

Neshobe School Handbook 2026-2027



**Kind
Safe
Responsible**

**Neshobe School
17 Neshobe Circle
Brandon, VT 05733
802-247-3721**

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Please Note: The Neshobe Student and Family Handbook is a supplement to the [Rutland Northeast Supervisory Union \(RNESU\) Handbook](#). The RNESU handbook covers district-wide policies and procedures as well as information that is common to all schools and supersedes anything in the Neshobe handbook. Please take the time to read through both handbooks.

SECTION I: RNESU and NESHOBE PRINCIPAL'S MESSAGE

Rutland Northeast Supervisory Union



Rutland Northeast Supervisory Union 49 Court Drive Brandon, VT 05733	Phone: (802) 247-5757 Fax: (802) 247-5548
Superintendent	Rene Sanchez
Assistant Superintendent	Debbie Alexander
Director of Business & Finance	Brenda Fleming
Director of Technology	Alexis Blake
Director of Support Services	Matthew Hildebrand
HR Coordinator	Brooke Dahlin
Director of Communications	Jill Doody
Facilities & Transportation Coordinator	Rich Vigue

[RNESU Staff Chain of Command](#)



Neshobe Administration Message

Dear Families and Caregivers,

Welcome to Neshobe School! Whether you are returning to our school community or joining us for the first time, we are delighted to welcome you to a new year of learning, growth, and connection.

Our school community is guided by three simple but powerful expectations: **We are Kind. We are safe. We are responsible.** These shared values help us create a positive, respectful, and inclusive environment where every person feels welcomed, supported, challenged, and inspired to learn.

At Neshobe, we believe that every child thrives when we work together. We invite you to be an active part of your child's educational journey by staying connected, asking questions, volunteering when you can, attending school events, and celebrating the many successes, big and small, that happen throughout the year. Your partnership makes a meaningful difference.

Together we can continue to build a school culture where every child and every adult feels a strong sense of belonging, purpose, and success while creating opportunities for our students to grow as learners, leaders, and caring members of our community.

This **handbook** is designed to provide helpful information about Neshobe School, including our **procedures, programs, and expectations**. We encourage you to read through it and keep it as a reference throughout the school year.

For the 2026–2027 school year, we are pleased to welcome the following new staff members and staff serving in new roles:

- **Matthew Brankman** – Associate Principal
- **Becky Chapin** – Paraeducator
- **Shauna Lee** – Principal
- Katie Mayhew – Paraeducator
- **Erika Stone** – Paraeducator
- **Tammy Thomas** – Special Educator
- **Alicia Waymire** – Paraeducator
- **Wendy Waldrip** – Paraeducator

Please reach out whenever you have questions, concerns, or information to share. Open, honest, and timely communication helps us work together to support your child and strengthen our school community.

Thank you for being an essential part of the Neshobe community. We are excited for the year ahead and look forward to partnering with you as we help every student learn, grow, lead, and succeed.

Shauna Lee

Matthew Brankman

Sara Gregory

Principal

Associate Principal

Elementary Supervisor of Special Services

slee@rnesu.org

mbrankman@rnesu.org

sgregory@rnesu.org

SECTION II: CALENDAR, SCHEDULES, and STAFF

District Calendar



2026-2027 District Calendar

2026 AUGUST

M	T	W	TH	F
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

8/17-8/19 New Employee Academy
8/26, 8/21 & 8/25 District In-service
8/24 Convocation
8/26 First Day of School for Students

S=4, T=8, P=8, D=4.5

SEPTEMBER

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

9/7 Labor Day

9/18 Early Release Day

S=21, T=21, P=21, D=21

Cumulative: S=25, T=29, P=29, D=25.5

OCTOBER

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

10/9 In-service

10/12 Indigenous Peoples' Day

10/30 Early Release Day

S=20, T=22, P=20, D=20

Cumulative: S=45, T=51, P=49, D=45.5

NOVEMBER

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				

11/11 Veteran's Day

11/25-11/27 Thanksgiving Break

S=17, T=17, P=17, D=17

Cumulative: S=62, T=68, P=66, D=62.5

DECEMBER

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

12/23-1/1 Winter Break

S=16, T=16, P=16, D=16

Cumulative: S=78, T=84, P=82, D=78.5

Holiday/Vacation (No School)

In-service Day (No School)

Early Release Day

* Fall After-School/Evening Parent Conferences (7.5hrs)

** Spring After-School/Evening Parent Conferences (7.5hrs)

178 Student Days & 188 Teacher Days (*including conferences)

182 Para Days & 179 Driver Days

Last Updated 05/04/2026

2027 JANUARY

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

12/23-1/1 Winter Break

1/16 Early Release Day

1/18 Martin Luther King Day

1/19 In-service

S=18, T=19, P=18, D=18

Cumulative: S=96, T=103, P=100, D=96.5

FEBRUARY

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

2/5 Early Release Day

2/22-2/26 February Break

S=15, T=15, P=15, D=15

Cumulative: S=111, T=118, P=115, D=111.5

MARCH

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		

3/12 Early Release Day

3/26 In-service

S=22, T=24, P=22, D=22

Cumulative: S=133, T=142, P=137, D=133.5

APRIL

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

4/9 Early Release Day

4/19-4/23 Spring Break

S=17, T=17, P=17, D=17

Cumulative: S=150, T=159, P=154, D=150.5

MAY

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
31				

5/14 Early Release Day

5/31 Memorial Day

S=20, T=20, P=20, D=20

Cumulative: S=170, T=179, P=174, D=170.5

JUNE

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

6/10 Last School Day (Early Release)

6/11 In-service

S=8, T=9, P=8, D=8.5

Cumulative: S=178, T=188, P=182, D=179

() Additional Student Days or Teacher Contract Days
will be added for snow days.

Neshobe School Hours

Academic Year Hours of Operation (K-6)

Our school day begins at **8:00** and ends at **2:30**.

- Students should **arrive at school between 7:30-7:55am** and **be in their classrooms by 8:00am** for morning announcements.
- Students arriving **after 8:00am must be escorted into the building and signed in with the front office.**
- **The After School Club**, run by the *Boys and Girls Club of Rutland County*, begins immediately following dismissal and runs until 5:30 p.m.

Early Release:

- Driving, walking, and pickup students may depart at 11:35 on early release days.
- Grab and go lunch will be available.

Inclement Weather

- Weather and road conditions often differ from one part of our district to another. Families are encouraged to use their best judgment when deciding whether it is safe for their child to travel to school.
- Please call the front office (802-247-3721) and let us know.

Neshobe Office Hours

During the academic year, the office will be open between the hours of **7:30 and 3:30**. Calls made outside of office hours or if all office lines are occupied will go to voicemail. Messages will be returned in as timely a manner as possible.

Summer Hours of Operation

Summer hours will vary based on individual schedules. Please leave a message if no one is available and we will return your call as soon as possible.

School Closure

If school is closed or delayed for any reason, announcements will be made on local radio and TV stations and will be posted on the RNESU website. We will also use the emergency telephone/email alert system for announcing school closings and delays, but it is important to be aware of the other sources listed in case there is a problem with the phone number of record.

Neshobe School Staff

Principal	Shauna Lee (slee@rnesu.org)
Assistant Principal	Matthew Brankman (mbrankman@rnesu.org)
Elementary Supervisor of Special Services	Sara Gregory (sgregory@rnesu.org)
Administrative Assistants	Anne Jones (ajones@rnesu.org) Katie Lufkin (klufkin@rnesu.org)
School Counselors	Chris Greco (cgreco@rnesu.org) Darcey Wijssenbeek (dwijssenbeek@rnesu.org)
Mental Health Coordinator	Taylor Lanpher (tlanpher@rnesu.org)
School-Based Psychologists	Aili Jones (aillijones@rnesu.org) Levi de Castro (ldecastro@rnesu.org)
School Nurse	Julia Lee (jlee@rnesu.org)
Pre-Kindergarten	Michelle Fitzsimmons (mfitzsimmons@rnesu.org) Cynthia Fortier (cfortier@rnesu.org)
Kindergarten	Beth Carter (bcarter@rnesu.org) Leah Davis (ldavis@rnesu.org) Alisha Krans (akrans@rnesu.org)
Grade 1	Jennifer Buzzell (jbuzzell@rnesu.org) Christina Charbonneau (ccharbonneau@rnesu.org)
Grade 2	Nicole Hayes (nfyles@rnesu.org) Georgianna Nop (gnop@rnesu.org)
Grade 3	Heather Best (hbest@rnesu.org) Anna Cook (acook@rnesu.org) Monica Keith (mkeith@rnesu.org)
Grade 4	Emma Atlee (eatlee@rnesu.org) Michele LaFlam (miaflam@rnesu.org)

	Katie Mack (kmack@nesu.org)
Grade 5	Kelly Coolidge (kcoolidge@nesu.org) JC Sharrow (jsharrow@nesu.org) Laura King (laking@nesu.org)
Grade 6	Thomas Darling (tdarling@nesu.org) Alia Dick (adick@nesu.org) Nancy Merriman (nmerriman@nesu.org)
Special Educators	Lauryl Blanchard (lblanchard@nesu.org) [PreK] Jamie Mahoney (jmahoney@nesu.org) [K-1] Heidi Landon (hlandon@nesu.org) [1,2,3] Amanda Jackson (ajackson@nesu.org) [3,5,6] Tammy Thomas (tthomas@nesu.org) [4] Susan Price (sprice@nesu.org) [5] Kathryn Tricarico (ktricarico@nesu.org) [5,6]
Speech/Language Pathologist	Ethan Nelson (enelson@nesu.org)
Interventionists (Literacy/Math)	Sarah Crossmon (scrossmon@nesu.org) Tina Davis (tdavis@nesu.org) Alicia Quenneville (aquenneville@nesu.org)
Integrated Arts	John Brodowski (Art) (jbrodowski@nesu.org) Sandra Chicoine (PE) (schicoine@nesu.org) Samantha Cormany (PE) (scormany@nesu.org) Julia Murach (Music) (jmurach@nesu.org)
Library	Hannah Fjeld (hfjeld@nesu.org)
Technology	Colby Case (ccase@nesu.org)

Behavior Team Interventionists	Margaret Boynton (mboynton@rnesu.org) Maria McDonough (mmcdonough@rnesu.org) Lori White (lwhite@rnesu.org)
Behavior Interventionists	Anita Hughes (ahughes@rnesu.org) Holly Seigle (hseigle@rnesu.org)
Paraprofessionals	Sue Danforth (sdanforth@rnesu.org) Evan Diaz (ediaz@rnesu.org) Lisa Frasier (lfrasier@rnesu.org) Chris Lekberg (clekberg@rnesu.org) Erica Mahoney (emahoney@rnesu.org) Sam ODell (spopp@rnesu.org) Elizabeth Quenneville (equenneville@rnesu.org) Andrea Quesnel (aguesnel@rnesu.org) Vickie Walsh (vwalsh@rnesu.org) Maureen Warner-Blackmer (mwarner-blackmer@rnesu.org) Mandy Wheeler (mandywheeler@rnesu.org) Tammy Wilbur (twilbur@rnesu.org) Rose Woronecki (rworonecki@rnesu.org) Becky Chapin (bchapin@rnesu.org) Wendy Waldrip (wwaldrip@rnesu.org) Alicia Waymire (awaymire@rnesu.org) Erica Stone (estone@rnesu.org)
Custodial	Michael Davis (midavis@rnesu.org) Chris Schaner (cschaner@rnesu.org) Jean Therrien (jtherrien@rnesu.org)

Kitchen / Whitsons Culinary Group [formerly Abbey Group]	Site Manager: Jen Nelson Tiffany Conner Matthew Dutko Andrea Jones (grahamj@whitsons.com)
Boys and Girls Club After School Program	Nicole Rice, Executive Director (NRice@rutlandbgclub.org) David Gustafson, Area Director (DGustafson@rutlandbgclub.org)

SECTION III: KIND, SAFE, and RESPONSIBLE

Neshobe Elementary School foundationally believes that the social, emotional, and academic learning and growth of our students (and adults) go hand in hand. Our goal is to provide a safe and engaging learning environment that meets the needs of all school community members.

For many years Neshobe has implemented the philosophy and practices of Responsive Classroom, as well as, most recently, the framework and support of Vermont PBIS. While not every adult in the building has had this training, the framework provides an entry point and strategies for all to use.

- **Use positive strategies** - Both PBIS and the Responsive Classroom approach use positive strategies to help children develop desired behaviors. Both recognize that punitive or “get tough” strategies can be counterproductive and are harmful to children.
- **Establish a positive environment** - Both PBIS and the Responsive Classroom approach focus on changing children’s environment in ways that support positive behavior and discourage negative behavior.
- **Teach skills**- Both PBIS and the Responsive Classroom approach recognize that if we want children to meet behavior expectations, we have to take deliberate steps to teach them how.
- **Reinforce positive behavior** - Both PBIS and the Responsive Classroom approach recognize the importance of continuously reinforcing positive behavior once children have been taught how to behave positively.
- **Respond to inappropriate behavior**- Both PBIS and the Responsive Classroom approach emphasize having a system for responding immediately and consistently to children’s inappropriate behavior.

Our Approach to Student Supports

We don’t assume that children automatically know the expectations or what it means to live by them. We teach, model, and give children multiple opportunities to practice, recognizing that some children will need more opportunities to practice than others, and that children will need to revisit the expectations throughout the year.

We know that children will experiment with expectations, will test limits, and will sometimes forget the expectations. This is a normal part of development. When this happens, our goals in responding to rule-breaking are to:

- Help students recognize, fix, and learn from their choices
- Help students internalize the expectations so they develop self-control
- Utilize Restorative Practices to support students through difficult conversations

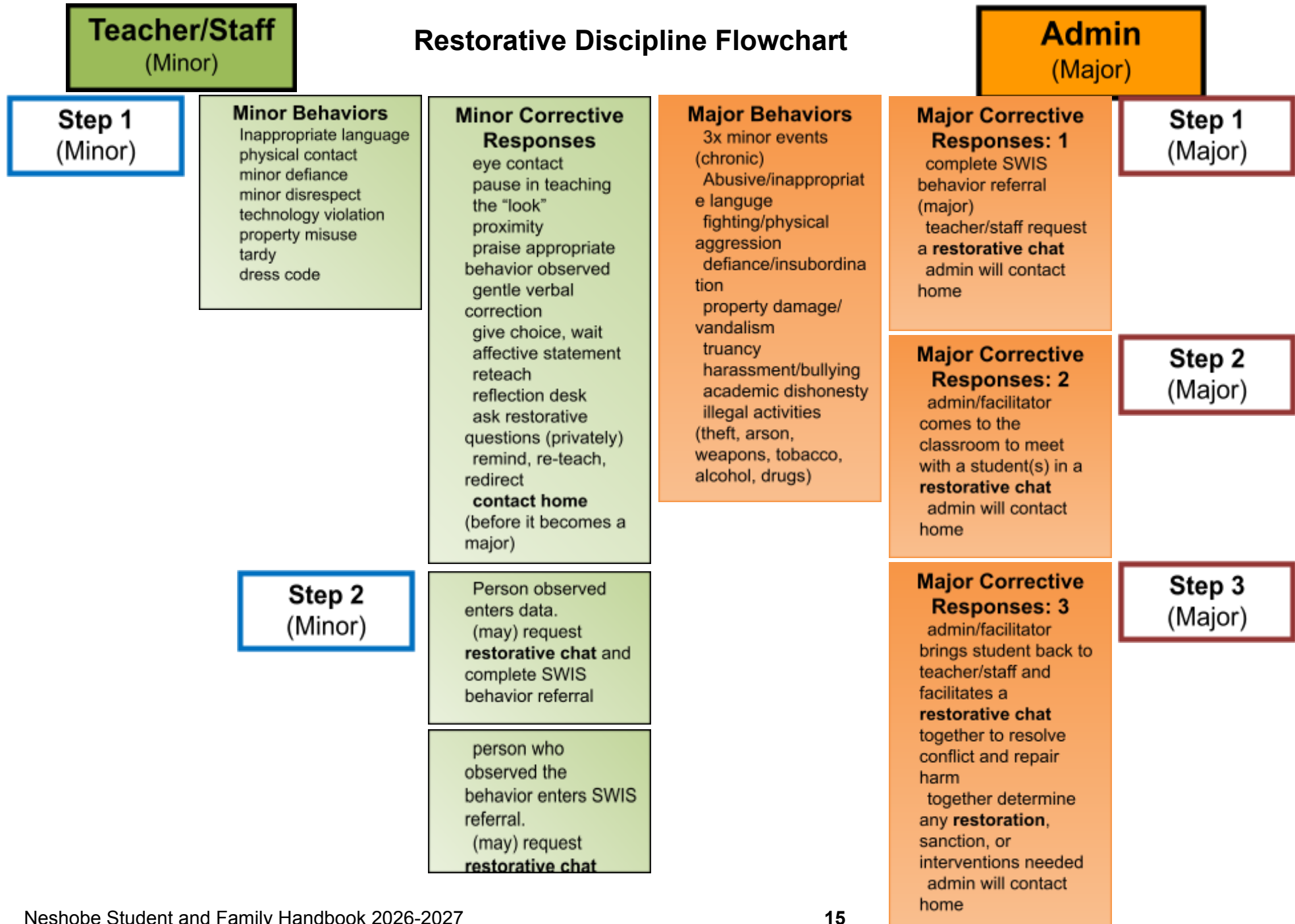
Schoolwide Expectations

Students are taught the school-wide expectations that were created in 2022. Throughout the year, students are taught and practice the behaviors that support these expectations. Adults serve as role models for students, using proactive language and practices and by modeling appropriate behaviors. These expectations apply in all settings across the school, including hallways, cafeteria, playground, integrated arts, and during any school-sponsored activities elsewhere.

Our school expectations are as follows:

	We are kind	We are safe	We are responsible
Setting			
Classrooms	• Use kind words • Take turns • Help others • Listen to others • Work together • Respectfully ask for what you need	• Use a calm body and voice • Respect personal space • Move safely • Ask for help when needed • Use Calm spaces to regulate body and emotions • Use materials the way they are intended	• Try your best • Listen to directions • Clean up your space • Do your work • Ask for help when needed • Help others when you can
Hallway	• Smile, acknowledge, and make space for others • Use kind words and manners	• Walking feet • Stay to the right • Listen for signals	• Go where you need to go • Calm and quiet body • Be a role model
Lunchroom	• Use calm voices • Include others • Be polite about food	• Walk in the space • Stay in your seat during lunch • Eat your own food • Watch and listen for signals • Use a quiet talking voice	• Compost and clean up after yourself • Use utensils correctly • Make sure the space around you is neat
Playground	• Play fair • Invite others to play • Use kind words • Share equipment	• Use equipment safely • Stay in safe areas • Report unkind and unsafe behaviors to adults	• Bring the equipment back where it belongs • Dress for the weather
Bathroom	• Respect privacy • Calm voice and body • Use kind words	• Wash hands • Report any messes or unsafe behaviors to an adult • Take care of yourself • Clean up after yourself	• Go • Flush • Wash • Return to your class

Restorative Discipline Flowchart





Clear and Effective Communication

Demonstrate organized and purposeful communication; use evidence and logic appropriately; integrate information gathered from active speaking and listening; adjust communication based on the audience, context and purpose; demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance; use technology to further enhance and disseminate communication; collaborate effectively and respectfully



Responsible and Involved Citizenship

Participate in and contribute to the enhancement of community life; demonstrate ethical behavior and the moral courage to sustain it; take responsibility for personal decisions and actions; respect diversity and differing points of view; demonstrate a commitment to personal and community health and wellness; practice responsible digital citizenship



Self-Direction

Identify, manage, and assess new opportunities related to learning goals; integrate knowledge from a variety of sources to set goals and make informed decisions; apply knowledge in familiar and new contexts; demonstrate initiative and responsibility for learning; persevere in challenging situations; use technology and digital media strategically and capably; demonstrate flexibility, including the ability to learn, unlearn, and relearn; collaborate as needed to advance learning; analyze the accuracy, bias, and usefulness of information



Informed and Integrative Thinking

Apply knowledge from various disciplines and contexts to real life situations; analyze, evaluate, and synthesize information from multiple sources to build on knowledge; apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes; use evidence and reasoning to justify claims; develop and use models to explain phenomena; use technology to support and enhance the critical thinking process



Creative and Practical Problem Solving

Observe and evaluate situations in order to define problems; frame questions, make predictions, and design data collection and analysis strategies; identify patterns, trends, and relationships that apply to solutions; analyze, evaluate and synthesize evidence, arguments, claims, and beliefs; generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions; identify opportunities for innovation and collaboration; use a range of tools, including technology, to solve problems; persist in solving challenging problems and learn from failure

Responding to Behavior

As important as it is to reinforce positive efforts, it is also important for adults to notice and address misbehavior including small things before they become bigger. This helps students regain self-control and refocus on learning. Misbehavior may also indicate the need to use more proactive strategies such as reteaching, modeling and practicing.

Logical Consequences

Logical consequences set limits. They focus on the behavior rather than the student's character. Logical consequences are used as a form of redirection. The consequence must be relevant and respectful to help the student learn for the future. It must also be realistic for the child to do and the adult to follow through on. It is done in a manner that is not punitive or angry, but firmly and matter of fact.

- **Reparation:** Children take responsibility for 'fixing', as best they can, any problem/mess they have created.
- **Loss of Privilege:** Immediate or short term for careless or unsafe behaviors, the adult takes away a related privilege.
- **Take-a-break:** (a brief break from participation) Take a break is used for small things to catch behaviors before the situation deteriorates.

Essential to the implementation of logical consequences is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Understand the impact their behaviors have on others
- Take responsibility for their actions
- Be given the opportunity to learn prosocial strategies and skills to use in the future

Determining the Disciplinary Response

In determining how to best address inappropriate conduct, it is necessary to evaluate the totality of the circumstances surrounding the conduct. The following facts must be considered prior to determining the appropriate disciplinary measures:

- The nature, severity, and scope of the behavior
- The student's age and maturity
- The circumstances/context in which the conduct occurred
- The frequency and duration of the behavior
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each)
- The student's IEP (Individual Education Plan), BIP (Behavioral Intervention Plan), and/or 504 Accommodation Plan, if applicable.

Students who violate the Code of Conduct are dealt with in a consistent and fair manner. Disciplinary action will be determined at the discretion of the administrator, with consideration of the age and relevant behavior record of the student.

Penalties may be modified with consideration of extenuating circumstances or the severity of the infraction. Furthermore, discipline may include educational components, such as written and/or verbal apologies to the victims, restorative conversations, essays, or other things deemed academically appropriate by teachers or administrators.

Family Communication

Consistent communication between school and home is an essential component of effective classroom management. Supportive, positive, and respectful communication between staff and families can have a significant impact on outcomes in the classroom.

Definitions

Student Conference: Conferencing with a student provides an opportunity for the support staff to process with the student concerning the behavior referral, review classroom and school expectations, and redirect behavior more positively.

Detention: Students spend time in an assigned space after school (with the referring teacher or in the Planning Room) and are given the opportunity to process and reflect on the referral that earned them a detention.

Community Service: Students spend time on an assigned task during or after school (with the referring teacher or in the Planning Room) and are given the opportunity to process and reflect on the referral.

Restorative Conversation: Students have a conversation with another student/the referring teacher/or other staff that supports the creation, maintenance, and repair of relationships in a way that helps develop an environment focused on support and mutual understanding.

In School Suspension (ISS): Students are assigned to an alternative educational location. Students will be given credit for all work completed and for attendance

Out of School Suspension (OSS): Students are not allowed to attend school or school-related functions, except for district-provided tutoring, when assigned

Hazing, Harassment, and Bullying (HHB) and Title IX

The Rutland Northeast Supervisory Union and its member schools are committed to providing all of their students with a safe and supportive school environment in which all members of the school community are treated with respect.

Below are the definitions used by the district, to help you understand and communicate any concerns.

Bullying

Any overt act(s) from another student(s) that are repeated and is intended to ridicule, humiliate, or intimidate the student.

Harassment

Any incident(s) or conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

Hazing

Any intentional, knowing or reckless act committed by a student(s) against another student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization affiliated with the district which is intended or reasonably be expected to have the effect of, endangering the mental or physical health of the student.

If you feel your student is a target of any actions that affect their ability to feel safe, respected, or welcomed, please promptly report the incident to a school administrator or teacher.

Please visit the [RNESU website](#) for additional information, including a flowchart to understand the process when a complaint is filed and a list of the designated employees at each RNESU location.

All Hazing, Harassment, and Bullying (HHB) processes are governed by RNESU policy [JBEAA](#) and procedure [J1718007P](#).

Designated employees (DEs) for all HHB are:

- Associate Principal Matthew Brankman (mbrankman@nesu.org)
- Counselor Chris Greco (cgreco@nesu.org)
- Counselor Darcey Wijzenbeek (dwijzenbeek@nesu.org)

Title IX Coordinators are:

- Principal Shauna Lee (slee@nesu.org)

Threats

All threats, direct or implied, are taken seriously. Anyone who becomes aware of a threat should **immediately notify administration or a counselor.**

- Associate Principal Matthew Brankman (mbrankman@rnesu.org)
- Counselor Chris Greco (cgreco@rnesu.org)
- Counselor Darcey Wijsenbeek (dwijsenbeek@rnesu.org)
- Principal Shauna Lee (slee@rnesu.org)
- front office (802-247-3721)

After receiving a concern, the top priority is to ensure the safety of all students and staff and notify members of the threat assessment team. Once that has been addressed, the following steps will be taken:

1. When information comes to any school staff member about any potential threat, the information is immediately relayed to school administration.
2. Designated school staff (**2 or more** members of the threat assessment team) initiate a threat assessment investigation.
3. An initial screening takes place with the Respondent. Depending on what is shared/detailed in that initial screening, a full threat assessment may or may not be run.
4. The Director of Safe Schools and building principal are notified of every initial and full threat assessment screening.
5. Any other witnesses involved in the threat report and assessment are interviewed. Interviews with all parties are attached to threat assessment and report. Interviews must have **two (2) adults** present.
6. Parents of all involved student parties are informed when an initial and full threat assessment are conducted.
7. If a student states anything regarding potential self harm at any point, that student would immediately be seen by a counselor for a mental health check-in.
8. School community is informed in accordance with the level of threat and situation as dictated by the building principal and superintendent.
9. Depending on what is discussed in the initial or full threat assessment, a Hazing, Harassment, and Bullying or Title IX investigation may have to be opened.
10. Outside entities are contacted as needed depending on the specifics of the situation.

Prohibition of Weapons- special note

All weapons are prohibited on school grounds, transportation, and any RNESU sponsored activity. All weapons will be confiscated and those students involved could be referred to Law Enforcement and may be suspended pending a hearing for expulsion by the Superintendent to the School Board of Directors. Therapeutic supports will also be made available if appropriate.

*see RNESU policy at rnesu.org: code [JFCJ](#)

Prohibited Items

Items that are dangerous or that distract you or others from active participation in the educational process should not be brought to school.

Examples of what items you should not bring to school are:

- matches and lighters,
- incendiary devices,
- fireworks,
- spray paint,
- skateboards,
- roller blades or skates,
- laser pointers,
- toys,
- games,
- electronic games, and
- items that can be perceived as weapons such as knives, nunchucks, etc.

If you bring distracting and/or disruptive items to school, they may be confiscated until your parents come to the school to pick them up.

Emergency Drills and Evacuations

The safety of all students is a primary concern of the school. We are required to have organized emergency drills at least once each month. During emergency drills remain quiet and follow instructions.



School Emergency Information

Guide for Families

Standard Response Protocol and Options Based Response

RNESU has adopted an options-based response using a Standard Response Protocol as suggested by the Vermont School Safety Center. The Standard Response Protocol is based on the response to any given situation, not on individual scenarios, and uses specific vocabulary while maintaining flexibility. A school crisis can take a number of different forms including weather emergency such as a hurricane, environmental event like a chemical spill, or a dangerous or criminal event like an intruder. The nature of the event dictates the response school administrators will put in place to protect our school community.



Hold is followed by the Directive: **"In Your Room or Area"** and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: **"Get Inside. Lock Outside Doors"** and is the protocol used to safeguard people within the building.



Lockdown is followed by **"Locks, Lights, Out of Sight"** and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location, and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self protection.

IN CASE OF AN EMERGENCY

- **DO** keep your phone close for notifications from the district.
- **DO** tune into local radio and TV stations for alerts, but rely only on communication from the school or public safety officials.
- **DO** stay alert to official information regarding reunification with your child.
- ✗ **DO NOT** call or rush to your child's school. Your presence could interfere with emergency responders.
- ✗ **DO NOT** call or text your child. Staff and students are discouraged from using cell phones for safety reasons.

School Emergency Information Guide



For Parents and Guardians

- **When and Why are Students and Staff asked to Hold, Secure, Lockdown, Evacuate, or Shelter?**

SCHOOL EMERGENCY RESPONSE PROTOCOLS

A school crisis can take a number of forms including an environmental event, such as a chemical spill or gas leak; a weather emergency, such as a tornado warning; or an intruder in or near the school. The nature of a school crisis dictates whether school officials will put in place a lockdown, lockout, shelter-in-place, evacuation or any combination of these protocols, as a means to ensure the safety and well-being of students and staff.



- **Parent Responsibilities During a School Emergency and Reunification After a School Emergency**

THE ROLE OF PARENTS IN AN EMERGENCY

In a school emergency, the first instinct as a parent is to pick up the telephone and start calling the school or rush to the school and get your child/children. The truth is, this only complicates matters from a safety and security standpoint.

Parents too close to an incident often hinder the rescue attempts of police and fire officials on the scene. The best action parents can take in an emergency is to stay close to their phone and email and to monitor local radio and TV reports for regular updates and instructions.



- **How Will You Be Reunited With Your Child?**

Parents/guardians will be directed by the school or public officials via TV/Radio or other emergency notification systems to their child's specific location. Based on the school's standard operating procedures, students will be released to parents/guardians at the designated family reunification center.

- **How Can You Help?**

BE PREPARED FOR A SCHOOL EMERGENCY

Ensure that your child's emergency contact information is accurate and current.

Become familiar with your schools emergency communications procedures. Each school is committed to providing accurate and timely information in the event of an emergency.



Safety Terms & Procedures

HOLD

Students

Clear the hallways and students/staff should remain in their classrooms until the "All Clear" is announced.

Adults

Close and lock the door. Account for students and adults.

SECURE

Students

Return to interior portion of the school (as directed by school faculty/staff).

Adults

Bring everyone indoors. Lock outside doors. Increase situational awareness. Account for students and adults.

LOCKDOWN!

Students

Locks - lights - and out of sight. Maintain silence. Do not open the classroom doors. Silence cellphones.

Adults

Recover students from hallway if possible. Lock the classroom door. Turn out lights. Move away from interior and exterior windows. Maintain silence. Do not open the door. Consider reinforcing doorways. Prepare to evade or defend.

EVACUATE!

Students

Leave personal belongings behind. Follow instructions of faculty and staff. If possible, bring your cellphone.

Adults

Lead students to Evacuation location. Account for students and adults.

SHELTER!

Students

Use appropriate safety strategy for the hazard you are experiencing.

Adults

Account for students and adults. Notify school leadership of any missing or injured students or staff.

In Case of an Emergency

Although your first reaction would be to call or rush to your child's school, please follow the tips listed below.



DO tune into local TV/Radio Stations for official school news alerts

DO rely only on official communication from school or public safety officials

DO listen for official information regarding the reunification process



DO NOT call or rush to your child's school. Your presence could interfere with emergency responders.

DO NOT phone your child or school. Staff and students are discouraged from using cellphone communication for safety reasons.

**Robert L. Evans,
Vermont School Safety Liaison Officer
Revans@cosecure.com
(802)839-0448**

For more information, please visit the Vermont School Safety Center's website at <https://schoolsafety.vermont.gov>.

**These materials are provided to you by the Vermont School Safety Center*

Bomb Threats

When warning of an impending bombing or other catastrophe is received, you will be given specific instructions to follow by the school's administrators. Students and staff will be required to go to a specified area and to remain there until further instructions are issued. You must remain with your teacher during any emergency evacuation. Under no circumstances will you be permitted to leave school grounds during the crisis unless you are directed to do so by a school administrator.

WARNING

The OVUU Board of Directors will employ all legal means available against anyone who causes a major disruption to the educational mission of the school by making a bomb threat or otherwise causing the evacuation of the school, including those under false pretexts. Such actions by the Board will include, but will not be limited to, suspension from school pending a review of an expulsion request, the filing of charges as specified by local, state, and/or federal laws, and the filing of civil suits to recover any damages or losses resulting from the false alarm or report.

Appeal

Students and families have the right to appeal a discipline decision by contacting the Neshobe Assistant Principal, Shauna Lee. If the appeal involves a student receiving special education services please include the Coordinator for Special Education Sara Gregory.

If a student or family wishes to appeal the decision further, the next step would be to contact the Neshobe Principal, Patrick Binder. In determining whether to uphold the appeal, Neshobe Administration will use the following questions to determine if the disciplinary action should be upheld:

- Was the evidence used to make the decision about the behavior appropriate and thorough?
- Were the disciplinary consequences assigned consistent with this student handbook, SU policy, and the law?
- Were the disciplinary consequences assigned reasonable by educational standards?

If the student or family wishes to further appeal the disciplinary consequence, they should contact Superintendent of Schools, Rene Sanchez (rsanchez@rnesu.org).

While school and SU staff will make reasonable efforts to determine whether to uphold the appeal expeditiously, an appeal does not prevent or suspend discipline except as protected by policy. If the appeal is upheld the discipline will be removed from the student's record.

Please refer to the [RNESU Staff Chain of Command](#) to better understand appeals procedure.

SECTION IV: School Information

Academic Honesty

Academic dishonesty (plagiarism) is passing off a source's information, ideas, or words as one's own. Plainly spoken, it is the use of someone else's work without giving proper credit to that author or source. Use of information without proper documentation or acknowledgement is cheating. Copying another student's homework, essay, test, research paper, etc. is also cheating. Copying information from Artificial Intelligence is also cheating.

It is our responsibility at the elementary level to give students specific reasons that will illuminate the issues at stake, and help convince them that doing their own work and attributing ideas appropriately are important. Plagiarism is a major barrier to learning.

Situations of Academic Dishonesty vary in seriousness and circumstance; therefore, there are levels of offenses.

Consequences:

- When a student copies from another student's formative work with both students willing participants, **both** parties will be addressed and families will be informed. The teacher will document the issue.
- When a student copies from an unwilling student's formative work, the student who copied will be addressed and the family will be informed. The teacher will document the issue.
- All allegations of plagiarism or cheating (including but not limited to the use of Artificial Intelligence) on summative assessments will be referred to the administration. A meeting will be held with the student, family, and relevant stakeholders to arrange an appropriate alternative assessment and timeline.

The goal is to help our students understand that ideas and words have value, just like objects. Ask your student to put him or herself in the shoes of someone who has had an idea or words taken by someone else, and ask how he or she would feel if another person tried to pass off his or her idea or words as their own.

Adult Code of Conduct

Schools in RNESU are committed to maintaining learning environments that are physically and emotionally safe for all children and adults. The [RNESU Adult Code of Conduct](#) informs us all of expectations for behavior while on school premises, and when communicating with other adults involved in the care and education of the children in our school communities.

Adults who are not able to meet our expectations for conduct will be asked to leave the premises immediately, and to schedule a time to meet with school administration when they are able to conduct themselves in a safe manner. The school administration, and/or the Superintendent reserves the right to deny future access to the school and school activities if the Code of Conduct is violated. We trust that all adults within our communities will help our school in implementing this procedure, and we thank you for your support of our school environment.

Arrival and Dismissal

7:30-8:00am On-Time Arrival & Morning Routine

Starting the school day together builds a sense of belonging and sets a positive tone for learning. We strongly encourage all students to arrive on time each morning so they do not miss out on vital community-building opportunities.

Our school day kicks off with **morning announcements**, where we **celebrate daily student birthdays, share important campus news, and recognize special school community events**. Being present for these opening moments helps students feel connected, prepared, and ready for a successful day.

When students arrive after the morning bell, it can cause them to feel rushed and miss out on these shared experiences. Thank you for partnering with us to prioritize on-time arrivals and help every child start their day feeling confident and connected to our school family!

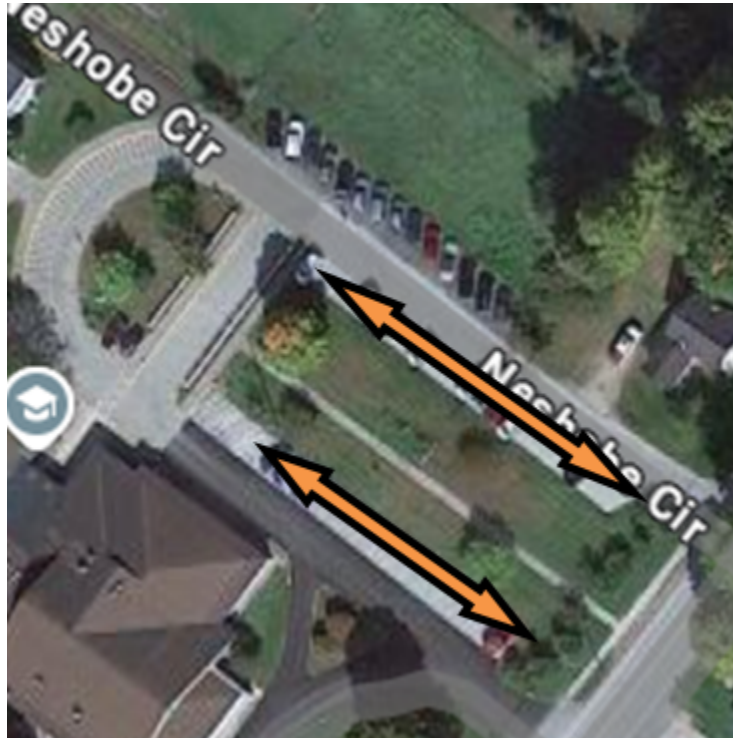
Grades K – 6 Arrival

Students are expected to arrive between 7:30-7:55 and in classrooms by 8:00. School administration and guidance counselors will work closely with parents of "frequently tardy" students to ensure that they arrive on time consistently this year. Even ten minutes a day adds up to 30 hours of missed instruction per school year.

Students arriving after 8:00 must be escorted into the building and signed in with the front office.

Pre-K Drop Off

Parents should plan to arrive between 7:45-8:00. Please park in one of the available spaces in the front parking lot when you arrive (indicated by the orange arrows in the image). Whether you are bringing your child to the door or into the classroom, as long as the visit is brief you may proceed right to that location.



Grades K - 6 Drop Off

Children who are dropped off may not arrive at school earlier than 7:30, as supervision will not be provided before that time. All car traffic is to follow Neshobe Circle, the road that goes behind the Brick and main building, to the drop off space at the gym doors (indicated by the yellow arrows and red rectangle in the image). Please remain in your car. Several staff will be waiting to let your child out of the vehicle and get them safely across the road. Please have students seated on the passenger side and ready to go when an adult comes to the car as this will keep the traffic flowing. For the safety of our students, please do not pass any cars at any time.



Students Arriving After 8:00

Children arriving after 8:00 are considered tardy and must enter through the main office.

Dismissal: 1:30-2:45

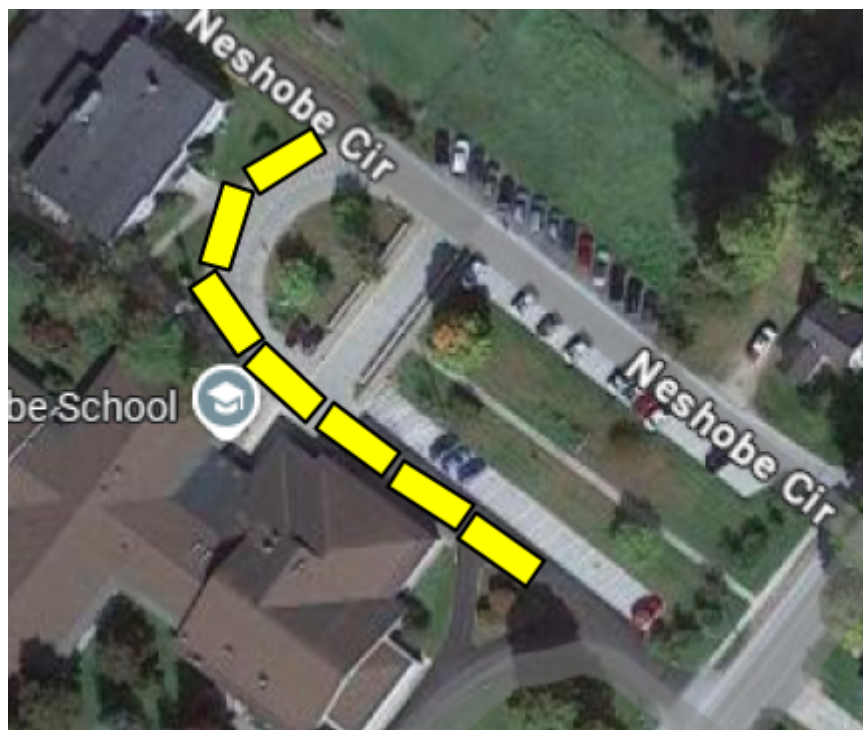
Pre-K Dismissal Pick-Up

All Pre-K sessions will end promptly at 1:30. When parents arrive, please park in an available spot in the front parking lot. Walk to the classroom door of your child's Pre-K classroom to pick your child up. Remember that parking spaces are limited and needed for K-6 dismissal.

Buses

Buses will begin lining up at or shortly after 2:00. The front parking lot will have limited/no access as the buses have priority and will be blocking portions of the front parking lot (see image below).

Beginning at 2:30, students who ride the buses will be dismissed to board their bus. Staff members will be at the buses to assist students.



K – 6 Dismissal:

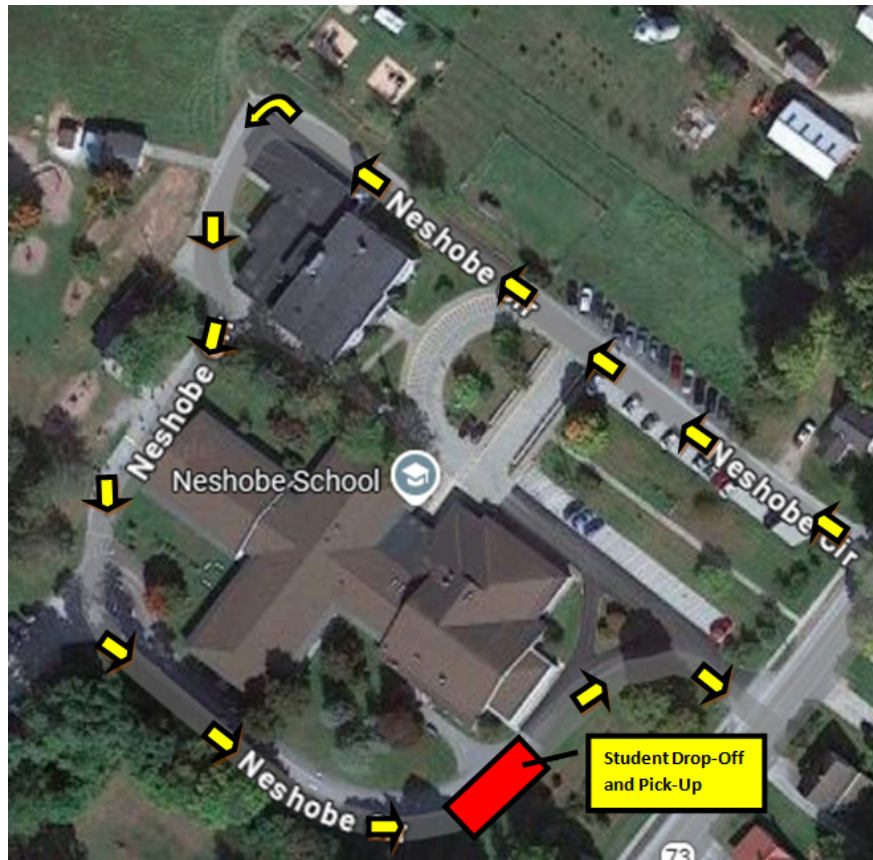
Dismissal is at 2:30. If someone other than a parent is picking up a child, you must send a note to the classroom teacher or call the front office by 1:30 to indicate who your child will be picked up by. No child will be released to anyone other than a parent or guardian without prior communication.

Please be aware, however, that teaching, afternoon announcements, and last-minute instructions and organizational details are important. Therefore, we ask that you not arrive before 2:15 and wait patiently for all children to be dismissed at the appropriate time.

Riders and Walkers:

Students who are being picked up will be dismissed to the gym after buses have left. Please drive around Neshobe Circle to the designated “Drop-Off and Pick-Up” zone and wait for your student(s) to exit the gym. We will move cars along as efficiently as possible. For the safety of our students, please do not pass any vehicles at any time.

Walkers will be dismissed to the front of the Main buildings after buses have left. You may meet your student(s) there.

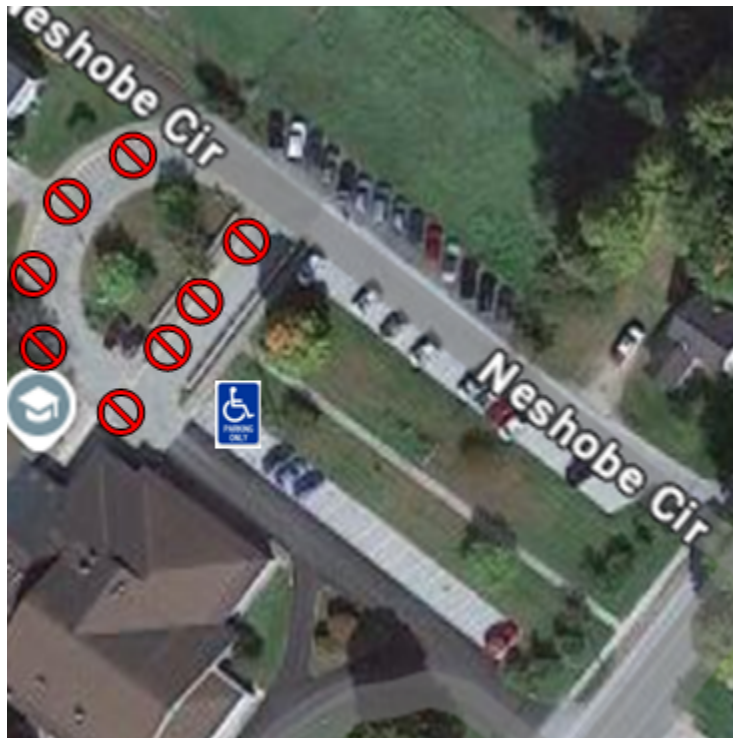


**Be aware that pedestrians and school buses have priority in leaving school grounds. Drive slowly and carefully when on school grounds to ensure the safety of all.

No Parking and Handicapped Parking

Do not park:

- along the semi-circle in front of the Brick Building
- along the cut-off that connects both sides of the front parking
- directly in front of the school's main entrance
- in the handicapped parking spots (unless you have a visible valid disabled parking permit or license plate)



Attendance and Truancy Procedures

When students are absent from school due to illness or another excused reason, a parent must call the school that morning, or as soon as possible, to report that you will not be attending that day. School staff may call the homes of students who are absent and whose parents have not notified the school.

In accordance with Vermont law, our school is required to maintain consistent and documented communication with families throughout the school year regarding student attendance and any concerns related to truancy.

We are mandated to notify families and caregivers when a student reaches the following attendance thresholds, whether the absences are excused, unexcused, or a combination of both:

- 5 Days Absent (combined excused and unexcused)
- 10 Days Absent (combined excused and unexcused)
- 10 Unexcused Days Absent
- 15 Days Absent (combined excused and unexcused)
- 15 Unexcused Days Absent
- 20 Days Absent (combined excused and unexcused)
- 20 Unexcused Days Absent

These notifications are part of our commitment to supporting student success and ensuring all students are engaged in their learning.

Parent Call-out

There are times when absences may be excused by the Administration without official documentation from a physician, court, etc. The Administration will allow parents or guardians to excuse an absence via call-out until the student has received ten total absences, regardless of reason. Parent call-outs can only be accepted up to 24 hours after the absence has taken place.

Neshobe has a voice-mail system to allow you to make this call at any time. Dial 247-3721, and press "1", to reach our attendance line. This procedure is not only to inform the school but also confirms your child's safety.

After 10 absences, regardless of circumstance, absences can only be considered "excused" if accompanied by a doctor's note, signed court note, or similar documentation. Should the student wish for the absence to be excused and it not be possible for a note to be acquired, the Administration will be responsible for reviewing the request and confirming or denying the excused absence.

Planned Absences

Schools need to track absences to comply with attendance policies and ensure students' educational welfare. Notifying Neshobe of a planned absence can help us make accommodations for students with extenuating circumstances.

If your family is planning a vacation or other planned travel, we encourage you to submit a [Family Vacation Letter](#) to the school in advance of the trip. For these absences to be considered excused, families must agree to provide evidence of learning completed during the absence. The absences will only be marked as excused after the school receives and reviews this evidence.

Reasonable Time to Make up Work

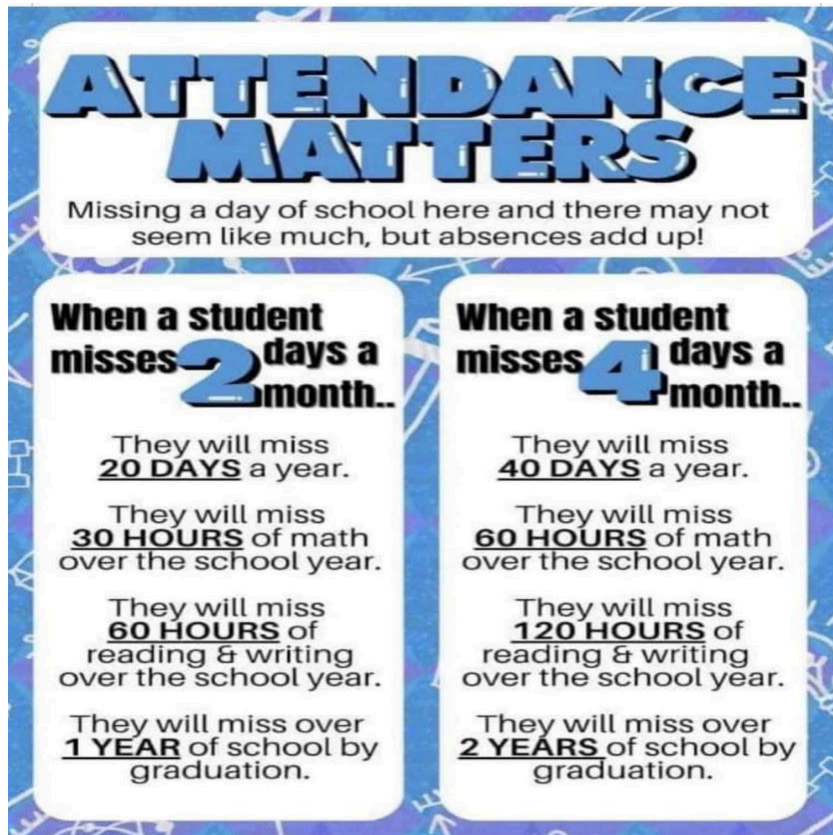
When you are absent, it is your responsibility to make up the work you have missed. If your absence was "excused," you will have the same amount of time to make up your work. For example, If you missed one day, you have one day following your return to school to turn in your assignment.

Late Arrival

The school day begins at 8:00 am. We suggest students arrive by 7:55 to be on time. If you arrive late to school, you must report directly to the Main Office. You should present a note from your parents, or some other form of communication (phone call, email, etc.), to notify the school why you are late. If you do not have a note you will be marked as unexcused tardy.

Early Dismissal

Our school day ends at 2:30 pm. Parents of students planning to leave early must notify the school before picking up (as early as possible). Students must be signed out in the Main Office prior to leaving. This is a safety concern and must be followed.



Co-curricular Activities

Participation in co-curricular activities is an important part of the whole educational program for each child, and all students are welcomed and encouraged to participate. No child is excluded from any co curricular program offered at his/her grade level because of ability, but we consider participation to be a privilege. We expect that our students will behave in a manner consistent with the expectations to which they are held during the school day. Particular behavior expectations for co-curricular activities will be distributed to students as they begin a co-curricular activity.

Students absent from school will not be able to participate in after-school co curricular activities that day. Students should not come to school if they are ill.

It is very important that children be picked up *promptly* at the end of the activity in order to be allowed to continue to participate. No supervision is provided after the end of activities. Program directors need to

be able to leave on time to keep their commitments.

Co-curricular activities often have an inherent risk of injury to students who choose to participate in them. Because of this risk, parents/guardians should be aware that children who participate in these activities do so at their own risk. Neshobe School or the RNESU district do not assume any financial responsibility for student medical or hospital expenses arising out of participation in such activities.

Communication with Teachers

School staff check their email each school day. During the school year, you should expect a response to your emails within 24 hours, excluding weekends and holidays. Teachers may acknowledge receipt of your email with information about when they will be able to provide more information in the event that a request will take more time.

Because the day is busy, there may not be a chance during the day for teachers to check their email. If you need to reach them during the day, please call school at 247-3721 and the office will get a message to them.

We value open communication with families and encourage parents and caregivers to reach out whenever questions or concerns arise. Email is a convenient tool for sharing brief information or scheduling a conversation. For discussions involving a student's progress, behavior, or other sensitive topics, a phone call or in-person meeting is often the most effective way to communicate and work together. School staff are committed to protecting the privacy and confidentiality of all students in every form of communication.

Concerts

Music class is an important part of our curriculum at Neshobe School and is required by the School Board and the State Board of Education. We know that students who participate in music programs do better in school and build a musical foundation for their futures.

Concert performances provide a focus for instruction as well as an opportunity for students to demonstrate what they have learned. All students are expected to attend and perform in the concert for their grade level. Performance is part of the student's music grade. This performance aspect is an important part of our music program and helps students meet a number of state education standards.

Counseling Department

Neshobe Counselors believe that learning is directly related to the students' understanding of themselves and their relations to others. The importance of the student's self-worth is a major goal of the School

Counseling Department, along with that of each individual assuming responsibility for their actions, both in and out of school. School Counseling services exist to provide support and information to students, parents, teachers and the community, and to help in using the information to understand themselves, each other and their roles in relation to the process of education.

The school counseling program concentrates on assisting a student to develop:

- Social Emotional Learning Skills
 - Self-awareness
 - Self management
 - Social awareness
 - Relationship skills
 - Responsible decision making
 - Problem Solving Skills
- A growth mindset about learning and facing challenges

Your counselor can:

- Advocate on student's behalf
- Provide social and emotional support for a student's overall wellbeing
- Meet with students to discuss concerns.
- Assist in arranging special conferences between students and/or parents and faculty.
- Assist in arranging a team meeting as needed.
- Connect students to MTSS supports
- Provide information to students, parents and staff about services available in the community.

Appropriate Attire

Learners are expected to dress for school in a manner that contributes to an environment that is conducive to learning and success. While freedom of speech must be protected, learners should avoid wearing clothing that constitutes a health hazard, is demeaning, harassing, abusive to others, relays messages that are contrary to the educational mission of the school, or otherwise disrupts the educational process during the school day and for school-sponsored activities. Dress should not expose the chest, abdomen, navel, buttocks, or underwear. Shoes must be worn at all times. Hats or hoods are ONLY allowed in classrooms with teacher permission. Expectations will be determined at the beginning of each school year. Final determination of acceptable dress will be made by the school administration. The guidelines below will assist you in determining whether or not a learner's manner of dress is in conflict with the educational and developmental goals of the school.

Items of clothing that are unacceptable for school are those that:

1. Promote or glorify the use of alcohol, tobacco, firearms or drugs.
2. Portray, promote, or encourage illegal actions, activities, items, or substances.
3. Depict in words or graphics messages that demean, harass, threaten, exploit, or ridicule individuals or groups of people.
4. Contain profanity or that refer to or depict in words or graphics obscene gestures, actions, or messages

Electronic Use and Cell Phone Policy

Students may access RNESU's electronic resources for appropriate educational purposes only. [See [RNESU Policy: J2324011P](#)] Teachers will remind students of appropriate and safe electronic use throughout the year. Notify school staff and your parents/guardian immediately if anyone contacts you for illicit or suspicious activities. Promptly disclose to the teacher or other school employee any message received that is inappropriate or makes you feel uncomfortable.

Know and follow the Acceptable Use policy. [See [RNESU Policy IIBG: Acceptable Use of Electronic Resources & The Internet](#)] In accord with the Children's Internet Protection Act, Section 1703, paragraph (1), the Rutland Northeast Supervisory Union schools may employ technological measures to block access to World Wide Web resources of an inappropriate nature as judged by the local school board, principal and/or the properly designated school-level technology coordinator. It is recognized that these measures cannot be guaranteed to be 100% effective in blocking objectionable content.

Cell Phones and Other Electronic Media

Personal electronics must be silenced and put away during the school day. Storage may be in a backpack or with an adult. Cell phones may not be used on campus without a staff member's permission.

Any student using such a device will have it confiscated. It will be returned at the end of the day at dismissal or picked up by a parent at the end of the day. Please be advised that the school is not responsible for lost, stolen, or damaged devices.

If a student needs to make contact with home, they may use the phone in the main office or classroom with permission to contact a parent. If a student needs to make a more private call, a private space in the main office or counseling office can be arranged.

Health Room

The school is staffed with a full-time nurse who will assist you with your health needs, including illnesses at school, accidents, and taking medicine prescribed by a doctor. The school nurse must approve all immunizations prior to students attending school. Parents should inform the school nurse of any medical conditions or concerns they have. Parents should alert the nurse to any allergies their child has.

It is recommended that students bring a refillable water bottle with them, as the health office will no longer be providing cups or access to ice.

If students become ill during the school day, they may ask their teacher to check in with the nurse. If their illness requires that they leave school early to go home, the nurse will make the arrangements with caregivers for pick up.

If students are involved in an accident during the school day and need medical assistance, the closest adult will be alerted and report to the health office. All school-related accidents that occur in the school building, on school grounds, or during any school events should be reported to the person in charge.

Medication Administration

Parents/guardians have the primary responsibility for the health of their children. As a general rule, and if at all possible, medication should be taken at home. If a medication needs to be administered during the school day, the parent/guardian must provide the following information:

For students requiring daily prescription medications:

- Written instructions/permission from a healthcare provider
- Written permission from the parent/guardian

For students requiring temporary over-the-counter medications:

- Written permission from the parent/guardian

*All medications must be in their **original, labeled** container.

For their safety, students are prohibited from carrying any controlled substance medications (such as Ritalin, Adderall, or narcotic pain relievers) at any time. Parents/guardians are required to deliver these medications to school personnel in the properly labeled prescription container. Students must deliver any temporary medication to the school nurse upon arrival to the building.

Administering Non-Prescription Medications (Over-the-Counter):

Non-prescription medications will be administered by the school nurse with:

- Written permission from the parent/guardian on the annual health data sheet
- Written orders from our school physician

Exceptions:

1. **Inhalers** – Students may self-carry emergency inhalers with written permission from the healthcare provider and the parent/guardian. Students using inhalers during the school day must report to the nurse's office for evaluation immediately following use.
2. **Emergency Medication**-- Students may self-carry life-saving medications with written permission from the healthcare provider and the parent/guardian.

Please notify the school nurse of any medication changes throughout the year.

When to Remain Home:

- If a student has a fever (over 99.5)

- Students must be fever-free without fever-reducing medication for 24 hours to return to school.
- If a student is vomiting. Students must be 24 hours without vomiting to attend school.

Insurance

As a Neshobe student, you are eligible to be covered by insurance for accidents and mishaps that occur during the school year. An insurance packet will be issued to you at the beginning of the school year. If your parents decide to enroll you, they must do so directly with the insurance company.

Library

At Neshobe School, we are responsible. Please help your student be responsible for our library books! Keeping library books in a special place, like a library bag, will keep our books safe and help prevent them from being lost or damaged.

Students may check out books according to the following guidelines:

- Kindergarten and Grade 1 may take **1** book at a time
- Grade 2 may take **2** books at a time
- Grade 3 may take **3** books at a time
- Grade 4 may take **4** books at a time
- Grades 5 and 6 may take as many as **10** books at a time
- All students may borrow additional books during school breaks or for school projects with permission from the librarian.

Should a book be lost or damaged, Ms. Fjeld should be notified as soon as possible (hffjeld@nesu.org or 247-3721x2014).

When books are lost or damaged, students have three choices:

- They can work in the library for two mornings before school or during recess for each lost/damaged book
- They can pay the cost of replacing the lost/damaged book
- They can replace the book with an identical copy

Meals, Snacks & Hydration

The federal government has continued to provide free meals for all students this year. Although no forms are required, there are many benefits to filling out a FRL form for other reasons, including free college applications and SATs, and other benefits. Please see the registration link or website for FRL forms.

Whitson's Culinary Group

The Whitson Group's nutrition policy encourages students to establish and maintain lifelong healthy eating habits. The school cafeteria is a learning environment that can deeply affect the way children understand food and its connection to our environment. Our school food service programs strive to promote healthy, sustainable practices in the cafeteria.

Healthy Snacks & Hydration

At Neshobe, we know that nourishing our bodies helps fuel learning, focus, and positive energy throughout the day. To support the health and well-being of all our students, please review the following guidelines regarding snacks and beverages at school:

- **School Meal Program Options:**
 - **Morning Snack / Breakfast:** Our school meal program provides breakfast each morning. Students may eat breakfast at the start of the day or save items to enjoy during their designated morning snack time.
 - **Hot lunch, Sandwich & Yogurt Parfait, and Salad Bar Options-** All students have daily lunch options which include the above choices.
 - **Afternoon Snack:** Through our fresh fruit and vegetable program, our food service team provides a daily fresh fruit or vegetable snack so students can access a healthy boost during the afternoon.
- **Snacks from home:** We encourage families and caregivers to pack additional healthy snack options for their children to enjoy throughout the day (such as fruits, vegetables, cheese, whole grains, or protein). **Please note:** Candy and gum are not permitted at school unless specifically arranged with a classroom teacher for a special celebration.
- **Hydration:** Students are strongly encouraged to bring a reusable water bottle to school every day. Water refill stations are available throughout the building so students can stay hydrated.
- **Beverage Restrictions:** To ensure a healthy learning environment, **caffeinated beverages are not permitted** during the school day. This includes all sodas, energy drinks, and caffeinated sports drinks.

Thank you for partnering with us to build healthy habits and nurture a bright, energized learning community!

Media Opt-Out Option

Throughout the school year, Rutland Northeast Supervisory Union, its member schools, and outside media groups often showcase our students, our students' work, school activities, and events through media outlets, including but not limited to newspapers, television, websites, social media, and school publications. As a parent or guardian, you have the option to request that your student be excluded from media coverage. This request must be provided in writing. If you so choose, please contact the school to submit an opt-out preference. The information will be kept on file for the current school year only.

Playground

Our playground is a shared space for students during the school day and for The After-School Program, through the Boys & Girls Club. To help ensure a safe environment for everyone, please pay attention to the following expectations:

Playground Hours

- **Closed to the public: 7:30 a.m. – 2:30 p.m.** (during the school day)
- **Reserved for the After School Program: 3:00 p.m. – 5:30 p.m.**

During Boys & Girls Club program hours, the playground is reserved for children enrolled in the program. The Boys & Girls Club is a licensed child care program and state licensing regulations require that enrolled participants use the playground separately from children who are not enrolled.

Families are welcome to enjoy other outdoor areas during this time. If children who are not enrolled in the program are on or near the playground, they should be accompanied by a parent or guardian who remains within sight and hearing at all times. We also ask that families wait until the Boys & Girls Club has finished using the playground before accessing the playground equipment.

We appreciate your cooperation and understanding as we work to provide a safe environment and meet licensing requirements for all students.

Posters and Announcements

All posters and announcements need approval from the Principal related to content, placement, duration, number of posters, and removal of posters. Defacement or removal without permission of an approved poster is a student conduct violation.

Recess

Students will go outside for recess in all but the most extreme weather conditions. In cases of heavy rain or when the temperature (including wind chill) drops below 10 degrees Fahrenheit, recess will happen indoors.

- When the temperature is below 32 degrees Fahrenheit, students are required to wear coats, hats, mittens/gloves, and boots.
- If there is snow on the ground, snow pants are required to play on the playground.
- If you cannot access these items for your student, please contact the school nurse (247-3721), who can provide needed items for your student in a confidential manner.

Personal Belongings

To help students stay focused on learning and reduce the chance of items being lost, damaged, or becoming a source of conflict, we ask that **personal belongings such as fidgets, toys, games,**

collectibles, and stuffed animals remain at home unless requested by a teacher or part of a schoolwide celebration.

Throughout the school year, there may be special events or classroom celebrations when students are invited to bring a favorite game, stuffed animal, or other special item. Teachers will let families know when these opportunities arise.

Our school provides a variety of sports equipment, games, and play materials for students to enjoy during recess. Because there are plenty of options available for everyone, there is no need for students to bring playground equipment or games from home.

Thank you for helping us create a positive, inclusive learning environment.

Transportation Expectations

Bus transportation is available. Riding the bus is a privilege and comes with certain responsibilities. These responsibilities are outlined in [EEA: School Bus Transportation Policy \(Oct. 2019\)](#), [Bus Expectations](#), and the [Rutland Northeast Supervisory Union Handbook](#).

Student safety is of the utmost priority on buses. Students who cannot meet their responsibilities and follow the required expectations may lose the privilege to ride the bus.

1. Follow the Bus Driver's and Bus Monitor's directions immediately.
2. Stay completely seated, facing forward, with your full body out of the aisle.
3. Use quiet, acceptable language only.
4. Respect others, their space, possessions, and all equipment.
5. All food and drink stay in backpacks on school buses. Exceptions may be made by the
6. Driver or other adults on the bus during field trips and sporting events. (Gum is allowed with special permission and with respectful use.)
7. All body parts and objects remain in the bus at all times.
8. Electronic devices may be used only with earbuds and headphones on the bus.
9. Taking photos and videos is not allowed on any RNESU bus.
10. A Parent/guardian or an identified responsible person designated by the Parent/guardian must be at the bus stop for grades K-3 or other identified students at drop-off times.

	We are kind	We are safe	We are responsible
Setting			
Bus	Use respectful words and a calm voice. Respect the personal space	Stay seated, facing forward, with your body out of the aisle Keep all body parts and objects	Follow the directions of the bus driver and/or bus monitor the first time.

	and belongings of others. Keep electronic devices at a volume that does not disturb others. Respect everyone's privacy by keeping cameras put away.	inside the bus at all times. Keep backpacks, food, and drinks safely stored. (<i>Exceptions may be made by the driver or supervising adult during field trips or athletic events.</i>) Wait for the bus in a safe location and follow safe loading and unloading procedures. Students in grades K–3 (and other identified students) must be met at the bus stop by a parent/guardian or designated responsible adult.	Be at your bus stop on time. Help keep the bus clean and free of litter. Take care of the bus and its equipment. Use electronic devices appropriately with earbuds or headphones.
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School bus expectations are designed for the safety and comfort of all students. Failure to meet bus expectations will have consequences, which may include loss of bus transportation privileges for up to one year, as decided upon by the administration.

Infractions will be dealt with in consultation with the transportation coordinator and family when appropriate and warranted. Bus conduct may also lead to consequences in school with regards to bullying or harassment that happens on the bus but spills over into shared spaces or classes.

Bus Change

Requests to change an assigned bus, temporarily or permanently, must be communicated by the parent/guardian in written form or via a phone call.

- **One-time change** - For safety reasons, the parent/guardian must provide a written note or call the front office (247-3721) by 1:30 pm to request that a student ride a different bus to or from school. The main office will provide a bus note.
 - In emergency situations, such as family illness or out-of-town travel, parents can send a request to change their child's bus route for five or more consecutive days. The request must be sent to Richard Vigue, RNESU Transportation Coordinator (rvigue@rnesu.org) for approval.
- **Permanent changes** - If a child's bus assignment needs to change permanently - when his or her family moves to a new home, for instance - notify Richard Vigue, RNESU Transportation Coordinator, (rvigue@rnesu.org) for approval in advance.

Bus Schedule

Times are approximate and may vary significantly, especially during the first week of school as well as during poor weather events or as necessary for health precautions. The bus schedule is posted in the local papers the week before school begins and available on all district websites. If you do not have access to the internet, please call your school or the RNESU central office to obtain this information.

If you have any questions, please contact Richard Vigue, RNESU Transportation Coordinator, at either (802) 247-2769 or his cell (207) 313-2532, by email (rvigue@rnesu.org), or using the Let's Talk button on any school or district website. Please discuss the bus behavior expectations with your student. We wish for everyone to have a safe and pleasant ride to and from school each day. Visit <https://www.rnesu.org/page/bussing-and-routes> for more information

Other Modes of Transportation

Students are allowed to ride their bicycles, skateboards, etc., to school with parent/guardian permission. Permission slips are available in the school office. All equipment should be in safe condition, and helmets are required. Scooters, bikes, and boards must be "walked" on school grounds. A bike rack is provided in the grassy median in front of the building. Please bring your own locking device as the school cannot guarantee the safety of each piece of equipment. Students are not allowed to use their equipment on school grounds during school hours.

Visitors

Visitors must sign in at the Main Office and sign in through the Raptor system. They will be issued a visitor's pass that must be displayed at all times and returned to the office upon departing the building.