2026-2027

Home of the Raptors

Student/Parent-Caregiver Handbook

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RIVENDELL INTERSTATE SCHOOL DISTRICT

Mission Statement and Design Principles

The Mission of the Rivendell Interstate School District is to foster the intellectual, social and personal development of its students. Our goal is that they will become life-long learners, positive contributors to their communities, and positive healthy adults.

The Design Principles guiding development of Rivendell program are:

- An engaging, team designed curriculum
- Significant and ongoing connections between school and community
- Structures and practices that support teaching and learning
- Clear standards and accountability

Rivendell: An Overview

The Rivendell Interstate School District (RISD or Rivendell) was formed in 1998 by the towns of Fairlee, West Fairlee, and Vershire, Vermont; and Orford, New Hampshire, as a self-contained PreK-12 public school district. It assumed responsibility for the education of children in these towns in July 2000. Rivendell operates one PreK-4 elementary school in West Fairlee, Vermont, one PreK-5 elementary school in Fairlee, Vermont and Rivendell Academy in Orford, New Hampshire, which educates grades 6-12. RISD is a Vermont Supervisory Union using Vermont standards and assessments. The RISD office in Orford, New Hampshire provides superintendent and special education services.

Rivendell Commitment to Non-Discrimination

The Rivendell Interstate School District shall not discriminate in its education programs, activities, or employment practices on the basis of race, color, national origin, age, sex, sexual orientation, religion, or handicap under the provisions of Title VI of the Civil Rights Acts of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973. Any person having inquiries concerning the school district's compliance with the regulations implementing these laws may contact the Superintendent of Schools.

School District Policy

As required by State Statutes in Vermont and New Hampshire, the Rivendell Interstate School District Board has adopted many policies. Where appropriate, reference has been made to the specific policy. School district policy books are maintained in the Superintendent's office, the Academy office, each school library and on the District website at www.rivendellschool.org.

School District Handbooks

The Rivendell Interstate School District publishes handbooks each year. They cover a variety of rules and procedures which are of interest to students, staff, parent-caregivers and community members. A list of those handbooks includes: Student/Parent Handbook for Rivendell Academy (Grades 6-12); Co-Curricular Handbook for Advisors/Coaches; Student/Parent Handbook and Program of Studies for Rivendell Elementary School (Grades K-5); Employee Handbook and Substitute Handbook.

Notice Regarding Security Cameras

Rivendell Academy is equipped with an interior and exterior surveillance camera system. Access to this system and its recordings is controlled by the Superintendent of Schools in accordance with law and RISD Policy.

Rivendell Academy

Raptor Community Rights and Responsibilities

Rivendell Academy Personal RIGHTS		Personal RESPONSIBILITIES
DIGNITY	I have the right to be physically, emotionally, and socially safe at school. This means that others are expected not to threaten, humiliate, harass or harm me in any way. I have the right to be myself at school–even if I look, sound, move, or feel differently than others–and to be treated kindly and fairly by all.	I have the responsibility to be kind and responsible, and to respect boundaries. This means I will not harm or harass anyone, nor intentionally humiliate or hurt the feelings of others. I have the responsibility to treat others as individuals. I will not treat others unfairly or unkindly due to their age, ability, race, gender, orientation, or physical appearance.
DECORUM	I have the right to a school with clean and pleasant surroundings where people and property are treated with politeness and consideration. As part of the learning process, I have a right to freedom of expression as long as the use of this right does not cause harm or disruption within school.	I have a responsibility to keep the school a clean and pleasant place by keeping myself and my school tidy and appropriate. I have the responsibility to express myself in a manner that will maintain a calm and respectful environment. This means that I will refrain from disrupting or disturbing others and I will use appropriate language.
SCHOLARSHIP	I have the right to a full education. This means that each class I enter will be thoroughly prepared and will consist of a variety of appropriate learning activities and supports that prepare me to be a life-long learner, a positive contributor to my community, and a productive, healthy adult.	I have the responsibility to attend all classes each day, be on time, and be prepared to do the work of the class. This means that I have the necessary mindset and materials, and I will work cooperatively with the teacher and my fellow students.
ACCOUNTABILITY	I have the right to a culture where everyone is held accountable for abuses and is expected to make amends and/or correct mistakes. I have the right to fairness and due process in the application of the discipline code at school. This means that prior to receiving consequences I will be able to tell my side of the story.	I have the responsibility to learn self-control at school. I expect to be corrected if I abuse the rights of others and that others will be corrected if my rights are abused. I have the responsibility to learn and understand our school rules, expectations, and policies, and to avoid actions that could result in a disciplinary consequence.

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Academic Program

The Rivendell Academy academic program is described in detail on the Program of Studies webpage.

Grading Information Procedures

Minimum Passing Grade – A passing grade is 70% or higher at Rivendell Academy

Report Cards – Report cards will be issued three (3) times per academic year.

Midterm – Midterm reports will be emailed to parents at the mid-point of each trimester.

Online Grade Portal (PowerSchool)– Student grades can also be accessed online by parent-caregivers and students via a password protected online grade portal (Power School). *Please be aware that the times and frequency at which grades are posted by individual teachers may vary.*

Academic Concern Notices – Academic concern notices will be issued to parent-caregivers when deemed necessary by a teacher or advisor for students at risk of failure.

Three-Way Conferences – The school provides conference opportunities two times per year for parent-caregivers and students to meet with their advisor to review learning progress. Individual course conferences may be scheduled at any time through the Main Office.

Incomplete Grades

The principal, in partnership with a teacher, may* issue a grade of "Incomplete" based on extenuating circumstances such as health or family emergencies or a Pre-approved Absence. All Incomplete grades must be made up within fourteen (14) days after the end of the trimester, unless additional time is approved by the principal. **An Incomplete Grade Form must be completed and submitted to the Counseling Office before the end of the trimester for which the extension is requested.*

Missed Academic Work

It is the student's responsibility to contact his/her teachers, via email or in person, to arrange to make up any missed work. Assignments can typically be accessed online through Google Classroom, but instruction comes in partnership with a teacher. An extension of two (2) days for each *excused* absence from class will be granted. Make-up work may include after school sessions, and students/parent-caregivers/coaches/advisors should understand that club/sport practice is not an acceptable excuse for failing to attend or complete missed work.

Honor Roll

The Honor Roll is intended to reward industrious academic achievement. The Honor Roll shall be maintained in the following manner.

- **High Honors:** The grade point average of all classes shall be between 93 and 100. Grades in all subjects shall be 90 or above. This includes all courses in which a grade is given.
- **Honors:** The grade point average of all classes shall be between 85 and 100. Grades in all subjects shall be 80 or above. This includes all courses in which a grade is given.
- **Principal's List:** Students achieving honor roll grades who have no unexcused absences, no more than one unexcused tardy per trimester, and no discipline referrals.

Class Advancement/Retention

At the MS (6-8) level, a student who fails two core courses for the year must attend and successfully complete the Summer Academy to be promoted. Students in grades 9-12 are considered on track as indicated below. If a student is not on track to graduate, permission to move forward with his/her advisory may or may not be granted. Students will be able to earn up to 7.75 credits per year. The number of credits necessary to graduate is 26.75.

Credit required for class status:

Sophomore	6 Credits earned
Junior	13 Credits earned
Senior	19 Credits earned
to Graduate	26.75 Credits earned

GRADUATION

Only students who have completed all graduation requirements, including 60 hours of community service and required internship or self-directed (capstone) project, and who have paid all outstanding fees and fines, will be entitled to participate in the graduation ceremony. Students will not be issued a diploma until the completion of these academic requirements and community service hours are fulfilled.

GRADUATING EARLY

Students may graduate earlier than the regular four-year high school sequence. Interested students must complete the early graduation form with their school counselor and receive approval from the principal. Students who complete graduation requirements in January must also complete 60 hours of community service and internship/capstone project to participate in the graduation ceremony.

International Exchange Students will not receive a diploma but rather a "Certificate of Completion."

FLEXIBLE PATHWAYS

Rivendell Academy encourages students to shape their learning experience around individual goals, learning styles, interests and abilities. At the high school level, there are multiple opportunities to

- **Personalized Learning Plans (PLPs):** Every student in grades 7–12 must have a written PLP created with the student, a school guide, and their parents to map out goals and track progress.
- **Dual Enrollment:** Eligible juniors and seniors can take up to two tuition-free college courses for both high school and college credit.
- **Early College:** Seniors can spend their final year enrolled full-time at an approved higher education institution, finishing their high school diploma while completing their first year of college tuition-free.
- **Career and Technical Education (CTE):** Students can access hands-on training and technical programs through River Bend and Hartford Area Career and Technical Centers.
- **Work-Based Learning or Extended Learning Opportunities (ELO):** Students can earn high school credit through approved internships, community service, action research projects, or real-world job placements.
- **Virtual and Blended Learning:** Students can take online classes to fit their specific schedules and credit needs.

Academic Honesty

All work (tests, papers, projects, and homework) presented by a student for evaluation and credit must be that of the student being evaluated. When the work or ideas of others is included, the sources of such material must be clearly identified. This includes the use of online translators unless explicitly authorized by the teacher. Presenting another person's work as the student's own is plagiarism and is not allowed. Those found plagiarizing or cheating will not be given credit for that work. A conference will be held with the student, teacher, and Dean of Students, and parent-caregiver will be notified. Further disciplinary actions, up to and including suspension, may be necessary and appropriate as determined by the administration.

Acceptable Use of District Technology

In order to promote safety and the appropriate use of electronic resources, the school must have the signed "Acceptable Use Agreement" on file. Please refer to RISD Policy D3: Responsible Computer, Network and Internet Use

Assemblies

There will be regular school-wide assemblies and class meetings throughout the year, including events featuring special topics or speakers. All students are required to attend assemblies and show respect for performers, speakers, and participants.

Attendance

Attendance in school is preparation for being accountable in life. There is a direct correlation between a student's attendance and maximum achievement. Academic time with classmates and teachers is instrumental to learning, and the Rivendell Academy program does not offer a general hybrid or remote learning option. All students are expected to arrive at school on time and attend all classes and activities in person for the full school day unless an approved program, excused absence, or other authorized plan applies.

Attendance concerns are addressed first through accurate records, parent-caregiver communication, barrier identification, and support. Ordinary absence and tardiness are not Level I misconduct. Intentional class cutting, unauthorized leaving, or a missing-student safety concern is addressed through the Discipline Guidelines because those are separate behaviors.

For more information please refer to RISD Policy C07: Student Attendance and Policy C07-P: Student Attendance Procedure

Absences

To Report Absences

1) The parent-caregiver must call or email the school no later than 8:15 a.m. and state the reason for the absence. Voice mail is available outside of school hours.
- Email: **Michelle Oakes- moakes@rivendellschool.org** AND/OR **Trent Tubbs- ttubbs@rivendellschool.org**
- Rivendell Academy: **603-353-4321 (Press 2)**
- Families may also use the current attendance email contacts published by the school.

2) If a parent-caregiver has not called to report their student absent by the appointed time, a phone call or email will be placed to the parent-caregiver indicating that the student has been recorded absent. This recorded absence will remain "unexcused" until the parent-caregiver contacts the school and/or provides documentation, and the nature of the absence is determined to be excused.
3) Families should update the school promptly when the length or reason for an absence changes. A phone call, written note, or documentation from a care provider or other authority is the best method for avoiding or clearing an unexcused absence.

EXCUSED absences, tardies or early dismissals:

For an absence, tardy or early dismissal to be excused, a parent-caregiver must provide timely verbal or written communication of the valid cause of absence. Valid causes include illness or health/safety concern; medical, dental, counseling, or other healthcare appointment; required court appearance; observance of a religious holiday; death in the family; significant family emergency; school-approved program, placement, internship, CTE, college course, field trip, or other school-directed activity; or another circumstance approved by Administration consistent with RISD policy.

No more than three (3) consecutive absences and five (5) total parent-reported absences per school year will ordinarily be excused without either supporting documentation or a meeting with the Principal/designee to review the circumstances and determine appropriate support.

Please note: Out-of-school suspensions are regarded as excused absences for attendance purposes. Students will be offered access to required assignments and educational services consistent with law and district policy.

For more information please refer to RISD Policy C07: Student Attendance

UNEXCUSED absence, tardies or early dismissals:

An absence, tardy, or early dismissal is considered unexcused if the conditions above remain unmet or the reason does not meet the school's excused-absence criteria. An absence from school or class without parent-caregiver knowledge is considered a "skip," and the student will be referred to Administration in addition to the attendance response. (See "Level II Behaviors")

Preapproved Absences:

There are times when a student must be absent for two or more days for reasons other than those defined under "Excused Absence." While we do not encourage these absences, if the absence is planned and pre-approved, school personnel are willing to work with the student and their family so that the student's achievement is not compromised. Students are allowed a maximum of five (5) days of pre-arranged absences per year unless Administration approves an exception and must complete the following procedures.

Procedures for Preapproved Absence

- A Preapproved Absence Form must be completed at least one week before the absence period.
- The student should communicate with all teachers and make a plan for assignments prior to the absence when practicable.
- All missing assignments must be completed and submitted within the timeline established by teachers and applicable school/course policy.
- The school may require an academic planning meeting when a student is failing a course, has a significant attendance concern, or the planned absence would jeopardize progress.

Truancy & Attendance Accountability

It is the practice of Rivendell Academy to review attendance regularly. The following schoolwide thresholds create predictable communication and support because any missed instructional time can affect learning. Unexcused absences will also trigger any notices, referrals, or legal steps required by current RISD Policy C07/C07-P and applicable law.

Daily absence / unreported tardy: The Main Office will record attendance and contact the parent-caregiver the same day when required notice has not been received.

Three (3) total absences OR five (5) tardies to school: A teacher, advisor, or school designee will contact the parent-caregiver to review the pattern, identify barriers, and confirm expectations and available supports. The contact will be documented.

Five (5) total absences OR eight (8) tardies to school: A first formal attendance notice will be provided. The Dean/attendance designee will complete a brief barrier review with the student and parent-caregiver and identify at least one support or monitoring step. Unexcused absences will be reviewed for any notice required by RISD Policy C07/C07-P.

Eight (8) total absences OR ten (10) tardies to school: A student/parent-caregiver attendance meeting will be required with the Dean, Principal/designee, and appropriate support staff. The team will review attendance patterns and identified barriers, including transportation, health, disability, academic, and family needs. A

written Attendance Success Plan will be created with two or three measurable goals, specific supports, responsible adults, and a review date. The school will monitor the plan's effectiveness and follow all applicable district and state attendance or truancy procedures.

Continued pattern after intensive review: The Attendance Success Plan will be revised and additional district/community support and any legally required attendance referral, notice, or process will be initiated under current RISD policy and applicable law.

Acceleration: The school may move to a higher support step sooner when there is a concerning pattern such as multiple consecutive absences, sudden attendance decline, inability to reach a parent-caregiver after repeated attempts, or a student-safety concern. Accelerating support does not create automatic punishment.

Procedures for Leaving Early or Arriving Late

Leaving Early:

Students needing to be excused should provide a note or other approved communication from their parent-caregiver indicating the reason and time for leaving. Students should remain in scheduled classes until contacted by the Main Office that their authorized adult has arrived or the early dismissal has otherwise been approved. Students who wish to leave because of illness, injury, or a medical concern MUST be evaluated by the School Nurse or follow the school's health procedure before dismissal. Students may not use a personal electronic device to arrange an unapproved dismissal. Doing so may also constitute a personal electronic device violation.

Arriving Late:

Students needing to arrive after the start of the school day must sign into school at the Main Office. A parent-caregiver should call in advance, provide a note, or accompany the student when required. A "late pass" will be provided to class. Late students will be admitted to class calmly and should not be publicly questioned in a manner that causes additional missed instruction.

Tardiness

A student who arrives at school after the beginning of the scheduled day (8:00 a.m.) is considered tardy to school, and a student who arrives in a classroom after the beginning of a scheduled period is considered tardy to class. Students who are not riding the school bus are expected to arrive no later than 7:50 a.m., to allow time to get to their classroom location by 8:00 a.m.

Tardy to School: School tardies are addressed through the attendance-support thresholds listed above. Tardiness alone does not become a Level I or Level II behavior. The school will identify barriers and use an Attendance Success Plan before considering any accountability step that would cause additional loss of instructional time.

Tardy to Class: A student who enters class after the scheduled start of the period without an approved pass is tardy to class. Teachers will mark the tardy accurately and admit the student without delaying instruction. The following schoolwide response is used:

- 1st–2nd class tardy within a rolling five (5) school-day period: Teacher records the tardy, provides a brief private reminder, and helps the student enter learning immediately.

- 3rd class tardy within the same rolling five (5) school-day period: Teacher/advisor contacts the parent-caregiver, documents the pattern, and meets briefly with the student during non-instructional time to identify the cause and a concrete on-time routine.
- 4th class tardy within ten (10) school days OR 6th class tardy in a trimester: Referral to the Dean/attendance designee for a Tardy Success Plan, which may include daily check-in, transition plan, schedule/problem-solving support, and a defined review date.
- Continued class-tardy pattern after a plan: Student/parent-caregiver meeting and review of barriers, supports, schedule, transportation, disability/health needs, and accountability steps. Intentional class cutting is addressed separately as a Level II behavior.

Attendance and Athletics/Extracurricular Activities

Attendance and Participation: Students who do not attend school or who are dismissed early from school without an approved/provider-supported reason will not be allowed to participate in athletic practices, games, performances, clubs, and other extracurricular events on the day of the absence. Students who arrive at school at or after 10:00 a.m. will be considered absent for this determination unless an exception is granted by School Administration. Late arrivals or early dismissals due to medical/dental, counseling, required court appointments, school-directed programs, or another documented circumstance may be approved by Administration. If an absence or early dismissal happens on a Friday, the attendance restriction may carry through weekend activities until the student has attended a school day, unless Administration approves an exception. Curricular field experiences required for instruction are not treated as discretionary rewards.

Attendance Success Plan

An Attendance Success Plan will include the student/parent-caregiver perspective and identified barriers; two or three observable attendance/tardy goals; specific supports such as transportation, health, counseling, academic, disability, communication, or scheduling support; student actions and adult actions; a designated check-in adult and frequency; the parent-caregiver communication method; a review date, normally within ten (10) school days; and the next step if the plan is not improving attendance.

Cell Phone Use

See "Personal Electronic Devices" on Pages 23-24.

Community Service

Sixty (60) hours of documented community service work (defined as unpaid work for the benefit and betterment of others) is required to graduate from Rivendell Academy. While middle-level years (grades 7 and 8) do not accrue toward the graduation requirement, students are expected to perform documented community service on the following schedule:

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
10 hours	10 hours	15 hours	15 hours	15 hours	15 hours

Code of Conduct & Discipline System

Our discipline system is designed to ensure the safety of all, provide a quality learning environment, and encourage students to adhere to their responsibilities as citizens of the school community. Disciplinary action will consider the seriousness of the offense, the frequency of the misbehavior, the effect of the misconduct on the school environment, the student's age and developmental level, prior interventions and supports,

immediate or ongoing safety concerns, applicable student plans and protections, the student's perspective, relevant context, and statutory requirements.

Essential Behavior Expectations or Code of Conduct for Rivendell Academy

Our basic expectations for all students stem from Rivendell's commitment to fully developing character, community, and scholarship. Therefore, each person must adhere to Rivendell Academy's Community Rights & Responsibilities, which are: Dignity, Courtesy, Learning, and Accountability (See page 4)

At all times Students are expected to:

- Be kind and responsible, respect physical, emotional, social, and personal boundaries, and treat others as worthy individuals;
- Keep the school a clean and pleasant place, maintaining a calm and respectful environment and using language and behavior that do not materially disrupt learning or create an unsafe or hostile environment;
- Attend all classes on time and prepared, with necessary materials and a cooperative mindset, and allow others to learn;
- Follow reasonable adult directions, exercise self-control, tell the truth during school processes, and work to make things right when mistakes negatively impact others in the community.

We believe mistakes are a natural part of growth and learning, and we expect students to make the appropriate behavior modifications after being given clear expectations and a chance to change their conduct. For these reasons, parent-caregivers will not be routinely notified of isolated Level I behaviors unless the behavior meaningfully affects learning, safety, or becomes chronic.

Application: The Code of Conduct applies during the school day on school property, including classrooms, hallways, common spaces, outdoor areas, parking areas, and school transportation; at school-sponsored activities, athletics, field trips, dances, performances, internships, work-based learning, and other school-directed programs whether on or off campus; when using district technology, networks, accounts, or school-issued devices; and to off-campus or online conduct when applicable law or RISD policy permits school action because the conduct materially interferes with educational access, creates a safety concern, or substantially disrupts school operations or a school-sponsored activity.

Intervention: When a student's behavior falls outside of the Code of Conduct, classroom interventions will be used when appropriate to assist the student in changing his/her behavior to meet expectations. Staff will describe the observable conduct rather than relying only on labels such as "bad attitude," "disrespectful," or "defiant." If the behavior is not corrected, meets the Level II referral standard, or presents a Level III safety concern, the student will be referred to the Dean of Students, Principal, or designee.

Behavior Plan

To remediate a recurring behavior issue, to provide student safety and well-being, or to provide for an amendment to a school practice or protocol, the Rivendell Academy administration--in partnership with a student support team—may create a behavior plan, success plan, safety plan, or contract for an individual student. The student and parent-caregiver will always be invited to participate in the drafting of the plan or contract; however, the plan may still be drafted and enforced without the student/parent-caregiver's participation when permitted by law and district policy.

**A behavior plan does not replace or supersede an IEP, Section 504 Plan, health plan, or other legally required student plan. Discipline decisions will include review of applicable disability protections and cumulative removals.*

Discipline Guidelines

Level I: The student will review expectations and develop a plan for improvement of problem behaviors in partnership with the teacher, counselor, or administrator.

Level I Behaviors: Primary Responsibility – Teacher or Supervising Adult

Student Behaviors ***(not limited to the following)***
Off-task behavior / disengagement: Student is not engaged in the assigned task, is doodling, sleeping without a known health concern, browsing unrelated material, or otherwise not participating, but is not substantially disrupting others.
Unprepared for learning: Student lacks routine materials, has an uncharged school device, or is not ready to begin. Chronic patterns may trigger academic/support intervention but are not automatically misconduct.
Calling out / side conversation / unnecessary noise: Student speaks, makes sounds, or engages peers while another person has the floor or during independent work, but the behavior does not continue to the point that instruction must stop.
Minor inappropriate language: Isolated profanity, vulgarity, or crude language that is not directed at a person, identity-based, sexual, threatening, or used to provoke a confrontation.
Teasing / name calling: Single or isolated teasing or name calling that is not identity-based, threatening, sexual, repeated targeting, or part of a power-imbalance pattern. Conduct that may involve bullying or harassment is reported immediately for Level III screening.
Minor peer conflict / quarreling: Argument, disagreement, or verbal back-and-forth without threats, targeted harassment, intimidation, or physical aggression.
Minor horseplay: Playful physical behavior that stops when directed and does not involve hitting, kicking, punching, choking, spitting, aggressive shoving, injury, or a reasonably likely risk of injury.
Inappropriate displays of affection: Kissing, extended hugging, sitting on another student's lap, or similar behavior after the school expectation has been taught, when there is no coercion or sexual safety concern.
Low-level refusal / delay: Student initially delays or says "no" to a reasonable direction but remains in the setting, does not create a safety concern, and complies after the expectation is restated and reasonable processing time or a choice is provided.
Low-level property misuse: Misuse of classroom/school materials or leaving a mess when no property is intentionally damaged and no safety system is affected.
School-issued technology misuse—low impact: Off-task gaming, entertainment, unrelated browsing, or other noninstructional use without bypassing security, invading privacy, threatening others, or accessing explicit or illegal content.
Academic integrity—first low-impact incident: Copying routine work, unauthorized collaboration, uncredited use of AI or another source, or plagiarism on a daily assignment when there is no organized scheme, major assessment compromise, or repeated pattern.
Personal electronic device—first observed low-level violation: Cell phone, smartwatch, earbud/headphone, or other personal communication device is visible, heard, or used bell-to-bell without an approved exception. Response follows "Personal Electronic Devices (including Cell Phones)." Harmful use is handled under Level II or Level III.

Supportive Teacher Behavior	**Possible Consequences (Not in order)**
Provide clear expectations and reminders Interact privately (privacy, proximity, active listening) to support on-task behavior Check for a health, disability, communication, academic, or regulation barrier Offer choice or brief processing time Change student's seat, task entry point, or workspace when appropriate Provide a supervised reset when appropriate Contact parent-caregiver when a behavior becomes a documented pattern Refer to Administration when Level II or Level III criteria are met	In-class reset or time-out Change student's seat or workspace Work completion at an appropriate alternative time/place Restorative Interventions Conference and verbal plan Temporary loss of a directly related privilege Surrender/storage of a personal electronic device under the device policy Parent-caregiver notification and involvement Lunch or after school detention when appropriate Referral to Administration

Level I Referral Standard: A non-urgent Level I pattern becomes eligible for a Level II referral when the same behavior category has been documented on three separate occasions within ten (10) school days, at least two reasonable classroom supports have been attempted, and parent-caregiver contact has occurred when practicable. Staff do not need to wait for this threshold when the behavior already meets a Level II or Level III definition.

Level I does not include ordinary attendance/tardy concerns, intentional physical aggression, threats, identity-based targeting, bullying/harassment reports, sexual misconduct, weapons, substances, fire-setting, leaving campus, or other immediate safety concerns. Attendance and tardiness are addressed under the Attendance section.

Level II Behaviors: Primary Responsibility – School Administration

Student Behaviors ***(not limited to the following)***
Repeated Level I pattern: Same Level I behavior category documented on three separate occasions within ten (10) school days after at least two reasonable supports and parent-caregiver contact when practicable.
Sustained substantial disruption: Behavior continues after two clear staff directions within the same incident and causes instruction, a meeting, assembly, transportation, or another school activity to stop or be materially interrupted.
Sustained refusal / insubordination: Student refuses a reasonable direction after the direction is restated and brief processing time is provided, and the refusal materially disrupts the setting. Includes walking away and failing to report to an assigned supervised location or continued refusal to surrender/store a personal device. Staff will not physically struggle over a device.
Directed verbal aggression: Profanity, insults, or demeaning language directed at a student or adult in a confrontational manner when the conduct is not a threat, identity-based targeting, or sexual harassment.
Serious horseplay / reckless conduct: Non-aggressive behavior that creates a reasonably likely risk of injury, continues after redirection, or substantially disrupts a setting, but does not involve intentional assault or an imminent-danger action listed under Level III.
Cutting class / intentional skip: Student intentionally misses all or a significant portion of a scheduled class without authorization while remaining on campus and the student's location is known or promptly confirmed. Ordinary tardiness is handled under the Attendance section.
Unauthorized area on campus: Student knowingly enters or remains in a school area where students are not permitted and is located promptly, with no immediate danger or leaving-campus concern.
Academic integrity—repeated or significant: Second or later academic-integrity incident, organized cheating, unauthorized access to assessment materials, impersonation, or cheating on a major assessment. Academic scoring follows course/district rules; disciplinary response addresses the conduct.
Stealing / possession of stolen property—nonviolent: Taking, attempting to take, or knowingly possessing another person's or the school's property without permission when no force, threat, extortion, significant safety issue, or other Level III factor is present.
Vandalism / intentional property damage—non-safety: Intentionally damaging, defacing, or attempting to damage property when the damage does not create an immediate safety hazard, disable an emergency system, or rise to a major-incident level.
Unauthorized recording / privacy violation—non-safeguarding: Photographing, filming, audio recording, or posting another student or staff member without required permission when the conduct does not involve sexual content, harassment, bullying, threats, a fight, or another Level III safety issue.
Technology misuse—significant: Bypassing ordinary filters/settings, accessing another person's account, repeated misuse of school technology, or using technology to facilitate cheating or a privacy breach when the conduct does not involve malicious code, threats, harassment, sexual imagery, or major system damage.
School transportation disturbance: Conduct on a bus, school vehicle, or bus stop that materially interferes with safe and orderly operation but does not create imminent danger, involve fighting, or involve a Level III safety action.
Possessing matches/lighter without use: Possessing matches, a lighter, or similar ignition material without authorization when there is no evidence of fire-setting, threat, or use. Use or attempted use is Level III.
Possessing or viewing explicit adult content: Possessing or viewing pornographic or sexually explicit adult material at school or on a school device when it does not involve sexual images of a minor, nonconsensual imagery, harassment, or distribution. Safeguarding concerns are Level III.
Consensual sexual behavior at school: Mutual sexual touching or conduct beyond ordinary affection that violates school expectations but, after safeguarding review, does not involve coercion, harassment, assault, exposure, or sexual imagery of a minor.

Teacher Behavior	Possible Consequences
Referral to Administrator Stabilize the setting and arrange supervised learning while the incident is reviewed Provide relevant classroom documentation and prior supports Provide work for structured in-school or out-of-school removals Participate in parent conference or re-entry meeting if necessary Seek help of Crisis Response Team and other school-wide supports if necessary	Restitution / Restorative Interventions Administrator/student conference Lunch or after school detention Home/School coordination and support Interagency referral and planning Loss of privileges directly related to the behavior Alternative workspace or schedule adjustment Check-in/check-out, behavior goal or contract Safety/support plan MTSS / student support referral Structured in-school support or in-school suspension Short-term out-of-school suspension only when authorized and warranted under current policy and law

Level III Behaviors: Primary Responsibility – School Administration / District Leadership as Required

Student Behaviors ***(not limited to the following)***
Fighting / intentional physical aggression: Intentional hitting, punching, kicking, slapping, choking, biting, scratching, spitting at another person, aggressive shoving, restraining, blocking passage, throwing an object at a person in an aggressive/dangerous manner, or participating in a physical fight. Reasonable disengagement/self-defense is evaluated during investigation.
Threat / intimidation / targeted violence concern: Statement, message, gesture, post, drawing, plan, or conduct expressing or implying intent to kill, shoot, stab, bomb, seriously injure, or otherwise attack a person or school; weapon threat; threat that creates reasonable fear; or conduct requiring a trained threat/safety assessment.
Weapons: possession, display, use, attempted use, transfer, or threat to use a firearm, knife, razor, explosive, destructive device, or other object used or intended as a weapon. Safe-harbor reporting of an inadvertently found item will be handled under current Board policy and law.
Possession, use, distribution, or sale of alcohol, drugs, nicotine/vaping products, prohibited substances, unauthorized medication, or related paraphernalia; or being under the influence, subject to current RISD policy and authorized-medication exceptions.
Fire / emergency-system misconduct: Setting or attempting to set a fire; using incendiary materials; bomb threat; false fire alarm or false emergency report; tampering with fire extinguishers, alarms, emergency exits, or other safety systems.
Bullying / cyberbullying / hazing / harassment / retaliation: Any report or observed conduct that may meet RISD or legal definitions. Staff must report promptly to a Designated Employee and may not dismiss the matter as "just conflict" before required screening.
Identity-based targeting: Targeted slurs, threats, harassment, intimidation, or degrading conduct based on actual or perceived race, color, national origin, religion, sex, sexual orientation, gender, disability, or another protected/personal characteristic. Route immediately for harassment/bullying policy screening.
Sexual harassment / sexual assault / unwanted sexual touching: Unwanted sexual comments, propositions, touching, grabbing, coercion, sexual intimidation, assault, or other conduct that may trigger Title IX, harassment, or mandatory-reporting procedures.
Sexting / sexual imagery / indecent exposure: Creating, possessing, requesting, sending, posting, sharing, or distributing sexual images involving a minor; nonconsensual intimate imagery; intentionally exposing private body parts; or recording intimate areas. Staff preserve safety/evidence and follow trained safeguarding procedures rather than circulating or informally viewing images.
Hiding at school / Leaving school grounds / missing student / dangerous elopement: Leaving school grounds or an approved school location without authorization; student whereabouts cannot be promptly confirmed; running into traffic or another active hazard; entering roofs, construction areas, mechanical/boiler areas, or other locations presenting immediate danger.
Extortion / robbery / coercive theft: Taking or attempting to obtain money, property, access, or action through force, threat, intimidation, coercion, or exploitation.
Major theft or property damage: Theft or intentional damage involving significant value, safety-critical property, keys/access credentials, medications, confidential records, vehicles, or conduct that creates a major safety or operational impact.
Harmful technology misuse: Using technology for threats, cyberbullying, harassment, doxxing, sexual imagery, recording/posting a fight, malicious hacking or malware, major privacy invasion, or conduct creating a substantial safety or operational risk.
Serious school transportation safety violation: Fighting on a school vehicle; interfering with the driver; opening/using an emergency exit without emergency; throwing dangerous objects; leaving a moving vehicle; or conduct creating imminent risk to passengers or traffic.

Student Behaviors ***(not limited to the following)***	
Other imminent-danger conduct: Any behavior not otherwise listed that creates an immediate, substantial risk of serious physical harm to the student or others.	
Teacher Behavior	**Possible Consequences**
Immediate Referral to Administrator Protect safety and separate/supervise as needed Seek help of School Nurse, Crisis Response Team, emergency services, or law enforcement when required Preserve relevant evidence and identify witnesses Provide work for any authorized in-school or out-of-school suspension Participate in parent conference or re-entry meeting if necessary	Immediate safety/safeguarding response Required threat/safety, bullying/harassment/hazing, Title IX, substance, weapon, or mandated-reporting procedure Parent-caregiver notification as soon as immediate safety permits Safety plan / Re-entry plan Restitution / Restorative Interventions only when appropriate and safe Structured in-school support Short-term or other suspension only when authorized and warranted under current policy and law Recommendation for additional district/Board action only when permitted by current policy and law

Physical Aggression

In the event of a serious physical altercation between two or more students, school personnel will first separate and supervise students, provide medical or mental-health support as appropriate, and begin an investigation. A temporary safety separation is not itself a final disciplinary finding. Students and witnesses will be interviewed separately when appropriate, available evidence may be reviewed, and the administration will consider aggressor/non-aggressor roles, self-defense, coercion, retaliation, and the amount of force used before determining consequences.

Self Defense

Self-defense is defined as the act of a non-aggressor victim using reasonable force to avoid being hit or injured, to disengage from the attacker, and to notify school authorities. It is not self-defense to continue or re-enter a fight after a reasonable opportunity to disengage. Students who exceed reasonable force in protecting themselves and disengaging from an altercation may be held accountable for those additional actions. School leadership will review self-defense on an incident-by-incident basis using available evidence.

Suspension

For violations that require immediate referral to a school administrator, in-school or out-of-school suspension may result when authorized under current RISD Board policy and applicable law. Suspension is not automatic solely because a behavior is classified as Level II or Level III. Only officials with delegated authority may impose suspension or recommend additional Board action. Students receiving a suspension will be provided required notice, an opportunity to respond, access to assignments and required educational services, and any disability protections required by law and district policy. Students serving an out-of-school suspension are prohibited from participating in co-curricular activities or being on campus during the period of suspension unless specifically authorized by administration.

Protocol for the Investigation of a Major (Level II or Level III) Discipline Related Incident

1) Upon receipt of a complaint or report, the Dean of Students, Principal, or designee will conduct an initial screening to determine the seriousness of the offense, the appropriate behavior level, and any ongoing safety or safeguarding concern.
2) If further investigation is warranted, involved students and witnesses may be interviewed separately. Relevant surveillance recordings, electronic records, classroom documentation, and other reliable evidence may also be reviewed by the administration.

3) The student will be told the concern in age-appropriate language and provided a genuine opportunity to explain what occurred before a final disciplinary finding is made, except when immediate safety requires temporary separation first.
4) The administrator will screen for bullying/harassment/hazing, retaliation, self-defense, bias, Title IX concerns, threats, weapons, substances, disability/access needs, and mandatory-reporting obligations when applicable.
5) Parent-caregivers will be contacted the same school day when a Level II or Level III incident results in an office-directed removal from instruction, detention, significant privilege restriction, structured in-school placement, suspension, or another formal consequence. When an investigation remains open, the school will provide a specific time for the next update when practicable.
6) Consequences will be determined after fact-finding and required legal/policy review. The response will consider the seriousness and impact of the conduct, frequency or pattern, prior supports, student age and developmental level, safety needs, disability protections, context, and the least exclusionary response reasonably likely to restore safety, learning, accountability, and successful participation.
7) When needed, the school will create a re-entry, learning, behavior, safety, or support plan. Restorative processes may be used when appropriate and safe but will not replace a required investigation and will not be forced on a student who reports being harmed.

Documentation: Discipline documentation must describe what occurred and the impact of the behavior rather than relying only on a label. For example, "After two private prompts and a seat choice, the student continued shouting across the room for six minutes and instruction stopped twice" is sufficient factual documentation; "student was disrespectful" is not sufficient by itself.

Due to Federal privacy law, all school personnel are forbidden to discuss the nature of a school administered consequence with anyone other than the parent-caregiver of the student receiving the consequence. A parent-caregiver has the right to challenge a school-administered consequence by requesting a hearing (formal meeting) with the principal and/or superintendent.

Hazing, Harassment, and/or Bullying

Harassment, Hazing, and Bullying (HHB) As required by Vermont State Statute, BSD has adopted policies and procedures to prevent and address student harassment, hazing, and bullying.

You may read more about this on our website: RISD Policy C10 (Hazing, Harassment, & Bullying POLICY) and RISD Policy C10-P (Hazing, Harassment, & PROCEDURE)

All students, families, and non-staff school community members are encouraged to report incidents of misconduct or student harassment to a school employee or one of the two Designated Employees at your school/building. Any school employee who sees or hears, or receives a report either written or oral, of student harassment, must immediately inform a Designated Employee.

Designated Employees at Rivendell Academy are the Dean of Students and Principal (See page 31)

IMPORTANT: The term "bullying" is specific and serious

Not all unkind behavior or conflict is considered bullying. Bullying typically involves a power differential (such as with age, physical size, social standing, protected status, group size, etc.) and usually includes elements of intimidation through deliberate, pre-meditated actions, and targeting. Bullying and harassment are serious offenses that may even result in law enforcement involvement. The following may help you tell the difference:

- Excluding someone isn't bullying, (but repeated and deliberate exclusion can rise to the level of bullying.)
- Disliking someone, and saying it, isn't bullying if the person does not become verbally abusive
- Gossip is not bullying
- Accidents are not bullying
- Non-deliberate harm isn't bullying
- Being "bossy" is not bullying
- An argument or disagreement about an issue is not bullying
- Interpersonal conflicts or disputes are not bullying
- Rude words or actions are not bullying (but repeated and deliberate rudeness *can* rise to the level of bullying.)
  Here's are links to resource with more information: https://compassionit.com
  https://www.adl.org/education/resources/tools-and-strategies/classroom-conversations/every-conflict-isnt-bullying

Weapons

The following are considered weapons:

- any device which will, or which may be readily converted to expel, a projectile by the action of chemical, kinetic, or mechanical energy;
- any firearm muffler or firearm silencer;
- any explosive, incendiary, or poison gas:
- bomb
- grenade
- rocket having a propellant charge
- missile having an explosive or incendiary charge
- mine, or similar device
- any combination or parts either designed or intended for use in converting any device described above and from which such a destructive device may be readily assembled.

In addition, a weapon shall also mean anything that, in the opinion of the RISD Administration or School Board, could be or is used to harm another person. These "weapons" include but are not limited to:

- razor blades, straight razors, or knives
- those devices commonly known as: "brass knuckles", "Billy clubs", and other devices used to strike someone
- crossbows, bow and arrow, and live ammunition
- according to the policy any antique firearm as well as other rifles and weapons used solely for sporting, recreational, or cultural purposes are also considered weapons and are not allowed on school property (see exemptions below)
- chemicals, gases, and other substances
  -

For more information, please refer to RISD Policy C05: Weapons/Firearms Policy.

Threat of Violence or Destruction

In order to maintain a safe environment for its students, employees, and others who use school buildings, grounds and facilities, and in order to maintain all school buildings, grounds and other facilities in a safe and usable condition, the Rivendell Interstate School District will treat any verbal or written threat or threatening

action by a student directed against school personnel and/or against another student(s), and/or against the school property, and/or people using school property, as a serious offense.

Examples: In addition to verbal threats of violence spoken or written by a student against another student(s), school personnel, or school property, the following are examples of actions that also are prohibited by this policy:

- Bringing onto school property or possessing on school property a dangerous instrument, substance or other device capable of injuring people or damaging property (see above: weapons).
- Making a bomb threat, or other threat to destroy school property.
- Attempted or threatened physical assault directed by a student or staff member, at a student, staff member, or other people using buildings, facilities, or grounds.
- Pulling of a false fire alarm.

Work Refusal

If a student refuses to do schoolwork or to participate in school activities the student will be sent to the office to speak with an administrator or counselor. Repeated refusal may result in the student being sent home, and if we see a pattern developing, we will hold a meeting with teachers, the student, and parent-caregivers to determine what the underlying issues might be and develop an intervention that can address those issues.

Dances

Scheduling: A Dance/Activities Night Application must also be completed and presented to the office at least two (2) weeks prior to the event date, and the dean of students must approve the time and date of a dance.

Chaperones: The advisor of each group sponsoring a dance is responsible for providing chaperones for that event. Three teachers must serve as chaperones with at least two additional adults. At least one teacher will be present while any students are in the building, during or after a dance.

Attendance & Expectations: All school rules apply during school dances. Anyone who, in the judgment of the chaperones, displays unacceptable behavior will be asked to leave. Their money will not be refunded, and parent-caregivers will be notified. Additionally, there are no in and out privileges. Students who exit the dance without permission and try to re-enter will be sent home. If a student appears to be under the influence of alcohol or other drugs, parents and law enforcement will be notified, and disciplinary action may follow (See Level II Behaviors). Students are expected to leave within thirty minutes of the end time.

Guests: The Dean of Students must approve guests (see “Visitors to School”) at least 48 hours prior to the scheduled dance.

Dress Code

Attire that protects the health and safety of each student is important at Rivendell Academy. Students should come to school dressed for interaction with peers, adults and the public at large. A good rule of thumb would be attire, though casual, that one would wear at a place of employment or other venues where formal interaction with the public takes place.

Rules*:*

1) Students will wear clothing, including both a top and a bottom, or the equivalent (for example, dresses, tunics, leggings, or shorts) and shoes. Fabric covering private areas must be opaque and must provide for sanitary contact with furniture.

2) Clothing with lettering or graphics (as determined by staff) that contains references to alcoholic beverages, drugs, tobacco, vaping, vulgarity, racism, hate speech, sexual innuendo or that has explicit sexual or violent content is prohibited.
3) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, makerspace/wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
4) Hats and other headwear must allow the face to be visible to staff and not interfere with classroom instruction or the line of sight of any student or staff. Hoodies will allow the face to be visible to school staff.

Face wear which protects the wearer medically is allowed.

Responses to Dress Code violations:

Students whose attire is a cause of concern due to the above mentioned "rule of thumb," or rules 1-4, will be referred to the school counselor or administration for discussion and/or problem solving, change of clothes and/or parent notification.

Driving and Parking

All students who drive to school must be fully aware of their responsibilities in the operation of vehicles on the school grounds, which are private property. Student drivers must abide by the guidelines established for the safety of themselves and others.

Rules of Behavior

- Once a student drives on campus, he/she must park in a designated parking lot, which is on the upper-level entrance of the East Wing of Rivendell Academy.
- Parking in handicapped spaces may result in a traffic ticket.
- No parking in "visitor" spaces.
- The speed limit on campus is 10 mph. Students must drive responsibly, observing all traffic regulations. "Peeling out" or driving on the grass is prohibited.
- Students are not to sit in or "hang out" by their cars while the cars are parked in the school parking lot, before or after school. Students are not to visit their cars during the school day without permission.
- Students who wish to drive to and from River Bend must complete the appropriate paperwork, sign in/out as appropriate and are expected to attend all Rivendell classes.
- Unsafe operation of a vehicle may be reported to the authorities.
- Students must check in and out at the main office before leaving the building.

Consequences:

First Offense: A written warning will be issued.

Second Offense: There will be a two-week suspension of driving privileges.

Third Offense: Driving privileges will be suspended for the remainder of the school year.

For any serious safety violation, immediate revocation of privileges may result. The Administration will determine the seriousness of the violation. If a student brings his/her vehicle on campus during the period of suspension, the Orford Police Department will be notified, and the vehicle will be towed at the cost of the student.

Eighteenth Birthday

Once a student turns 18, they may, with the written permission of their parent-caregiver or by the student's written request to the principal, sign absence, tardy and excused notes, and sign permission slips or other documents as a legal adult. Parent-caregivers will continue to receive any communication that is usually sent to parent-caregivers unless the student shows that he or she is not a dependent student as defined in Section 152 of the Internal Revenue Code of 1954. Eighteen-year-old students are subject to all school policies, rules and standards.

Elevator Use

An elevator is available for those people requiring assistance moving between floors in the east wing building. Students without mobility concerns are not permitted to use the elevator without permission from the Office.

Emergency Closing/Snow Days

- If school is to be closed or delayed, or in case of an emergency, announcements and updates will be made via the School Reach system.
- In the event of a school closing or delay, announcements will be made on local radio stations WHDQ (106.1 FM), WTSV (1230 AM), WNHV (910 AM), WTSL (1400 AM), WGXL (92.3 FM), WXXK (100.5 FM), WYKR (101.3 FM), WLTN (96.7 FM), and WDEV Radio Vermont, television stations WCAX, WMUR, WPTZ, local FOX and local ABC, and posted on the website as soon as possible.
- If school needs to close at an unscheduled time (such as early in the day), students will follow parental instructions concerning an emergency dismissal as indicated on the Emergency Dismissal sheet filled out at the beginning of the year.
- Since children must attend 180 days of school according to State law, we will be required to make up any missed days, typically at the end of the year.

Entering and Exiting the Building

Bus Drop Off/Pick Up

- Buses will drop off and pick up students at the front door of the West Wing.
- In the morning, all students will enter the building and proceed to the Cafe using the "connector."
- In the afternoon, all students who ride buses will exit the building through the same door that they use to enter the building.

Car Drop Off/Pick Up

- Parents of Academy students will drop off/pick up students at the front door of the East Wing (Main Office entrance).
- Before school begins, students will proceed to the Cafe.
- If a student arrives late for school, he/she must sign in at the Academy office and get a late pass. Students will not be admitted to class without a pass.

Facility Use

The Rivendell Interstate School District encourages use of the school facilities by the community for educational, recreational, civic and cultural activities, in ways that complement regular school activities. School activities take precedence over all other uses of the facilities. Use of the facilities must be requested through application to the Head of Schools at least five (5) days prior to the intended use. Contact the Executive Assistant or see the website for an application.

Food and Drink

Food and drinks other than water are not to be consumed in the classroom except with the specific permission of a classroom teacher or administrator. The classroom teacher may revoke these privileges at any time.

Energy drinks, iced teas and other caffeinated beverages, and other caffeine-delivery items such as gum and candies are **not allowed** at school for students in grades 6-8. These items are discouraged for all other students as outside the bounds of youth wellness guidelines, and may be limited on an individual or schoolwide basis as concerns arise from their consumption.

Graduation

Only students who have completed all graduation requirements, including 60 hours of community service and required internship or self-directed (capstone) project, and who have paid all outstanding fees and fines no later than four days prior to graduation (or the first day of marching practice), will be entitled to participate in the graduation ceremony. Students who are not eligible to participate in the ceremony will not be issued a diploma until after the completion of academic requirements.

GRADUATING EARLY

While not encouraged, students may graduate earlier than the regular four-year high school sequence. Interested students must complete the early graduation form with their school counselor and parent-caregivers, and receive approval from the principal. Students who complete graduation requirements in January must also complete 60 hours of community service and internship/capstone project to participate in the graduation ceremony.

International Exchange Students will not receive a diploma but rather a “Certificate of Completion.”

FLEXIBLE PATHWAYS

Rivendell Academy encourages students to shape their learning experience around individual goals, learning styles, interests and abilities. At the high school level, there are multiple supports in place for customizing a learning pathway that is both high-achieving and high-interest:

- **Personalized Learning Plans (PLPs):** Every student in grades 7–12 must have a written PLP created with the student, a school guide, and their parents to map out goals, track progress, and demonstrate profiency.
- **Dual Enrollment:** Eligible juniors and seniors can take up to two tuition-free college courses for both high school and college credit.
- **Early College:** Seniors can spend their final year enrolled full-time at an approved higher education institution, finishing their high school diploma while completing their first year of college tuition-free.
- **Career and Technical Education (CTE):** Students can access hands-on training and technical programs through River Bend and Hartford Area Career and Technical Centers.
- **Work-Based Learning or Extended Learning Opportunities (ELO):** Students can earn high school credit through approved internships, community service, action research projects, or real-world job placements.
- **Virtual and Blended Learning:** Students can take online classes to fit their specific schedules and credit needs.

Hall Lockers & Locks

- Upon request, a school locker and lock may be issued for each student for use during the school year which remain the property of Rivendell.
- No one is to change his or her locker assignment without prior permission from the Administration.

- Students have the sole responsibility for keeping their locker locked and secure. Each student is responsible for keeping his or her locker neat and in working order. Damaging or defacing lockers in any way is considered vandalism, and the student will be held financially accountable for any damage.
- To keep a school locker private and secure, students are advised not to share combinations with anyone. The school assumes no liability for items lost or taken from a student's locker.
- Students are responsible for any items found in their lockers even if they belong to someone else (e.g. vapes, alcohol, etc.)
- School personnel reserve the right to open lockers for cleaning, maintenance, or emergencies. Lockers will be searched if there is reasonable suspicion that a breach of school policy or law is being committed.
- Hallway locks are not to be used in the Locker Rooms.
- Any personal locks may be removed, by code or by force, by the administration.
- Lockers must be emptied by the last day of school each year, and a student/family will be billed $5.00 for a missing lock.

Interscholastic Sports/Co-Curricular Activities Eligibility

Includes Athletics, Drama, Chorus, etc. See the separate Student Athlete Handbook *and the* Vermont Principals Association High School Policies for Athletics *for additional guidelines regarding participation in the athletics program.*

At Rivendell Academy, students in good academic and conduct standing are given the opportunity to participate in many activities beyond the academic program. Our expectation is that the skills, goals, and objectives of the academic program remain most important and those of the co-curricular activity are complementary.

The interscholastic sport/extra-curricular activity eligibility criteria are as follows:

Students need to pass four (4) course units^ during the school's previous grading period to be eligible to join a co-curricular team or organization and must not have more than one grade below 70 while participating. After the first two weeks of a term, grades will be checked weekly by Administration, coaches, and advisors to determine continued eligibility. ***See below for specifics re: Athletics and Co-Curricular participation.***

A student with two or more failing trimester grades in a school year will not be permitted to participate in an interscholastic sport/extracurricular activity the following school year until one of the two following conditions is met:

- The student who has had one or more failing trimester grades in a multiple trimester class <u>passes</u> the course for the year. In this case, the failing trimester grades do not count against his or her eligibility for the following year; or
- The student completes an outside summer school program* or an approved Rivendell program to clear all failed classes, or;

A student who is absent, suspended, or who cuts class on the day of an activity will be denied participation in that activity that day/evening. Students serving a suspension on the last day of a week will not be eligible for weekend participation.

^Technical programs are considered 3 units, RA courses are each 1 unit

**Please be advised that the parent-caregiver/student may need to seek out and pay for summer courses if those summer courses cannot be offered by Rivendell Academy.*

<u>Eligibility Specific to Athletics</u>

To remain eligible for full participation in athletics, no student-athlete may have more than one grade below 70 for more than two consecutive weeks without academic intervention and improvement.

At the weekly grade check, if a student-athlete has >1 failing grade, they will be placed on academic probation for two weeks and referred to Homework Lab or peer tutoring. Parent-caregivers will be notified.

If, after the initial two-week probation the student-athlete continues to have >1 failing grade, they will be allowed to practice but not play in games/matches until their grades meet the standard.

A student-athlete may be removed from the team roster after the first probationary period if they have not shown a commitment to improvement by seeking help and using available academic support (e.g., Period 4, Homework Help, peer tutoring).

The Rivendell Academy administration and athletic director may also deem a student ineligible due to poor attendance or behavioral issues. Raptor athletes represent their school community and are thereby expected to do so with honor and courtesy.

Eligibility Specific to Co-Curriculars

Students may continue to participate in theater even if ineligible to participate in other activities if theater activities are part of an academic course. Students may also continue to participate in intra school clubs, such as the environmental club, chess club, peer leadership, DREAM, Lion's Club etc., that meet during the school day (block 4, lunch), even if they would otherwise be ineligible to participate in other activities.

Laser Pointers and other prohibited items

Students may not possess laser pointers on school grounds or at school events. The use of noisemakers is also prohibited at school events. The Administration reserves the right to add items to this section as needed to maintain the safety and orderly operation of the School.

Loitering

If a student does not have class or is not involved in co-curricular activities, he/she must be in an authorized and supervised space or off campus entirely. The School is not responsible for students after regular program and/or staffing hours.

Mandated Reporting

Reporting Suspected Abuse to the Department of Children and Families (DCF) All school employees are mandated reporters. This requires all staff members who suspect a student is abused or neglected to call and report directly to VT Department of Children and Families (DCF) at 1-800-649-5285 or NH Department of Children Youth and Families (DCYF) at 1-800-894-5533, "within 24 hours of the of the time information regarding the suspected abuse or neglect was first received or observed." DCF/DCYF determines the outcome of the report, including whether parents will be notified of the report.

Medication

- All medication, including over-the-counter items, must be administered through the Health Office with an appropriate form filled out giving permission to administer the medication during the school day. This form can be secured from the school nurse.
- Medication must be brought to school in a container labeled by the pharmacy and given to the school nurse for secure storage.

- Students who feel ill should report to the nurse's office for an assessment. If the nurse is unavailable, students are to report to the Academy Office. Non-prescription medication may be given if prior written approval is given by the parent-caregiver. The nurse will contact parent-caregiver if deemed necessary.
- Students who need to carry inhalers must comply with the same rules regarding medications.

Personal Electronic Devices (including Cell Phones)

Definition: Personal electronic devices are devices that are owned by the students to include laptops, cell phones, Bluetooth ear buds/headphones, smart watches, tablets, iPods, gaming devices, etc.

RISD provides electronic devices needed for learning, and thus the possession of personal electronic devices at school—including cell phones—is subject to the bell-to-bell limitations below. The school is not responsible for ordinary loss, theft, or damage to personal property. Staff will use reasonable storage/custody procedures when a device is surrendered or stored in the Main Office.

Photographing, filming, audio recording, and/or electronically posting any Academy student or staff member without required permission is prohibited. Students wishing to film or record events or activities must have permission from a teacher or administrator and, when required, the individuals participating in the activity.

For more information: RISD Policy D3: Responsible Computer, Network, and Internet Use

MANDATORY "BELL-TO-BELL" DEVICE LIMITATIONS

The use of personal communication devices at Rivendell Academy is prohibited throughout the academic school day, from the start of instructional time until dismissal. This policy applies to all students within school buildings, on school grounds, and at school-related events during the academic school day.

Upon arrival at school or before the beginning of the first daily period, personal communication devices will be powered off or silenced and stored securely until dismissal. The location of each student's device(s) is determined by contract with the student and parent-caregiver from the following options:

- Student's school-issued locker inside a school-issued pouch
- Student's book bag inside a school-issued pouch
- Main Office (this is the default location until this contract is in place and may become the required location after repeated violations)

Devices must remain stored and inaccessible during class, passing time, lunch, advisory, study hall, bathrooms, assemblies, and all other portions of the academic school day unless an approved exception applies.

Parent-caregivers are encouraged to contact the Main Office to communicate with their children during the academic school day. Staff will promptly deliver urgent messages. Students who need to contact home should use the Main Office or another school phone with staff permission unless an approved device exception applies.

Consequences of Misuse:

1) First violation: The student will turn the device in to the Main Office for the remainder of the school day. The incident will be logged, the parent-caregiver will be notified the same day, and the student may retrieve the device at dismissal.

2) Second violation within twenty (20) school days: The device will be stored in the Main Office for the remainder of the day and must be retrieved by a parent-caregiver or other authorized adult. The student will begin Main Office storage for the next five (5) school days. The parent-caregiver will be notified.
3) Third violation within twenty (20) school days or violation during a storage plan: A student/parent-caregiver conference will be held. Main Office storage will be extended to ten (10) school days. A written device-success plan will identify the return condition and any approved access needs.
4) Continued pattern after the third violation: Administration may require Main Office storage or prohibit the device from being brought to campus for a defined period, normally through the end of the trimester, except for an approved medical or other authorized need. A review date will be documented.

Refusal to surrender or store a device: Staff will not grab the device, search the student solely to obtain it, or engage in a physical struggle over it. The staff member will restate the direction, provide brief processing time, and offer a supervised transition to the Main Office. Continued refusal that materially disrupts the setting is a Level II behavior. Refusal is not an automatic send-home or suspension.

Major Misuse: A personal electronic device violation involving harm is not handled only through the low-level device sequence. The following are referred immediately to administration and the applicable Level II or Level III process:

- photographing, filming, audio recording, or posting another student or staff member without required permission;
- recording, livestreaming, encouraging, or posting a fight or serious incident;
- cyberbullying, harassment, identity-based targeting, threats, intimidation, retaliation, or doxxing;
- creating, requesting, possessing, sending, or distributing sexual or intimate images involving a minor or nonconsensual imagery;
- using a device to cheat, compromise an assessment, access another person's account, bypass security, introduce malicious software, or substantially interfere with district systems;
- using a device to facilitate illegal conduct, a safety threat, or another Level III behavior.

Administrators will follow applicable law and RISD policy before accessing the contents of a personal device. Staff should not require a student to disclose passwords or conduct an informal search of personal content unless authorized by applicable policy/law or appropriate consent.

The district's personal communication device policy will be reviewed annually as required. Rivendell Academy procedures will be updated when needed to remain consistent with current Board policy, student/parent-caregiver feedback, implementation data, and applicable law.

For more information: RISD Policy D3: Responsible Computer, Network, and Internet Use

School Issued Devices and Networks

The Rivendell Interstate School district may provide a laptop for students to use for educational purposes at school and at home. The laptops remain the property of the district. A student should consider the use of technology a privilege that must be earned and kept. We expect that students will care for their device, keep it secure, and keep it in working order. The district reserves the right to revoke access privileges and administer appropriate disciplinary action for misuse of its technology resources.

We expect that students will:

1) Use appropriate language in all communications refraining from use of profanity, obscenity and offensive or inflammatory speech.

2) Refrain from cyber-bulling and harassment including personal attacks, or threats.
3) Understand that users have no expectation of privacy in anything they create, store, send, receive, or display over the District's computers or network resources including personal files and electronic communications.
4) Bring the laptop computer to school fully charged every day.
5) Respect the Internet filtering and security measures on the device and the network.
6) Back up important data files regularly.
7) Use technology only for school-related purposes during the instructional day.
8) Follow copyright laws and fair use guidelines and download or import only music, video or other content that students are authorized and legally permitted to reproduce or use for school related work.
9) Make available for inspection by an administrator or teacher the computer, files stored on the computer, and any messages or files sent or received to or from any Internet location using district technology. Files stored and information accessed, downloaded or transferred on district-owned technology are not private insofar as they may be viewed, monitored, or archived by the district at any time.
10) Transport the computer turned off or in sleep mode with the screen closed and in their protective case.
11) Secure the device when it is unattended.
12) Report theft, loss, damage, or malfunctioning of the device to a school official immediately.
13) Return the laptop, charger, carrying case, and any other accessories at the end of each school year and upon transferring out of school.

Students will not:

1) Mark or deface the device.
2) Reveal or post identifying personal information, files or communications to unknown persons through social media, email, or other means through the internet.
3) Attempt to override, bypass or otherwise change the Internet filtering software, device settings or network configurations.
4) Attempt access to networks and other technologies beyond their authorized access.
5) Use another person's account and/or password.
6) Share passwords or attempt to discover passwords.
7) Download and/or install any programs, files or games from the internet or other sources onto any district-owned technology. This includes the intentional introduction of computer viruses and other malicious software.
8) Attempt to locate, view, share or store any materials that are unacceptable in a school setting. This includes but is not limited to obscene, pornographic, threatening, harassing, discriminatory, bullying, terroristic, graphically violent or vulgar images, sounds, music, language, video or other materials. The criterion for acceptability is demonstrated in the types of material made available to students by administrators, teachers and the school media center.

Students who violate these terms may lose the privilege of using a school-issued laptop, lose internet privileges, receive fines to cover the cost of damages, and/or other disciplinary consequences.

Public Displays of Affection

Students are expected to act in a respectful and appropriate manner. This means that excessive physical affection is not to be demonstrated while at school or at school-sponsored activities. Public displays of affection (kissing, extended hugging or sitting on each other's laps) may be embarrassing to observers,

including other students, faculty and staff, chaperones, and school visitors. Students will be given a verbal reminder for a first offense, after which students enter the disciplinary process.

Redress of Interpersonal Grievances

Rivendell Academy places great importance on student self-advocacy. We encourage students to communicate with people, peers or school staff, with whom they are experiencing small problems or concerns and seek advice from his or her advisor, the counselor or another trusted adult in the building. *

If this attempt fails, the student should report the issue to either a school counselor, the dean of students, or the principal. Likewise, a parent-caregiver who encounters a problem with a member of the staff should make the problem known to the individual(s) involved, to resolve it interpersonally.

If this attempt fails, the parent-caregiver should report the issue to either a school counselor, the dean of students, or the principal. If the parent-caregiver is still dissatisfied after employing the process above, he/she should then make an appeal to the superintendent.

**In cases of bullying/harassment where the student does not feel safe, they should forego contact with the individual(s) troubling them and speak directly with a staff member.*

Restraint and Seclusion of Students (Rule 4500)

All schools adhere to Rule 4500: Vermont State Rules for the Restraint and Seclusion in Schools and the procedure developed for 4500 implementation.

RESTRAINTS If a protective hold/restraint is required only trained staff members would use such interventions. These staff members usually include: principals, student support staff members, and specifically trained paraeducators. The use of a physical restraint as a means of punishment or as a response to the destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm is prohibited.

SECLUSION Use of seclusion is limited to trained personnel only. This includes the principal and CPI-trained faculty and staff. Rule 4500 is strictly followed during the implementation of seclusion.

School Choice

1) Applications for transfer are due to the current school district by February 14.
2) Applications from current school to receiving school by March 1.
3) Notification of acceptance takes place by April 1.
4) Student must accept transfer by April 15.

Search and Seizure

1) Desks, lockers, textbooks, email, files on computers, and other materials or supplies loaned by the school to students remain the property of the school and may be opened by school employees for cleaning, maintenance or emergencies. When prohibited items are found during routine cleaning or maintenance, or in an emergency, they will be confiscated, and a report will be made to the school administrator who will determine if further investigation is warranted.
2) School property may also be searched by school employees upon reasonable suspicion on the part of the school administrator or superintendent that a law or school policy has been violated.

3) Searches of students' persons, possessions, or vehicles will be conducted if there is reasonable cause to believe that a breach of school policy or law is being committed. The superintendent and school administration will make every effort, when possible, to ensure the search is conducted in the presence of another school employee.
4) School employees are not law enforcement officials. Search and/or seizure by law enforcement officials on school property may occur when a warrant or other legal basis exists authorizing such search and/or seizure, and when the requirements of the Board's policy on interrogations by law enforcement officers have been complied with.

Senior Privileges

Seniors may be afforded the privilege of leaving campus during lunch and/or Raptor Block after the first two weeks of the school year provided that the following conditions are met and maintained:

- Are in good standing academically and behaviorally (70% or higher in all classes to be able to leave during lunch, 74% or higher in all classes to miss Raptor Block).
- Attend required Advisory and class meetings, and school assemblies;
- Have 45 hours of documented community service hours on file in the office;
- Completed all required paperwork including medical and internet use forms;
- Written parental permission.

Senior privileges will be reevaluated, given the above criteria every 4-6 weeks, and privileges adjusted accordingly. Seniors who leave school grounds at any time during the day must sign out in the office. Upon returning to campus, they must sign in at the office.

Revocation of senior privileges for academic, attendance and/or disciplinary reasons may occur at any time at the discretion of administration.

For the third trimester only, a **final exam** is not required for any class, (whether a single or multiple trimester class) wherein a senior has a 90% or higher grade.

Participation in **the senior class trip** is considered a senior privilege. Students must be in good academic standing (meaning on track to graduate and passing all classes at the time of the trip). If there are behavioral or discipline concerns, the senior advisors will meet with the dean of students to determine eligibility.

Student Fees, Fines, and Charges

Each student, and ultimately their parent-caregiver, is responsible for all books, computers, uniforms, and any other material or equipment loaned to them. Charges will be assessed for any item that is damaged or not returned.

Student Records (FERPA)

Parent-caregivers & students 18 years of age have the following rights under FERPA:

- The right to inspect and review the student's educational record.
- The right to exercise limited control over other people's access to the student's educational record.
- The right to seek to correct the student's record, in a hearing, if necessary.
- The right to report violations of FERPA to the U.S. Dept. of Education.
- The right to be informed about FERPA rights and procedures.

Release of Student Information

Disclosure of student information will be made only with the written consent of the parent-caregiver or eligible student subject to the following exceptions:

Directory Information

The following information is designated as "directory information." The school will release directory information without prior written consent unless the parent-caregiver or eligible student informs the principal in writing that any or all of the information designated below should not be released without prior consent.

- Student name, address, date of birth, dates of enrollment;
- Parent or legal custodian name and address;
- Student grade level classification;
- Student participation in recognized school activities and sports;
- Weight and height of member of athletic teams;
- Student diplomas, certificates, awards and honors received.

For more information, please see RISD Policy C01-P: FERPA Student Records Procedures

Title I – Parents Right to Know

The Rivendell Interstate School District is required to inform parents of students attending Title I schools that they can request certain information, according to the No Child Left Behind Act of 2001 (Public Law 107 - 110).

Upon request, Rivendell Academy is required to provide parent-caregivers, in a timely manner, the following information:

- Whether their child's teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived.
- What baccalaureate/degree/major the teacher has, and any other graduate certification or degree major held by the teacher and the field of discipline of the certification.

In addition to the information that parents may request, Rivendell Academy must provide to each parent-caregiver:

- Information on the achievement level of their child in the state academic assessments as required.
- Timely notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified.

- Notification if their child's school has been identified for school improvement, and options available for their child.
- A Complaint Resolution Procedure annually.
- Notification to parents of the option to transfer their student if student is enrolled in an identified persistently dangerous school, or student has been the victim of a criminal offense while on school property to a school not identified.

For more information about Title I parental notification requirements, please contact:
Rivendell Interstate School District
Federal Programs/TITLE I | 10 School Drive | Orford, NH 03777 | 603-353-2170

Transportation

School Bus Rider Responsibilities

1) The use of profanity, vulgar, obscene, or abusive language will not be tolerated.
2) Fighting, shoving, or bullying others on the bus, or while waiting for the bus is prohibited. Please report any incidents immediately.
3) Throwing anything on the bus is prohibited.
4) Talking should be carried on in conversational tones.
5) Smoking, vaping, or other use of tobacco, or alcohol, or other substances, is prohibited on the bus at all times.
6) Students must obey immediately any request or suggestion from the bus driver pertaining to safe pupil transportation.
7) Defacement of or destruction to the bus is prohibited. Any vandalism of the bus or bus seats will be billed to the person responsible for the damage.
8) Aisles are to be left free of books, lunch boxes, coats, and other objects at all times. Students should sit in their seats, and not put their arms, legs, etc., into the aisles, except when inadequate space makes this impossible.
9) Students must remain seated until their stop; arms and heads, etc., must be inside the bus at all times.
10) Students must be ready to board the bus at least five minutes prior to its scheduled stop. Drivers do not to wait for pupils who are late. Pupils should not crowd onto the street or road when waiting for the bus; instead, they should line up and enter the bus in an orderly fashion when it arrives.
11) Students must board the bus in an orderly and courteous manner and go immediately to their assigned seat.
12) Students loading and departing from the bus will do so from the front door of the bus. If the road must be crossed, students will cross at least 10 feet in FRONT of the bus, and use caution, even though the flashing lights are on.
13) All school rules are in effect on the school bus for transportation to and from school or any school event. Riders and drivers will treat others with courtesy and respect. The bus is an extension of the classroom.
14) Any student wishing to get off at a spot other than their designated stop, must have a signed note from a parent-caregiver, and "sign-off" from the office. The bus will only stop at designated stops.
15) Drivers have the authority to assign students to specific seats.
16) No eating or drinking on the bus without permission from the bus driver.

School Bus Discipline Procedures

Discipline will be handled according to the following procedures:

- For unacceptable behavior in the judgment of the driver, the driver will complete a Bus Conduct Report form, which notifies the site administrator of the problem.
- The site administrator will speak to the student(s) and, if appropriate, speak to or send a letter home to the parents. The site administrator will advise the bus contractor of action taken on each conduct report submitted by drivers.
- A serious offense, or behavior which creates a safety hazard, may result in a suspension of up to two weeks, at the discretion of the site administrator. The driver may insist on a suspension for a student whose behavior creates a safety hazard.
- Unusually serious offenses may result in permanent suspension from the bus. If this action becomes necessary, the site administrator will notify the parent-caregiver and the Superintendent in writing. The actual suspension will be made by the Superintendent, with the right of appeal to the School Board.
- If a student is suspended from the bus as a consequence of a bus conduct report, or of reported poor behavior on the bus, the punishment will take effect the following morning. However, if at the discretion of the school administration the safety of other children is in question, the student may be suspended from the bus immediately. In that case, an attempt will be made to contact parent-caregiver to make other transportation arrangements for the suspended student. Thereafter, it is the responsibility of the parent-caregiver to arrange for their student's transportation to and from school.

For more information, please refer to RISD Policy C03: Transportation; and Policy C03-P Transportation Procedures

River Bend Career and Technical Center Bus

- Students going to River Bend for morning classes should leave the cafeteria at 7:55 a.m. and proceed to the bus area to meet the bus that leaves at 8:00 a.m.
- Students going to River Bend for afternoon classes should leave class at 10:15 a.m. and proceed to the bus area to meet the bus that leaves at 10:20 a.m.
- On the days that there are no River Bend classes, River Bend students will be assigned to the library.

Vandalism/Negligent Behavior

Vandalism is defined as the deliberate or malicious destruction of school property. A student's behavior will be considered negligent, not vandalism, if school property is destroyed as the result of horseplay and not a deliberate act of the student. In the case of vandalism, the police may be notified, the student may be required to pay for the damage, and a suspension from school may result. For negligent behavior, the student may be required to pay for the damage done to the school and may be suspended or be required to complete community service.

Visitors to School

All visitors should report to the Main Office immediately after arriving on campus during regular school hours. Visitors who remain on campus will be issued a guest pass. We expect students to be courteous toward people who come to campus and need help in finding the Main Office or other rooms.

Students who wish to bring a guest to School or to a school event (i.e. dance, activity night, etc.) must obtain a Student Guest Permission form from the office. All invited guests must be under 18 and enrolled in an academic environment. The Student Guest Permission form must be received in the office at least two days before the visit. The Administration will grant permission for visits at his/her discretion.

Rivendell Academy Administration

Joy Clancy ----------Principal
Sean McWhite ---------- Dean of Students
Thomas Marshall---------- Athletic Director

Faculty & Staff

Brandy Allen ----------Paraeducator
Kristen Aremburg ---------- School Nurse
Ursula Askins-Huber ---------- World Language Teacher
Mathieu Bergeron----------Social Studies Teacher
Lukas Bjorkman----------Paraeducator
Jennifer Bottum ---------- Librarian
Marc DiDonato ---------- Instrumental Music Teacher
Michelle Carlson ----------Sixth Grade Teacher
Cole Cleek----------Paraeducator
Katie Cole ----------Farm-to-School Coordinator
Dwight Dansereau ---------- Paraeducator
Allison Dennis---------- School Counselor (Grades 6-8)
Jeffrey Eckert----------School Counselor (Grades 9-12)
Wendy Fogg-McIntire ---------- Paraeducator
Julie Fowler---------- Paraeducator
Gregory Frye ----------Math Teacher
Erin Hancock----------Art Teacher
David Hibler ---------- MS ELA Teacher
Julian Leon ---------- Science Teacher
Samantha Lester ---------- Paraeducator
Shoshana Lieberman ----------Theater and Music Teacher
Cheryl Marchetti ---------- Mathematics Teacher
Rachel McConnell ----------Mathematics Teacher
Lauren Morrison ---------- Science Teacher
Marissa Navedo ---------- Special Education Teacher
Mike Neveln ---------- Learning Pathways Facilitator
Michelle Oakes ----------Executive Assistant
Caitlin Olsen---------- Paraeducator
Tammy Piper----------Special Education Teacher
Eric Reichert ---------- Language Arts Teacher
Paul Ronci ---------- Language Arts Teacher
Deidre Scanlan---------- Literacy Specialist
Carol Sobetzer ----------=---------- Upper House Electives/Social Studies Teacher
Chad Steen----------PE / Health Teacher
Kirsten Surprenant ----------Instructional Coach/Social Studies Teacher
Laura Taylor ---------- Special Education Teacher
Matthew Thacker ---------- Sixth Grade Teacher
Trent Tubbs ----------Office Assistant
Josiah Weeks ----------Science Teacher
Monica Welling---------- Special Education Teacher

Dining, Maintenance, and Technology Staff

Greg Allen ----------Buildings & Grounds
Jason Ball ---------- Custodial
Joy Jean Dyke ---------- Assistant Cook
Dustin Fillian ---------- Custodial
Jason Goodwin ----------Buildings & Grounds
Lee Holmes ----------Director of Technology
Carol Perkins ---------- Food Service Manager/Head Cook
Nick Pryer ----------Technology
Bruce Taylor, Jr. ----------Director of Facilities

Contact Us

Main Office	(603) 353-4321
Athletics Office	(603) 353-1111

Staff email format: [first initial][lastname]@rivendellschool.org
Example: jclancy@rivendellschool.org | smcwhite@rivendellschool.org

RIVENDELL INTERSTATE SCHOOL DISTRICT

2026-2027 SCHOOL YEAR CALENDAR

JULY <0>

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

July Summer Recess

AUGUST S:<4> T:<9>

M	T	W	TH	F
3	4	5	6	7
11	11	12	13	14
17	18	**19**	**20**	**21**
24	**25**	**26**	27	28
31				

19 No School/New Teacher Inservice
19-25 No School/RISD Inservice
26 First Day of School

SEPTEMBER S:<20> T:<20>

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		

4 No School
7 Labor Day Recess

OCTOBER S:<20> T:<21>

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

9 No School/Teacher Inservice
12 No School/Indigenours People's Day

NOVEMBER S:<17> T:<17>

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				

5 Conferences 2-4 PM
6 Half Student Day/Conferences 12-3:30 PM
11 No School/Veteran's Day
12 Conferences 2-4 PM
25-27 No School/Thanksgiving Recess

DECEMBER S:<14> T:<14>

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**	

21-31 No School/December Recess

JANUARY S:<18> T:<19>

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

1 No School/New Year's Holiday
15 No School/Teacher Inservice
18 No School/Martin Luther King Day

FEBRUARY S:<15> T:<15>

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**

22-26 No School/Winter Recess

MARCH S:<23> T:<23>

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		

11 Conferences 2-4 PM
12 Half Student Day/Conferences 12-3:30 PM
18 Conferences 2-4 PM

APRIL S:<17> T:<17>

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

19-23 No School/Spring Recess

MAY S:<20> T:<20>

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				

31 No School/Memorial Day

JUNE S:<12> T:<14>

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		

5 Graduation
16 Anticipated Last Student Day
17-18 No School/Teacher Inservice

Student Days/Months	
4	August
20	September
20	October
17	November
14	December
18	January
15	February
23	March
17	April
20	May
12	June
180	TOTAL

Teacher Days/Months	
9	August
20	September
21	October
17	November
14	December
19	January
15	February
23	March
17	April
20	May
14	June
189	TOTAL

Schools Closed/Holidays/Recesses

Inservice Days

Conference Days

Approved by School Board 12.09.25

2026-2027 Bell Schedule

Rivendell Academy **2026 - 2027** **Bell Schedule** (8/26/26)

M,T,W,F		
CLASS	TIME FRAME	MIN
Morning Meeting	8:00 - 8:10 AM	10
Period 1	8:10 - 9:05 AM	55
Period 2	9:07 - 10:02 AM	55
Period 3	10:04 - 10:59 AM	55
HS Raptor Block	10:59 - 11:31 AM	32
MS Lunch/Recess	10:59 - 11:32 AM	33
HS Lunch	11:31 - 12:01 PM	30
MS Raptor Block	11:32 - 12:01 PM	29
Period 4	12:01 - 12:56 PM	55
Period 5	12:58 - 1:53 PM	55
Period 6	1:55 - 2:50 PM	55

Thursday		
CLASS	TIME FRAME	MIN
Morning Assembly	8:00 - 8:15 AM	15
Period 1	8:15 - 8:59 AM	44
Period 2	9:01 - 9:45 AM	44
Advisory	9:45 - 10:15 AM	30
Period 3	10:15 - 10:59 AM	44
Lunch	10:59 - 11:29 AM	30
Period 4	11:29 - 12:13 PM	44
Period 5	12:15 - 12:59 PM	44
Period 6	1:01 - 1:45 PM	44

2 Hour Delayed Opening Schedule		
CLASS	TIME FRAME	MIN
Period 1	10:00 -10:42 AM	42
Period 2	10:44 - 11:26 AM	42
Lunch	11:26 - 11:56 AM	30
Period 3	11:56 - 12:38 PM	42
Period 4	12:40 - 1:22 PM	42
Period 5	1:24 - 2:06 PM	42
Period 6	2:08 - 2:50 PM	42

Early Release / Half Day Schedule		
CLASS	TIME FRAME	MIN
Period 1	8:00 - 8:34 AM	34
Period 2	8:35 - 9:09 AM	34
Period 3	9:10 - 9:44 AM	34
Period 4	9:45 - 10:19 AM	34
Period 5	10:20 - 10:54 AM	34
Lunch	10:54 - 11:24 AM	30
Period 6	11:26 - 12:00 PM	34

Riverbend	Time	Return
Morning	7:55 - 10:25 A	10:35 AM
Afternoon	11:30 - 2:25 P	2:35 PM

Hartford	Time	Return
Morning	7:55 - 10:45 A	11:30 AM
Afternoon	10:35 - 1:30 P	2:20 PM

RISD Schools

Samuel Morey Elementary
214 School Street
Fairlee, VT 05045
Tel: 802-333-9755
Fax: 802-333-9601

Westshire Elementary
744 VT Route 113
West Fairlee, VT 05083
Tel: 802-333-4668
Fax: 802-333-4744

Rivendell Academy
2972 Route 25A
Orford, NH 03777
Tel: 603-353-4321
Fax: 603-353-4414

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