, and any other assigned work. Choosing to submit work that is not your own could result in disciplinary action, and parent conference. These consequences will also apply to students who help other students cheat. It is important that all incidents of suspected cheating are documented and reported to the principal.

Attendance

Parents or caregivers are requested to send a note or call the school and explain the nature of a student's absence, tardiness or early dismissal. Please try to make this call as soon as you know your child will be absent.

The school shall contact the parent or caregiver if a phone call is not received.

It is very important for students to come to school every day but if a child is feeling sick s/he should stay home. Here is a list of warning signs that indicate a child is too sick to come to school:

- Child is tired and can't stay awake.
- Child has a fever of 100.4°F or more.
- Child has a bad cough.
- Child has diarrhea.
- Child has thrown up within the last 24 hours.
- Child has a rash with a fever.

An absence will be considered excused under the following circumstances:

- Student illness with a doctor's note
- Medical or dental appointment
- Family emergency or funeral
- Legal or religious obligation

Brighton Elementary administration will look at truancy data and send out notices on a monthly basis. As the procedure states (linked below), action ensues after 3, 7, 10 and 15 days absent.

3 days absent--Principal will contact the parent

7 days absent--Principal submits truancy form to the truancy board

10 days absent--Parent Conference

15 days absent--Principal refers the case to the superintendent and truancy officer, either of whom may forward the case to the State's Attorney office.

Please alert the school if you know your child will be absent. A [form](#) must be submitted for anticipated absences, family vacations, or other prolonged absences--this does not mean the absences are excused. This does, however, give educators time to prepare work for the student to take in advance.

Instruction at the elementary level is classroom dependent; isolated tasks do not compensate for classroom experiences and the social experience. The teacher(s) will determine if it is most appropriate to provide the student with make-up activities prior and/or after the student's absence from the classroom.

[NCSU Board Policy F.11--Attendance, Absence, and Truancy Prevention Policy](#)

[Procedure](#)

Tardiness

It is very important that students arrive at school by 8:00, on time and ready to learn.

- Late arrivals should sign in at the front desk.
- Arrivals after 8:00 are counted as tardies.
- Multiple tardies will result in parent contact and a plan to assist in getting the student to school on time.
- The principal will address chronic tardiness.

Early Dismissal

Students are expected to not leave school before 2:40

- Family/Caregivers should send a note to their child's teacher stating the student's departure time or contact the secretary directly.
- When the adult arrives at school to pick up the child, s/he must sign the student out at the front desk.

Bicycles

Bicycles must remain outside and must be parked at the bicycle racks. Wearing helmets is required while riding to and from school.

Books and Equipment

Classroom and library books and equipment should be treated with respect. If books or equipment are ruined or lost, the student will need to pay to replace them. If a library book is ruined, the student might be restricted from taking any more books home. Similarly, if equipment is ruined, the student might be restricted from taking equipment from the building.

Building Use

The use of the school is available to community organizations or individuals, providing certain standards are maintained and costs absorbed. A copy of the building use policy, procedures and cost may be obtained at the front desk.

Bus Privilege – School Bus Transportation (See [NCSU Common Board Policy I.01](#))

Brighton Elementary provides bus transportation for students. Bus transportation is a privilege and can be revoked at any time. Continued use of the bus is based on appropriate behavior on the bus. If a student ignores rules and endangers the safety of him/herself and others, bus-riding privileges will be revoked. If the school learns of identified students causing disruptions at the

bus stop, parents/caregivers will be contacted.

While riding on a school bus, students are under the authority of the bus driver and are expected to comply with his/her requests regarding behavior. Students may be assigned seats at any time at the discretion of the driver, Mrs. Kinney or Ms. Goodridge. Students are expected to be at the designated bus stop when a bus arrives, and bus drivers are expected to follow the time schedules. Buses will not wait for individuals. Adult supervision is required at bus stops for students in grades PK-3. This means an adult should wait with students in the morning until the bus arrives and an adult must be waiting at the bus stop in order for a younger student to disembark.

The following behaviors are not acceptable while riding the bus:

1. Littering
2. Making loud noises and/or using inappropriate language.
3. Vandalizing a bus.
4. Standing and/or moving around while the bus is in motion.
5. Hanging out of bus windows.
6. Using emergency exits unless for drill purposes and/or at the direction of the bus driver.
7. Intimidating and/or fighting with other students.
8. Throwing any object within or outside a bus.

Bus rules are strictly enforced to ensure the safety of the students while traveling in the school bus. Nothing will be allowed that distracts the attention of the driver. Students may lose the privilege of riding the bus by demonstrating any of the inappropriate behaviors listed above. The driver and principal will address behavior infractions. Disciplinary action will be communicated directly to the student, parent, and/or legal caregiver and may include any of the following consequences:

- Warning
- Suspension of busing privileges
- School suspension

Chaperones, Volunteers, and School Visitors

Volunteers:

We welcome volunteers! Volunteers can be a valuable resource of time, knowledge, and support at Brighton Elementary School. All volunteers are expected to support the schoolwide and classroom expectations and maintain the confidentiality of the students they are working with. Guardians or community members that wish to volunteer should contact their child's teacher to make arrangements. For safety's sake, ongoing volunteers will need to undergo a background check prior to working with students. Volunteers must first be approved by administration prior to serving.

School Visitors – Instructional Time is Precious:

1. For safety reasons, all visitors must check in at the front desk and obtain a visitor's pass (Nametag and sign in with the Administrative Assistant)

2. In the mornings when dropping your child off, at the school's front door, we use the phrase "Hug & Go." Hug your child and let them walk to the classroom on their own. Parents are not expected to walk their child to the classroom door, the exception to this may be with Pre-K students for the first two weeks of school.
3. Parents who pick their child up at the end of their school day are asked to wait in their cars for the student to come out of the building.
4. Parents who wish to see a teacher are asked to make an appointment. Teachers are happy to schedule meetings at mutually convenient times.
5. Uninterrupted learning time is important for every child, so please do not visit the classroom without an appointment.

Visits to the School (NCSU policy E.14)

Parents and community members are always welcome to visit the school. When you do visit, please enter through the front doors only and check in at the office to obtain a visitor's tag. Occasionally, we receive requests to allow other children, who may be friends or relatives from other schools, to visit our school during the school day. Due to school liability, we must deny these requests.

https://drive.google.com/file/d/1QvbWdFhoWlkvKcOSW2OJhKdNA_NML97o/view

Field Trips:

Field trips can be a very powerful form of learning. The safety of our children is paramount during field trips away from the school. For this reason, certain rules are in effect for field trips. Student permission slips will be sent out via Parent Square and may also go home in hard copy prior to student trips. The permission slip will outline the date, time, and location of the trip. Students must remain with their assigned groups at all times. Children may only ride in a non-school owned vehicle with their parent's permission, on the way back from the field trip, and arrangements for such should be made through the child's teacher in advance of the field trip with administration's approval. All students/parents/chaperones on field trips must follow all of the rules of conduct established by Board policy or administrative regulations. Rules concerning the use of tobacco, alcohol, drugs and other dangerous substances shall be rigidly enforced. Chaperones must be at least 21 years of age. Chaperones must have passed a background check prior to chaperoning and being alone with students. Chaperones on school sponsored field trips may not bring younger children with them while participating as a chaperone.

https://drive.google.com/file/d/1AJDWWxsWo5QIVf5Dq_qV41x0YtZcMqJt/view

Communication Procedures

1. Emergency Contact Information

The information you provide in the Annual Student Update at the beginning of the school year is our way of contacting you. If your address, phone number, work, emergency contact, after school child care provider, family, or custody changes, it is important that you notify us as soon as possible. A failure to make these changes could make it difficult to reach you in an emergency. This must be completed before a student will be allowed to attend a field trip.

2. Communication with teachers

Check your child's backpack and folders regularly. Important messages (notices, homework,

calendars and permission slips) are sent throughout the week with students. Many teachers use a Friday folder as a regular way of communicating with families. Parents/caregivers can call the school and leave a message for their child's teacher anytime. Teachers will return your call as soon as possible, most likely after the school day.

Parent Square is the “go-to” form of communication for most school and teacher messages. Please make sure that you are accepting messages from Parent Square.

3. Messages

Parents/caregivers may call the office if they need to leave a message for their child. We cannot connect you with your child during class-time, as it is a distraction to the learning environment. The school secretary will assist you by getting a message to your student at an appropriate time. If it is an emergency, you are welcome to come to the school, and we will get your child for you so that you may handle the emergency in an appropriate and discreet manner. Please do not text your child during the school day.

4. Telephone use at school

Students may sparingly use the school telephone with permission granted by an adult. No student should be accessing their cell phone during the school day.

5. Transportation Changes

If parents/caregivers want to make a change to their child's after school plans, a note or email that indicates the change must be sent to school. In the event that last minute changes occur, please make every effort to call the school *before* noon and report those changes to the school secretary.

Complaints and Grievances

Any student, parent or caregiver having a complaint or grievance concerning a school issue should discuss the issue with school personnel observing proper school channels. Persons concerned should first discuss the issue with the teacher/staff member involved. If dissatisfied, they may then go to the principal, and if still dissatisfied, they may go to the superintendent, and finally, the school board.

Computer Use

Students will have opportunities to use the Chromebook that is assigned to them for the school year. Chromebooks are BES property on loan to students for the year. It is important that students use the Chromebook for school purposes correctly (for example: only navigating to sites that are allowed) and only for the purpose that the teacher has assigned. These devices are to be used and stored at school. They may not be brought home, unless the principal has given explicit permission to do so. Misuse of computers such as scraping off the ID label, affixing stickers, or writing on the Chromebook may result in students not being allowed to use them.

Students should not log on to another computer without the teacher's or principal's permission. Students should not share their passwords. If a student damages the Chromebook intentionally or through negligence, then they may need to pay for repair or replacement.

Controlled Substances

Brighton Elementary School maintains a drug-free workplace ([NCSU Policy D.8](#)). Possession or use of alcohol, nicotine, or other drugs by a minor is illegal and against school policy ([NCSU Policy E.9](#)). The school's Substance Abuse Team is comprised of the principal or designee and school counselor; other school or supervisory union staff may be involved. The team is available for student, parent, or teacher referrals and will be involved in all substance use/misuse related disciplinary proceedings.

Possession or use of any controlled substance at school or any school related activity would invoke a suspension. Referral to substance abuse counseling services will be made. Legal authorities may also be contacted. State law prohibits smoking and vaping on public school grounds. This prohibition includes all school and non-school activities at all times in the school and on school grounds including ball fields. All visitors are expected to comply with this law.

Counselor

Ms. Ouellette is the school counselor. Students may be referred for counseling services through the Educational Support Team (EST). Parents, teachers, or the principal may request a meeting with the EST to establish the need for counseling services. Additionally, Ms. Ouellette will have open office hours daily.

Directory Information

Student names, addresses, telephone numbers and photographs are considered to be Directory Information and may be released as public information at the discretion of the school administration. Examples of the use of this information include identifying students in a photograph of a school activity. Parents or caregivers provide permission as part of the Annual Student Update. If you do not want directory information to be provided, please inform the school secretary in writing no later than September 11.

Dress Code

Students may choose clothing that they are comfortable wearing and teachers may not regulate the clothes that students feel comfortable wearing as long as the clothes meet the additional guidelines set in this document. These guidelines apply to all students during the school day and at all school-related functions (such as games, concerts, field trips, and athletic practice).

In general, clothing must be appropriate for the school setting. Modesty not measurement is the criteria. Clothes should provide sufficient coverage of back, chest, buttocks, belly, and undergarments.

Footwear: Footwear should be worn at all times. (Some form of protective footwear must be worn at all times during the day except in pre-approved situations.)

Messages: Students may not wear clothing with messages that violate NCSU policy or Vermont State Statute. These include: racist and sexist messages and/or images, messages that suggest or imply sexual acts, advocating or advertising drug/alcohol use, any sort of homophobic and transphobic messages and/or images, ageist messages, messages/images that denigrate any religious group or faith, profanity, or messages that denigrate or demean disabilities. Students and staff shall not wear clothing that provide political party messages or propaganda (apart from internal and pre-approved student messages). In situations where any messages or images are disputed as falling under these categories, students may appeal to the school principal who shall make the decision. The principal's decision shall be final. When possible, students will be provided with alternate clothing until the end of the school day.

Safety-related clothing: As it relates to safety, teachers may require students to comply with activity related safety standards set forth by OSHA or NCSU safety procedures. They may include but are not limited to: long sleeve shirts, hair tied back, goggles, appropriate boots for outdoor excursions, etc. Students who refuse to comply with a teacher's safety guidelines may not participate in the activity requiring this safety clothing and equipment. Students and parents understand that this behavior may constitute refusal and this may be reflected in the student's grades where participation is a requirement, and may result in additional consequences set forth by the administration.

Headwear: Headwear such as sunglasses, hats, hoods, etc. may not be worn inside the school building without prior permission from the principal

Due to the changing nature of fashion, the administration reserves the right to decide on the appropriateness and acceptability of a student's appearance/clothing, even if the fashion item in question is not specifically mentioned in the above guidelines.

If clothing is inappropriate, action may include, but is not limited to:

- o administration discussing it with your child and warning them not to wear that item again
- o having your child turn the shirt inside out
- o seeing if the nurse has replacement clothing
- o contacting parents to bring appropriate clothing

Please contact the administration at your child's school if you have questions about the dress code.

Electronic Devices

The use of cell phones and other electronic devices is not allowed in school. If a student brings an electronic device to school, it should be turned off and stored in a backpack or locker or given to

a staff person for the day. The school is not responsible for lost or stolen devices at school. If students have a device on them without permission, the principal (or her designee) will confiscate the device for the day and return it to the student at the end of the day, after a conference. After the second offense in a school year, the device will be confiscated by the principal and a caregiver will have to retrieve the device. Students with subsequent offenses will be issued a major discipline referral. While Cell Phones are the subject of H.480, subsequent offenses are actually about refusing to comply with school procedures, not necessarily about the device itself.

Educational Support Team (EST)

The State of Vermont Department of Education requires that every Vermont public school offer Education Support Team (EST) services to children at risk of failure. Our EST coordinators are Sheila Tremblay and Michaela Jokinen. Responding to this requirement, schools have developed procedures, which would provide teachers, specialists, caregivers and the school community access to a multi-disciplinary team. The team will use problem-solving techniques to assess needs, identify resources, and follow the Multi-Tiered Systems of Support (MTSS) model. This is sometimes known as a Response to Intervention Model (RTI). The purpose is to assure each child's success in a general education classroom setting. The team will continue their involvement and support by developing a follow-up plan which may recommend further adjustments, modifications, supports and additional resources. If you are concerned about your child's progress, contact their classroom teacher. For more information, see [*NCSU Policy G.7.*](#)

Extra-Curricular and Co-Curricular Activities

Throughout the year various activities, such as middle school organized sports, Encore After School Program, and Winter Programming, take place, which supplement school programs. These opportunities are offered to students in the hope that they will find fulfillment and personal satisfaction as a result of participation. They are intended to assist in the healthy physical, emotional and social development of our students and complement academic activities that address the Vermont Framework of Standards.

Family Events

On occasion, there will be evening activities that will be scheduled for families. All students attending these events must be accompanied by an adult. Students are expected to remain with that adult during the event. Please call the front desk if you have questions or concerns about a specific family event.

Field Trips

Field Trips are an integral part of the Brighton educational experience. Trips serve as essential components to the curriculum, and therefore should not be missed. The school tries to cover the fees for these activities but there are times when we need to collect a modest fee. Funds are available for families for whom these fees would be a hardship.

Parents will receive notification of field trips shortly before the actual date. If a parent/caregiver does not want their child to attend a particular trip, arrangements for that child will be made to remain at the school.

It is the policy of Brighton Elementary School to make every reasonable effort to include all students in field trips. In the event that a student's participation poses significant risk to the health, safety and well being of that student, alternative educational opportunities will be made available. Participation in field trips, including winter programming activities, is contingent on appropriate behavior.

Harassment, Hazing, and Bullying

Bullying

Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Here are some examples of what bullying is:

- Teasing someone when they do not find the teasing funny
- Calling someone names
- Threatening someone
- Taking or damaging someone's things
- Playing unkind practical jokes on someone when they don't find it funny
- Making someone feel uncomfortable or scared
- Ignoring someone or deliberately leaving them out of games
- Spreading rumors by saying or writing nasty things about someone
- Hitting or kicking someone
- Making someone do things they don't want to do
- Making someone give you money or things.

Harassment

Harassment is saying, writing, or acting in a hurtful way to others because they are different from you. If the comments or actions are about someone's race, religion, color, national origin, disability, sex or sexual orientation, then it is harassment. To report an incident, please contact Mari Goodridge, Cathy Kinney, Sarah Tolley, or Sara Ouellette, the designated employees for receiving harassment, hazing and bullying incident reports.

What you should do if someone is harassing or bullying you or someone else:

- Tell the harasser/bully to stop.
- Tell an adult what is happening.
- Tell a friend what is happening.
- Don't give up.
- Ask your parents to call the school.

When a report is made, an investigation will take place to determine if harassment and/or bullying have occurred. We will talk with the students involved and any students or adults

who may have seen what happened.

Consequences for Bullying and Harassment

If it is determined that you were engaged in bullying or harassing behavior then the following may happen:

- Your family will be contacted.
- You will likely meet with the principal.
- You will complete a Behavior Plan.
- You will lose the opportunity to be with other students during lunch and/or recess.
- You will meet with the school counselor to discuss your behavior.
- You will be suspended from school.
- You will not be allowed to participate in field trips, winter programming and/or school celebrations until your harmful behavior stops.
- You will lose other privileges.

North Country Supervisory Union

[Common Board Policy F.23](#)

[Prevention of Harassment, Hazing, and Bullying of Students](#)

Designated Employees:

The following employees of Brighton School have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a) (7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Sara Ouellette, School Counselor, 802-723-4373, ext. 1614, sara.ouelletee@ncsuvt.org

Cathy Kinney, Behavior Support Staff, 802-723-4373, ext. 1621, catherine.kinney@ncsuvt.org

Sarah Tolley, Learning Services, 802-723-4373, ext. 1607, sarah.tolley@ncsuvt.org

Mari Goodridge, Principal, 802-723-4373, ext. 1606, mari.goodridge@ncsuvt.org

William Burns, Physical Educator, 802-723-4373, ext. 1620 william.burns@ncsuvt.org

Health Services

Injury

- A student injured in school should report the injury immediately to the teacher or the nurse.

Substance Abuse

- Students who are suspected of being under the influence of any substance will be screened with a second staff member present. Results of the screening will be communicated to parents immediately.

Medication

- Only the school nurse or her designee can administer medicine to students. Parents/ caregivers must clearly label all medicines and bring them to school in the original containers.
- No student is to be in possession of any medication or items that appear to be medication while at school, on the bus or on school trips.
- Medications (both prescription and non-prescription) will be given at school only with signed parental permission. All prescription medications must also have a signed doctor's order. If prescription medication needs to be given at school, you will receive a form outlining when, why, what, and time given. Forms are available from the Health Office or the physician can give you a handwritten order. A new doctor's order is required at the beginning of each school year or anytime the medication is changed.
- Only medications that must be given four times a day or those specifically requested by a physician will be given at school. Medications given three times a day should be given at home before school, immediately after school and at bedtime.
- All medications must be in a properly labeled container and kept in the Health Office.
- Please ask your pharmacist to label two containers one for home and one for school. A parent, caregiver, or responsible adult needs to bring all medications to school. Please bring in additional medication before it runs out.

Screenings

- Below is an outline of the screenings done at school. You receive a notice only if your child needs further follow up or testing. If you have concerns about your child's hearing or vision at any time during the year, please call the nurse to do a check or recheck.

Screening	RQ = required									
	PK	K	1	2	3	4	5	6	7	8
Hearing	RQ	RQ	RQ	Do not screen	RQ	Do not screen	RQ	Do not screen	RQ	Do not screen
Visual Acuity	RQ	RQ	RQ	Do not screen	RQ	Do not screen	RQ	Do not screen	RQ	Do not screen

Immunizations

- When your child receives his or her Kindergarten DTP, MMR, and Polio Booster, please send in the information so it can be recorded on your child's Health Record. Each child's immunization record will be reviewed to ensure it meets the State law for immunization requirements.

Healthy Snacks and Meals

We will provide free healthy snacks to all students. Snacks brought from home should be healthy ones. Some healthy snacks are: popcorn, carrots and dip, raisins, granola bars, yogurt, fruit, cheese and crackers. Classroom teachers have the right to restrict the types of snacks that children can bring in from home. As always, we do not allow students to bring gum, candy, or soda to school. Although from time to time, exceptions are made for special occasions. In addition to snack, we provide breakfast and lunch every day. For more information see

Homeless Education Act

This school district will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. This district will also follow the requirements of the McKinney-Vento Act. Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. Our school will ensure that children and youth in transition are free from discrimination, segregation and harassment.

Lockers for Middle School Students

1. Middle school students (grades 6-8) are provided with a classroom locker in which to keep books and personal possessions.
2. Brighton School is not financially responsible for items damaged, lost or stolen.
3. Students may not decorate the outside of their lockers.
4. Photos or pictures hung in the lockers need to be appropriate for school
5. The administration reserves the right to inspect student lockers and contents if deemed necessary. See [NCSU Common Board Policy F.4 Search and Seizure.](#)
6. All backpacks, book bags, purses, jackets and hats need to be stored in lockers during the school day.
7. Lockers must be emptied at the end of the school year. Anything left behind will be disposed of.

Lost and Found

Lost and Found is located in the hall outside the Health Office. Please label all clothes, backpacks and shoes. Any unclaimed clothes at the end of the school year will be given away to a charity.

Make-up Work

We know that there will be times when students miss school. When a child returns to school they must check with their teachers and make arrangements to complete missed assignments. Alternatively, parents may contact the school to request missed work on the day of the absence.

Mandated Reporting

School personnel are required by Vermont law and [NCSU Policy F.10](#) to report suspected abuse or neglect to the Department of Children and Families (DCF). Suspected child abuse/neglect shall be reported within 24 hours. As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). Review the joint memo from VDH and AOE regarding Mandated Reporting.

<http://education.vermont.gov/documents/memo-mandated-reporting-law>

Multi-Tier System and Supports

(MTSS)--<https://education.vermont.gov/documents/edu-vtmtss-field-guide-2019>

A Multi-Tier System of Supports framework must be designed so as to provide educational equity for all students. This framework must include high quality instructional and assessment elements implemented with fidelity and driven by data that accurately represent the effectiveness of instruction and the responsiveness of students.

There are five components in the VT. MTSS field guide:

1. Systematic and Comprehensive Approach
2. High Quality Instruction and Intervention
3. Comprehensive Assessment
4. Expertise
5. Effective Collaboration

Our system begins with Team Meetings to allow for our staff to collaborate around students' needs. Supports are layered according to what students are showing they need.

Additionally, we strive to look at the “whole child” and meet the basic needs of children as well as the social, emotional, behavioral, health, and academic needs. Our system, as needed, pivots from Team meetings, to EST plans, to 504 or IEPs to meet the needs of children.

EST - Educational Support Team

The State of Vermont Department of Education requires that every Vermont public school must offer Education Support Team (EST) services to children at risk of failure. Responding to this requirement, schools have developed procedures, which would provide teachers, specialists, parents and the school community access to a multi-disciplinary team. The team will use problem-solving techniques to assess needs, identify resources, and provide the needed support. The purpose is to assure each child's success in a general education classroom setting. The team will continue their involvement and support by developing a follow-up plan, which may recommend further adjustments, modifications, supports and additional resources.

The Educational Support team is composed of school interventionists, administration, the school counselor, and classroom teachers (typically 5-6 school personnel). The EST meets every six weeks during the school day. Guardians will be notified of the upcoming meeting and will be invited to attend the meeting. If the guardian is unable to attend, the school will hold the meeting and communicate back to the guardian with meeting notes and the plan. Because of the needed time for these meetings and the complexity of scheduling, it is important to keep to the schedule of the day.

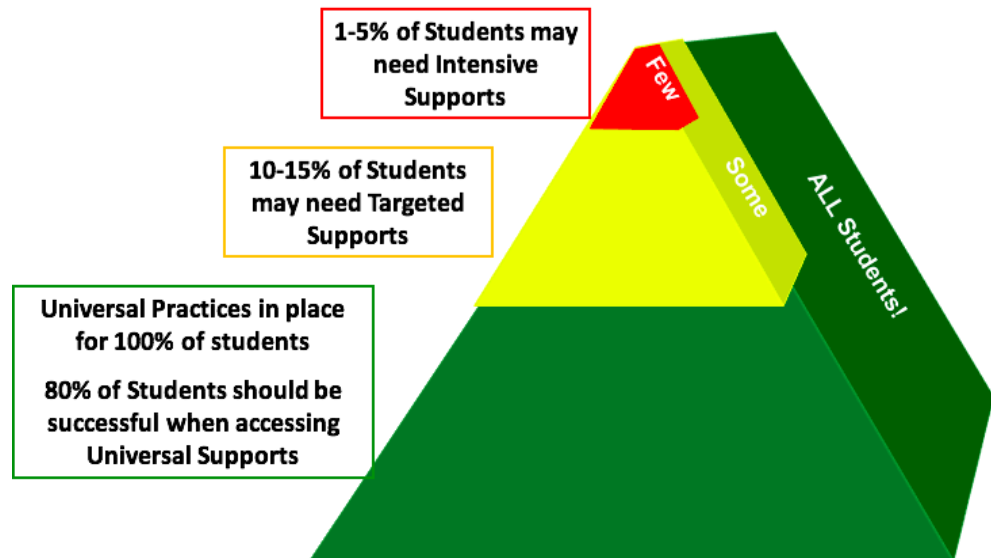
While guardian participation is encouraged at every EST meeting, the initial meeting is imperative. We will attempt to accommodate new student EST meetings around guardians' schedules to allow people to ask questions about the system and to better inform them of the process.

MTSS Tiers

Universal Interventions

Within universal interventions, **all** students receive high-quality, scientifically based instruction provided by qualified

personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to targeted supports.



Targeted Interventions

Students not making adequate progress in the regular classroom are provided with increasingly targeted instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a twelve week duration. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of intensive support. Targeted interventions are required to be able to determine if more specialized service is needed.

Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for

eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

It should be noted that at any point in an MTSS process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. All intensive level support requires guardian engagement and permission.

<https://www.pbis.org/school/mtss>

504 Grievance

34 C.F.R. §§104.7 and 104.8 require schools to notify parents and others that the school does not discriminate on the basis of handicap; the school's notice shall identify the responsible employee designated to coordinate compliance with Section 504 and of the availability of a grievance procedure to address complaints regarding Section 504 of the Rehabilitation Act.

NCSU Board Policy F.29--504 Rehabilitation Act

https://drive.google.com/file/d/1a_bDFtAhwq1_M-m_fy-AJZDLMDaXG0AP/view

New Americans

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

Public schools may not:

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

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

• [Letter Regarding Undocumented Vermont Students](#)

• [Letter Regarding Undocumented Vermont Students \(Spanish\)](#)

Family/Teacher Conferences

Parents/caregivers are urged to contact the school if there are any questions or concerns about

their child's progress report. We welcome the opportunity to discuss your child's progress at school. Conferences are scheduled for all students in the fall and spring to report on your child's growth. The spring conference is student-led. Should you wish to discuss your child's school performance at any other time, please contact the classroom teacher. The following are suggestions that might be of use to you:

Before the Conference: Talk to your child about any concerns he/she may have about school; think about what questions you might want to ask at the conference; plan to discuss any concerns you might have about your child or about his/her educational program.

At the Conference: Ask questions about anything you don't understand; find out about your child's work habits, attitude and behavior in school; ask to see samples of your child's work; and find out specifically how your child is progressing in the core academic areas.

After the Conference: Talk to your child about the conference; praise your child for their accomplishments; set goals; follow through on any decisions you and the teacher make.

Participation in Sports and Encore After School Program Activities

If a student is absent from school or suspended from school, they will not be allowed to participate in any after-school functions such as sports practice/games, concerts, or the Encore After School Program.

Party Invitations

Please do not distribute party invitations at school or on the bus unless the entire class is invited.

PBIS: Positive Behavioral Interventions & Supports

Appropriate Behavior

We use a program called **Positive Behavioral Interventions and Supports (PBIS)**.

The purpose of BES PBIS is to teach expected behaviors using positive language. We do this by creating a safe, predictable environment where everyone is valued, respected and held accountable.

This program is being used across the country, Vermont, and now the North Country Supervisory Union. It is a process and approach to creating a safe and productive environment where teachers can teach and students can learn. **PBIS** is a team-based schoolwide approach to teaching and supporting positive behaviors. It is a proactive model. It includes acknowledging students who are able to model these behaviors. There are systems in place to support students who have a difficult time modeling positive behaviors.

This schoolwide approach to discipline focuses on building a safe and positive environment in which all students can learn. This handbook contains many of the expectations and rules that we feel are important to the successful operation of the school. Appropriate behavior is a shared responsibility involving parents, teachers, staff and students.

PBIS Foundation at Brighton Elementary

The three building-wide expectations are:

We are Safe
We are Respectful
We are Responsible

In addition to our behavior expectations, **PBIS** has four components:

- A **behavior matrix** which explains behavior expectations in each school setting;
- Direct teaching** of the expectations;
- Recognition** for following the expectations;
- Behavior tracking** to record and address inappropriate behaviors.

The PBIS Process

Schools can create a calm and nurturing environment that increases the likelihood that students learn and behave. Traditional discipline is usually defined by procedures that focus on control with punishment consequences. It pays little attention to the development and support of appropriate behaviors. Punishment by itself is ineffective in achieving the long-term goal of appropriate behavior and good citizenship.

The following are explanations of the four components of **PBIS**:

- **The Behavior Matrix** is a detailed description of expected behavior in different settings of the school. For example in the cafeteria it is respectful to say "please" and "thank you." It is responsible to clean your space... The different matrices will be posted throughout the school.
- During the year, teachers will **teach the three behavioral expectations**. Students will learn what the expectations "look" and "sound" like. They will be re-taught and reinforced throughout the school year, and become a part of our instructional program.
- Students are **recognized** for following the expectations. Periodically, we will celebrate as a school our success on following the expectations.
- Even with clear expectations and positive reinforcement, children will sometimes misbehave. To address misbehavior, a **behavior referral** sheet was designed. Discipline issues are divided into major and minor infractions.
 - **Major infractions** are those behaviors that result in being sent to the Planning Room or the Principal's Office.
 - **Minor infractions** are those behaviors that are disruptive to the learning environment, but are handled by the teacher.
 - **Classroom/Schoolwide infractions** are minor rule violations that result in an immediate verbal correction and re-teach by any school staff.

When behaviors become repeated, then teachers, parents, and the principal will meet to build an effective intervention plan.

Procedures for Misbehavior

If a student misbehaves the following procedures are used:

A **General Reminder** will be given.

An **Individual Reminder/Redirection** will be given regarding the appropriate behavior.

The student goes to **Take a Break** and may complete a reflection form.

The student is sent to the **Student Support Room or Principal's Office** to complete a Behavior Referral Form.

Teachers, Student Support Room personnel, or the principal may give a **consequence** for repeated inappropriate behavior.

Parents will be **notified** of repeated or major infractions.

Chronic Student Misbehavior

For students who are consistently in the Student Support Room, a meeting will be scheduled with some or all of the following EST team members: principal, guidance counselor, behavior specialist, parent/caregiver, teacher(s), and student to review the EST Plan for the purpose of addressing student behavior and a plan for change. Other options to be considered may be home tutorial and alternative placement.

Benefits of PBIS

There is an increase in attendance.

Students and teachers report a more positive and calm environment.

There is a reduction in the number of students engaging in behavioral disruptions.

There is a reduction in the total number of behavioral disruptions.

How can parents be involved?

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year we will send updates and information about PBIS. We invite your comments, concerns and ideas to make PBIS successful. Please support PBIS at Brighton by:

Learning the expectations

Reviewing behavior expectations with your child

Using the three expectations at home

Providing positive reinforcement (rewarding good choices with compliments or quality time) at home

Sharing with us your comments or asking questions about PBIS.

BRIGHTON SCHOOL WIDE BEHAVIOR EXPECTATIONS

	Hall	Bathroom	Breakfast Lunch & Snack	Bus	Recess	Assembly	Fire Drills Evacuations
Safe	Walking feet Safe hands & feet Keep to the right	Report spills	Walking feet Stay seated (while eating) Report spills No sharing food	Remain Seated (bottom to bottom/back to back) Keep aisle clear Safe hands & feet	Stay in boundaries Use self - control Listen to the adults	Honor personal space Walking feet Stay seated in your spot	Stay calm Walking feet Stay in line
Respectful	Personal space Hands down Voices off	Be aware of other's privacy Be clean: Flush! Wash! Trash!	Use manners (please) Calm tone of voice	Use low voices No eating	Use words OK for school Play with honor Share and return equipment	Your voice off Clap when appropriate Eyes on performer	Shh! Safe hands & feet Listen for directions
Responsible	Use a pass Go directly to your destination	Be timely	Wash your hands Clean up after yourself	Listen to the bus driver	Ask to go inside Choose appropriate games	Enjoy the performance	Stand quietly in line Be ready to be counted

Personal Space

Respecting one another's personal space is important. There is a "hands off" rule in place at Brighton School to make students feel safe, because hands on can be interpreted as a sign of aggression, harassment or bullying.

Phones, Toys, Valuables, and Personal Belongings

Phones, toys, money, and personal belongings should remain at home unless a teacher has granted permission to bring them to school. The school is not responsible for items brought from home that are lost or damaged at school.

Progress Reports

Progress reports have replaced the traditional report cards. These reports provide families a snapshot of progress over the year. Parent/teacher conferences are scheduled twice per academic year. If you have a concern about your child, please call or email to request a meeting.

Prohibition on Intentional Discrimination - Title VI of the Civil Rights Act of 1964-2024

Title VI prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving federal financial assistance. 42 U.S.C. § 2000d. No person in the United States shall; on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Education.

(Authority: Sec. 601, Civil Rights Act of 1964; 78 Stat. 252; [42 U.S.C. 2000d](#))

The purpose of Title VI is simple: to ensure that public funds are not spent in a way that discriminates, or encourages or subsidizes discrimination, on these bases.

Complaints. Any person who believes themselves or any specific class of individuals to be subjected to discrimination prohibited by this part may by themselves or by a representative file with the responsible official (NCSU Superintendent of Schools) or their designee (school principal) a written complaint. A complaint must be filed not later than 180 days from the date of the alleged discrimination, unless the time for filing is extended by the responsible official or their designee.

An Overview of Intentional Discrimination Under Title VI of the Civil Rights Act of 1964:

<https://www.justice.gov/crt/media/1354401/dl?inline>

Public Privacy Rights: Student Surveys See NCSU Policy F.20

It is the policy of the North Country Supervisory Union to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) governing the administration of certain student surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education. No student shall be required, without parental consent, to take part in a survey, analysis, or evaluation funded by the U.S. Department of Education that reveals protected information.

Recycling Law Act 148

The Vermont Legislature passed the Universal Recycling Law in 2012, which bans disposal of recyclable materials (metal, glass, plastics #1 and #2 and paper/cardboard) and food scraps. Students and staff are expected to utilize recycling and compost bins in classrooms and the cafeteria to assist with this effort in compliance with the law.

School Board

The school board meets regularly at the school on the second Wednesday of each month, beginning at 5:00 PM. Meetings are open to the public, all are encouraged to attend.

Search and Seizure

The policy on Search and Seizure ([see NCSU Policy F.4](#)) is intended to ensure the safety of all students, school employees and the general public. To carry out this policy, the school retains the right to search a student and/or personal effects: purse, backpack, lunch bag, and the like. School

property may also be searched: students' lockers, desks, computers, textbooks and the like.

Seclusion and Restraint

See NCSU Policy F.3. State Board Rule 4500 defines the appropriate use of seclusion and restraint. Rule 4500 also sets forth the reporting requirements relative to any use of seclusion or restraint in school (e.g. – teacher to administrator, administrator to superintendent, and school to parent/caregiver of affected student).

It is the policy of this school district/supervisory union that students not be subjected to the unreasonable use of restrictive behavioral interventions, and that there be a common understanding within the District of appropriate interventions by school staff. Frequently asked questions about Rule 4500 are available online:

<http://education.vermont.gov/documents/restraint-and-seclusion-incident-documentation>

- Every effort is made at Brighton to avoid restraining a child. Only NCSU employees and staff who are certified in Crisis Prevention Intervention (CPI), nonviolent crisis intervention, perform restraints.
- The school nurse is responsible for monitoring the student after a restraint and conducting a physical/medical assessment.
- Use of restraint must be reported to the building administrator no later than by the end of the day.
- A written report of the restraint is submitted by the building administrator to the superintendent.
- The superintendent files a report with the Commissioner of Education.
- Attempt to report restraint to parents/caregivers of the student by the end of the day and a written report sent to the parents within 24 hours.
- Complaints should be directed to the building administrator in writing, or verbally if the person making the complaint is unable to put it in writing.
- Investigation and written findings will be completed within 30 days of the receipt of the complaint. Unresolved complaints will be directed to the Superintendent.

Special Education and Section 504

Brighton Elementary works to be in compliance with the Federal Individuals with Disabilities Act (IDEA). Classroom teachers, special educators and paraprofessionals support student accommodations within various settings as dictated by individual student needs in the least restrictive environment.

We also identify students eligible under Section 504 of the Rehabilitation Act of 1973 and provide a continuum of services in and out of the classroom. Sara Ouellette is our 504 coordinator. For more information, see [NCSU Policy F. 29](#).

Student Insurance

The school does not carry accident insurance for students. Accident insurance is available to students at a low rate through an independent insurance agency. A letter outlining the availability of insurance is provided at the beginning of the school year. Applications for this insurance are

available at any time during the school year upon request through the Health Office.

Student Records

All of our students have cumulative school records that are kept securely in a locked filing cabinet. A child's cumulative folder is a formal record of his/her school needs and progress. Teaching staff, the administrative assistant and the principal have access to records. All other individuals must have signed parental permission to review a student's records. This record system is designed to comply with federal regulations concerning privacy, confidentiality, and special education. If a file is removed from the cabinet, it may not leave school property and must be promptly returned. Parents should be familiar with the contents of their student's file. As a parent or eligible student enrolled in the Brighton Elementary School, you have certain rights concerning the education records that the school district maintains. These rights are afforded by the Family Education Rights and Privacy Act (FERPA), the Education of the Handicapped Act (P.L. 94-142), [NCSU Policy F.6](#) and procedures of the Brighton Elementary School, copies of which are available upon request. Parents have the right:

1. To examine a child's cumulative school record upon request and have it explained and interpreted.
2. To challenge inaccurate or misleading portions of a child's record.
3. To appeal unsatisfactory decisions made by school officials about a child's records.
4. To expect that information in a child's file will be treated confidentially by all school personnel.
5. To consent to disclosure of personally identifiable student information except as provided in 34 C.F.R. §99.31.
6. If they believe the Act has been violated, to file a complaint with the Family Policy Compliance Office of the United States Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Contact the principal to exercise any of the aforementioned rights.

Student Support Room

Deliberate failure to respond to school expectations will result in a student referral to the Student Support Room. The student will be helped by an adult to look at non-productive behaviors and develop a contract for change. Mrs. Kinney will send a note home explaining what happened and a copy of the plan they wrote to help your child correct their behavior. Students are responsible for any missed work while in the Student Support Room. Additionally, the Student Support Room is used for preventative and proactive measures. For more information about Student Conduct and Discipline, see [NCSU Policy F.1](#).

Suspension - External, Internal, and Expulsion

The Vermont Agency of Education (AOE) definitions of suspension and expulsion for students in grades K through 12 include:

- **Out-of-school suspension** is whenever an administrator requires that a student be removed from the school premises during their scheduled school day and/or is directed not to attend school for any part of their scheduled school day except for medical reasons.

- **In-school suspension** refers to any time a student is removed from their scheduled school program or from a supportive setting provided through an IEP or Section 504 plan, to another setting in the school for more than ¼ of the scheduled school day, except for medical reasons.
- **Expulsion** is an out-of-school suspension approved by the school district board for more than 10 days up to the end of the school year or 90 days, whichever is longer.

Since 2022, suspensions and expulsions are not allowed for students under the age of eight, enrolled in public schools and approved independent schools, except in the very rare occurrences when a student poses an imminent threat of harm or danger to others in the school/program, which defines **Act 35**.

Suspension and/or expulsion of a student under eight years old may only occur if the student’s behavior exhibits both “*harm or danger to others*” and “*imminent*” as defined [here](#).

When externally suspended, students are not allowed on school property during school hours. Students who come on school property during external suspensions will have their suspension extended. They also cannot participate in or attend school activities. Students are responsible for initiating arrangements to make up all work and tests missed.

Suspension - Internal

When a student's inappropriate behavior reaches a serious level such as bullying, harassment, or disrespect to adults, the student will spend time in the Student Support Room (SSR) doing schoolwork. If a student cannot work appropriately in the Student Support Room s/he will need to have a parent come to the school and take the child home.

Theft

Theft of personal property is a concern in a school environment. Involvement in theft may lead to criminal charges. According to Vermont Law (2561), a person who buys, receives, or aids in the concealment of stolen property shall be punished as if they had stolen the property. Brighton School is not responsible for lost or stolen property.

Threats

There are many television shows and video games that use inappropriate language and show violence. Many children think it is no big deal to use phrases like "I'll kill you," "I'm going to beat you," or "I wish I had a gun." We do not allow students to say these things even if they are only joking. In school, students cannot express anger or frustration like on television or in the movies. There are serious consequences for making threats at school. See [NCSU Policies E.7 and E.9](#).

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best supports for transgender and gender nonconforming students. The Continuing Best Practices

for Schools Regarding Transgender and Gender Nonconforming Students are designed to provide direction for schools to address issues that may arise concerning the needs of transgender and gender nonconforming students.

<http://education.vermont.gov/documents/best-practices-schools-regarding-transgender-and-gender-nonconforming-students>

Video Monitoring

We use video surveillance to promote the safety and security of students and staff, the protection of district/school property, deterrence and the prevention of criminal activities, and the enforcement of school/district rules. For more information see *NCSU Policy E.12*.

Weapons

Any item that can be harmful or dangerous is not allowed on the school grounds and will be taken for the safety of others. *See NCSU Policy F.26*.

- Toy weapons are not for school. Many companies that make toys have made them look very real. The color or size of your toy knife or gun doesn't matter; it should not be brought to school. If your family rules allow for using water guns and play swords, that is perfectly acceptable at your home. No toy weapons are allowed at school.
- Weapons can mean more than knives and guns. Bullets, arrows, and lighters can be considered weapons. Do not bring them to school.

Wellness Programs

The updated list of wellness programs collected by the state can be accessed through the following link: <http://education.vermont.gov/student-support/healthy-and-safe-schools/health-services>

Winter Dress

We recognize the importance of physical activity and independent play during all seasons. Therefore we want students to go outside for recess as often as possible. In order to leave the blacktop, a student needs to wear winter boots. In order to play in the snow, a student in grades PK-5 needs to wear snow or ski pants. Snow pants and winter boots are for outside play and should not be worn throughout the school day. Students are expected to follow these guidelines:

Outside Temperature (wind chill considered)	Clothing Guidelines
Below 50°	Wear something with long sleeves
Below 40°	Wear one outer layer
Below 30°	Wear a winter coat, hat, and gloves
Below 0°	Remain Inside

Home School Compact

Students, for your success you are encouraged to:

- Respect others,
- Attend school daily,
- Come ready to learn,
- Bring all tools needed for learning,
- Strive to do your best,
- Cooperate with teachers,
- Know and follow school and classroom rules and expectations,
- Be active and positive in school,
- Accept responsibility for your behavior and actions.

Parents, for your child's success you are encouraged to:

- See that your child attends school regularly and arrives on time,
- Ensure that your child gets plenty of sleep, a good breakfast, and is dressed appropriately,
- Establish and maintain open lines of communication between home, school and teachers,
- Participate in school activities including conferences and celebrations of learning,
- Regularly discuss school with your child,
- Promote high expectations for your child's behavior, school achievement, and homework,
- Assist your child in being responsible for his/her behavior and actions,
- Read with your child.

Teachers, staff, and principal, for our students' success we will:

- Provide a safe and effective learning environment,
- Establish and maintain lines of communication between school and home,
- Comply with district and state policies and regulations,
- Promote high expectations for student behavior and academic achievement,
- Provide opportunities for every student to be successful,
- Promote student responsibility for behavior and actions,
- Work collaboratively with one another.