



Every Kid Deserves a Chance.

Student / Family Handbook

2021 - 2022

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Kindle Farm Calendar 2017-20118

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SECTION 1: SCHOOL PROFILE/EDUCATIONAL AND THERAPEUTIC PHILOSOPHY

Kindle Farm School Overview

Kindle Farm is an independent school for boys and young men from across Windham and southern Windsor counties in Vermont and Cheshire and Sullivan counties in New Hampshire. We have been granted general and special education independent school approval by the State of Vermont under 16 V.S.A. § 166. Our most recent approval was renewed on June 21st, 2016.

The students who attend Kindle Farm have frequently found that traditional school structures are not a fit for their learning, emotional, or behavioral needs. They are students who benefit from a school that focuses on building healthy, solid relationships based on mutual trust, with a very high staff to student ratio (between 3:1 and 1:1). Kindle Farm students learn best with a schedule that focuses traditional academic time during the morning hours, prior to lunch, with opportunities for project-based learning, recreational opportunities, vocational experiences, and health and life skills instruction in the afternoon. Even those 'traditional' educational experiences include a great deal of hands-on learning that honors the 'Multiple Intelligences,' as described by Howard Gardner.

Pursuant to Vermont Statutes Annotated, Title 16.166(b), Kindle Farm has been approved to serve as an Independent school by The Vermont State Board of Education.

We are approved to work with students who are identified in the following areas:

- Autism Spectrum Disorder
- Intellectual Disabilities
- Developmental Delay
- Emotional Disturbance
- Learning Impairment
- Other Health Impairment
- Specific Learning Disabilities

Kindle Farm School Mission

The mission of Kindle Farm is to provide a physically and emotionally safe school environment using a combination of diverse activities, and strong supervision and guidance so students can discard old patterns and habits, and discover and practice new ways to communicate, problem-solve, and learn more effectively.

Special Education Accommodations

Many of our students have Individualized Educational Plans (IEPs) that have been written by their educational teams. These teams include school district personnel, families, Kindle Farm case managers and administration, and other applicable care providers. Our Special Education Case Managers take responsibility to communicating and supporting the provision of accommodations as prescribed by each student's IEP team. In the event that we are unable to provide a suggested accommodation, that issue is addressed directly with the student's educational team and alternatives to the articulated accommodation are found.

Educational Philosophy

Our approach throughout each day weaves the following ideas together, whether we are finding a new rhythm in high school music, defending mathematical thinking in middle school geometry or leading a hike in elementary school wilderness. Each individual thread strengthens the integrity of the whole as we integrate a variety of life experiences.

We build awareness of each person's role in his or her community.

Community is the basis for all we do at Kindle Farm. Our students and staff participate as members of a larger learning community. We encourage individual growth and responsibility to something larger than ourselves. We believe it is important to learn about material that relates directly to our lives, and also exposes us to ideas and subjects that expand our current awareness of the world around us.

We kindle a sense of pride in self.

We celebrate our abilities and therefore challenge ourselves to take risks and find our voices in a democratic society and diverse world. Everyone will make (and learn from) mistakes, and still be valued members of our community. We create a safe place where we are comfortable stretching ourselves and can be excited about learning.

We honor individual learning styles.

At Kindle Farm, staff and students understand that each person possesses unique strengths and needs. Clear expectations and the commitment that everyone can succeed allows us to learn everywhere. By engaging in the learning process, individualizing instruction, and reflecting on our growth, we are able to identify and access our talents and continue to improve in areas that challenge us.

We create learner centered, interdisciplinary, and experiential learning situations.

In the real world, tasks integrate many different skills at once. Furthermore, self-knowledge, motivation, and personal reflection are necessary in our lives. As we get to know each other and ourselves, we create and participate in relevant experiences while setting short and long term goals so that we may gain the skills to be lifelong learning citizens.

Behavioral Philosophy

The purpose of this document is to articulate the foundational concepts that guide our approach to behavioral coaching. The audience of this document is staff, students, families, school district personnel and anyone interested in understanding more about the work done at Kindle Farm.

Relationship-Based Program

The students that we serve are male ages 8-21 whom have shown maladaptive behaviors in their schools or communities. At Kindle Farm we offer a low student to staff ratio and a unique daily structure that emphasizes experiential learning. In addition, our staff is engaged in an ongoing program of professional development. This combination of support allows students and staff to communicate in a variety of situations. We believe this fosters profound professional relationships that promote a physically and emotionally safe learning environment.

Behavior as Choice

These relationships are intentionally developed to include specific points of guidance designed to invite students to recognize that their behavior is the result of choices that they make. As students consider this, staff helps them to assess whether or not a chosen behavior led to the result that was intended by the student. Over time students gain a greater understanding of this skill and they develop the ability to consider alternative choices.

Support is Individualized and Continuous

Kindle Farm offers behavioral coaching that is deeply informed by a variety of shared experiences between students and staff. This allows staff to gain insight into what individualized challenges and limitations will serve each student best. This dynamic nature promotes continual growth in each student based on interests, capabilities and needs. Individuals are offered the least restrictive program possible, allowing them to experience the full weight of their choices while recognizing that there is always an appropriate level of staff direction and support.

Accountability to Self and Community

When students practice assessing their own behavior, they become more accountable to themselves and others. With success they gain more options within the structure of the school. Positive participation and celebration within the community is our goal, our privilege and our greatest reward. All members of the school community are encouraged to work with our Core Values: **C**ommunication, **A**ttitude, **R**espect, **E**ffort and **S**afety. At Kindle Farm we believe that the successful student learns to identify and choose behaviors that benefit himself and the communities in which he lives.

SECTION 2: COMMUNICATION

Contact Information

Kindle Farm Website: www.kindlefarm.org

Mailing Address:

PO Box 393

Newfane, VT 05345

Email:

Main Office: sellinger@kindlefarm.org

Business Office: lrucker@kindlefarm.org

Central Office: Phone (802) 365-7909, Fax (802)365-6102

Drew Grading, Director (802) 365-5225

Adam Altshuler, Assistant Director (802) 365-5266

Sherrill Ellinger, Admin Assistant (802) 365-7909

Lisa Rucker, Office Manager (802) 365-5200

Confidential voice mail

Special Education

Shannon Lamb, Lead Special Educator (802) 365-5255

Miriam Schuldenfrei, Literacy Specialist & Sped Case Manager (802) 365-5245

Confidential voice mail

The I.N. Program

Terry Flood, Campus Supervisor (802)365-5252

Confidential voice mail

The 'Onyon Farm'

Kendall Edkins, Program Supervisor (802) 365-5232

Lance Cutlet, Program Supervisor (802) 365-5267

Confidential voice mail

Communication During School Hours

Please feel free to call Sherrill in our Main Office (802-365-7909) at any time during the school day with messages to pass on to students and staff. It is essential to call Sherrill with attendance information, be she can also help you to pass on any other messages you might have. We have also provided the phone numbers for our program administrators and special educators. Please feel free to call program staff directly with information that may affect a student's day. This can include a bad night's sleep, an argument, a family event -- anything that might affect the student in having his best day. If you have questions about a student's IEP or other educational goals, please call his Special Education Case Manager Directly.

Written Reporting

Behavior Reports

Every three weeks our staff members complete Behavior Reports summarizing each student's behavioral successes and challenges for the previous three week period. These reports include a check-list of behaviors and a brief one-paragraph report. These reports are meant to keep families and school districts informed regarding behavioral progress. They may also include some academic information, though that is not the focus for these reports.

Quarterly Reports

At the end of every quarter, our classroom teachers, special educational case managers, and behavioral support staff collaborate on the report card, articulating in greater depth academic successes and challenges, progress toward IEP goals, and grades and credits received in each program area. These reports take us some time to complete and should arrive in the mail within the month after the quarter closes.

Additional Reporting

Sometimes Kindle Farm is asked to provide additional reporting in the context of a student evaluation or the like. There are also times when a student's team agrees that a communication journal and/or weekly e-mail between home and school is necessary.

Snow Days and School Cancellations

We hold the safety of our students and staff members in high regard, and we make our decision to close school based partly upon what our local school districts are doing, as well as our own common sense.

There are times when Kindle Farm may choose to remain open, but your child's sending school does not, and his transportation will not run. If that happens, the decision to send your child to school rests on you. Please call in as usual if you decide to keep him home due to weather on a day when we are open. The absence will be documental as weather related. We will reach out to student families during school cancellations through an automated "Alert Now" phone call system.

During inclement weather Kindle Farm families will receive an **Alert Now** automated call or you can listen to radio stations in order to find out if Kindle Farm is cancelled or delayed. For updates on other weather and dangerous road conditions, listen to The Monadnock Radio Group, including:

103.7 WKNE, FM
92.7 WTSA, FM
96.7 WKVT, FM

Our closings will also be listed on **WPTZ, News Channel 5**, and you may also our Facebook page. Keep in mind that in most instances, Kindle Farm closes when Windham Central Supervisory Union (the Vermont District in which we are located) closes.

Required Paperwork: Emergency/Medical Fact Sheet

It is essential that we have every student's emergency and medical information prior to their start at Kindle Farm!

Medication:

Included in the Medical Fact sheet is permission to provide medication such as Acetaminophen/Ibuprofen, cough drops, and antacids as well as to treat minor skin abrasions. There is also space in which to list the student's current medications, including those to be administered during the school day. **PLEASE REMEMBER – We are not able to provide medication that has not been delivered in its original prescription bottle AND with a doctor's order.** If we do not have a doctor's order and the original packaging we CANNOT administer that medication. Whenever possible, it is best that the administration of daily medication be provided in the home by the student's primary caregiver.

Immunizations:

Kindle Farm is required to comply with the Vermont School Entry Immunization Requirements. Included in your student intake paperwork is a release for Kindle Farm to speak with your child's physician for the purpose of verifying/updating immunization information. The immunizations required by the state are:

1. **DTaP/DTP/Td/Tdap**
2. **Polio:** a minimum of 3 doses.
3. **MMR (Measles, Mumps, Rubella):** 2 doses
4. **Hepatitis B series**
5. **Varicella**

Students may be exempt from immunization requirements for either medical, religious, or moral reasons, in which case we must obtain an exemption letter signed by a student's parent or guardian. ***If you are seeking an exemption for a particular immunization, please call Sherrill at (802)365-7909.***

Other Items in the Intake Packet:

Release of Liability
Release from Liability for Use of Physical Restraint
Permission to Transport Student
Permission to publish Student Photographs
Permission to Publish Student Art Work or Writing
School Census Data
WOGA participant release
Federal School Lunch Program paperwork

SECTION 3: DAILY LIFE

The School Day at Kindle Farm

- 1) Students are expected to arrive to school between 8:15 a.m. and 8:25 a.m. Please do not bring your student to school before the start of the day, as we cannot guarantee proper supervision. Please call the school if your child is unable to attend school on any given day. ***The number of our Main Office is (802)365-7909.*** If a parent or guardian does not call in, Sherrill will contact the home directly.
- 2) When a student arrives to school, he will **check in with** staff, either in his homeroom or in the program office. If he is facing a particular challenge, he will be given the time and space to process that with staff to ensure that his day starts off on the right foot. This is also a time for formal check-ins that are included in some students' school plans. Breakfast is available to all students at this time.
- 3) Each classroom will list a general schedule for the day, including class time, break time, lunch, and afternoon activities. Generally speaking, two classes will be held in the morning, prior to break time, which will begin between 10 and 10:30am. Snack will be provided during the mid-morning break. After the break, two more classes will be held (with variation for the Multi-Age and Individualized Needs classes).
- 4) During the afternoon hours, students will participate in activities. During this two hour blocks students may engage in recreational, vocational, life skills, transitional, health, and/or experiential learning activities. Afternoon activities are developed to appeal to a wide range of interests, and to steer all students toward a healthy balance of experiences.
- 5) Students may be held back from afternoon activities to make up for work they have missed during the morning academic block. In some cases, the student will work individually with staff to make up their work. In other cases, they will attend pre-assigned study halls. We always prefer that students complete their classwork during scheduled class time. We *want* our students to succeed during morning academics *and* have a great afternoon.
- 6) When a student is struggling, whether because of something that has happened in class, because of something that has happened outside of school, or for reasons he can't really identify, it is always best that he tell a staff member. If he needs to take some space, he can. He will need to make his need known in as clear, safe, and respectful a way as he can in the moment.
- 7) Our day will end at 2:00 p.m. Any alternative transportation arrangements will require written permission from a parent or guardian. In the absence of written

permission, a phone call will need to be made to our main office with the details of the change. Please be aware that, if you leave a message on voice mail, it may not reach the intended recipient on time; this is why written permission is best!

Lunch and Snacks

Kindle Farm provides Breakfast, Morning Snack, and Lunch every day. All three of these meals are provided at no cost to our students. Students will be asked to list their lunch orders for the week during homeroom time. Students are also free to bring their own snack and lunch choices, although we do not have the ability to refrigerate items of students.

Planned Absences and Family Trips

We assume that all students will come to school every day. In the event that your family plans an appointment, family event, or other special event that keeps your student from school, please get in touch with our main office to let us know. Even with such notice, we will still operate in accordance with our formal Attendance Policy, so please keep track of your student's absences!

Transportation

All students board their transportation arranged by their sending school districts at 2pm. In most cases, transportation is provided by outside contractors with no affiliation to Kindle Farm. In certain instances, Kindle Farm provides the transportation. Please feel free to be in touch regarding any transportation issues, but be aware that we have limited supervisory authority over contracted transportation providers. If there is an issue with a contracted transport, please be in touch with your student's school district as well as the transportation company providing the service.

Graduation Requirements

Every High School aged student accumulates credits for courses successfully completed. Kindle Farm's graduation requirements are consistent with Vermont state regulations. Every student's transcript will be evaluated upon admission to Kindle Farm to ensure that he is assigned to the appropriate coursework to maintain his progress toward a High School Diploma.

SECTION 4: BEHAVIORAL INTERVENTION GUIDELINES

Common Agreements

Behavioral discussion and intervention within our Kindle Farm community rests on four pillars: C.A.R.E.S. *Communication, Attitude, Respect, Effort, and Safety*

Therapeutic Milieu

All Kindle Farm staff members, from administrators, to teachers, to vocational specialists, to classroom assistants participate as full members of Kindle Farm's Therapeutic Milieu. What this means, is that we create an environment where students know that their concerns can be addressed, issues raised, and counsel sought throughout the day, whenever the need arises. While there are some issues that may require the intervention of a therapist, many times a student simply needs some time with a trusted adult. That adult is prepared to be an active listener and collaborative problem-solver. Often, a brief interaction with a trusted adult can put a student quickly back on track toward a successful day.

Behavior Plans

When a student faces persistent issues that have not been or cannot be effectively addressed within the therapeutic milieu, a behavior plan may be developed to meet his individual needs. That behavior plan may include a check list with targeted behaviors and contingent rewards, regularly scheduled check-in times, strategies for self-directed 'time out,' or a range of other interventions. Most frequently, these plans are written for students with Behavioral Interventionists, but may also be developed for any student in our program.

Non-Violent Physical Restraint

When a student's behavior poses an imminent and substantial risk of physical injury to the student or others, Kindle Farm staff members may take the step of implementing non-violent physical restraint. All staff members working with students are trained using *Handle with Care*, a training program which is recommended by the State of Vermont. Restraint will be used only as a last resort and only when the safety and well-being of the student or other community member is in question. For more information regarding Vermont's rules regarding Seclusion and Restraint, please reference Vermont State Rule 4500.

SECTION 5: STUDENT POLICIES

This section is intended to provide a brief overview of some of Kindle Farm's school policies.

Alternative Schedule

In some instances, a student may have accumulated enough credits to be excused from certain subject areas. In these cases, a student may work with program staff to develop a plan for alternative scheduling. This plan will need to include relevant, engaging, and worthwhile use of student time. If a student does not request an alternative schedule and/or does not propose an approvable plan, he will be expected to attend the classes being offered.

A student may also be offered an alternative schedule in accordance with a plan that has been created with his IEP team.

Attendance

Staying in school is the first step to a good education. Students cannot learn if they are not in school. Absences from school for any reason (illness, vacation, religious holidays, family deaths and others) affect a student's ability to learn and succeed.

Policy:

A student shall be declared truant if he has had any absence from school for more than 9 days (in a quarter). In order to support our students to maintain healthy attendance levels, Kindle Farm School will engage the following procedure:

Procedure:

- Families are expected to call the school at 802-365-7909 as soon as they have determined that their student will be absent for the day. Kindle Farm will initiate calls home by 9am to those families who's students are absent without notice.
- After 3 student absences, Kindle Farm will call families to check in; program Administration will make contact with LEA case managers via telephone or e-mail.
- After 6 student absences, families will receive a letter outlining potential consequences for further absences; sending school districts will be cc'd in this letter, as will designated truancy officials.
- After 9 student absences, families will be required to attend a meeting with school personnel to discuss the barriers to school attendance and strategies to assist the student. Sending school case managers will be invited to attend as will therapists, case workers, truancy officers and others, as appropriate.
- After 10 unexcused or 20 cumulative (excused and unexcused) absences, a report will be made to the Department of Children and Families.
- After 12 days of absence in a quarter, a student will be unable to receive make-up work, as our experience shows that, even with modified schedules and additional time provided for work completion, students are unable to gain the skills required for success when missing so many direct instructional hours.

Computer Use

Kindle Farm has many computers available for school use throughout all of its programs. All students will be asked to read and sign a computer/internet acceptable use agreement at the start of each school year to ensure that these computers are used appropriately for educational purposes.

Please be aware that our staff members are expressly forbidden from communicating with our students through the use of social networking sites. Please do not take it personally if they do not accept your invitation.

Confidentiality

Kindle Farm has strict regulations regarding student confidentiality in compliance with the Family Educational Rights and Privacy Act (FERPA). This means that Kindle Farm will not share personal information about its students unless explicit permission has been granted through a Release of Information and/or that person is a documented member of the student's educational team, including relevant classroom teachers and assistants.

All Kindle Farm employees are considered Mandated Reporters. This means that we *will* report any suspicions we hold regarding abuse or neglect of a minor. That includes any student under the age of 18. Once a report has been made, the outcome is determined by the Department of Children and Families. Kindle Farm will not inform families if such reports are made.

Discipline

It is our goal to support every student according to his needs throughout the school day within his assigned program. To support this goal, Kindle Farm works according to the following 'behavioral flow:'

Class time, Activity Time, Vocational Time, and Transitions are all bound by our basic social contract of *Respect, Effort, Communication, and Safety*. In the event that this social contract is broken, staff will respond in two ways -- with support and/or with a directive, depending upon the situation. In general, difficulties are managed during class time or activities with the staff members supervising the group of students. Sometimes, student processing may need to occur outside of the classroom, and all of our buildings have 'overflow spaces,' to allow for private processing. Students may also request time outside of the classroom, though it is expected that such breaks will last no longer than five minutes and that the student will rejoin the class.

When a student has an issue that can't be resolved by taking space or processing with classroom staff, program administration (Campus Supervisor, Behavioral Manager, Program Coordinator) will become involved and work with the student to resolve any issues.

In instances where a student's difficulties are very extreme (including physical and verbal aggression that affects his own safety or the safety of the community or other acts that

significantly disrupt the classroom), his program may be modified. In these instances, families, caregivers, case managers, and other relevant care providers will be consulted.

Drug and Alcohol Use

Alcohol and drug abuse is defined as ‘the ingestion of a substance in such a way that it interferes with a person intellectually, emotionally, or socially.’ Kindle Farm recognizes the nature and extent of the alcohol and drug problem, particularly as it relates to cultural, social, political, and economic factors beyond the confines of school. This is all taken into account when confronting student drug and alcohol use.

It is clearly understood by all Kindle Farm community members that drug and alcohol use is strictly forbidden on the Kindle Farm campus. In the event of suspected violation of this rule, the administrator on the campus will initiate Kindle Farm’s policy. The full text of that policy can be found at the end of this handbook.

Freedom of Expression

The First Amendment of the U.S. Constitution gives every person Freedom of Speech, stating: ‘Congress shall make no law . . . abridging the freedom of speech, or of press or of the rights of peoples to peacefully assemble.’ That means that every citizen (all of us) has the right to freely express his/her views and opinions. BUT the Supreme Court has said that this does not include the right to express them in a way that creates *material or substantial disruption to the educational process*. In other words every person has freedom expression, except when that expression creates a disruption, causes damage to the school, and/or ignores authority. In addition, your words/deeds cannot express ideas that are in conflict with our school harassment policy or with the mission of our school.

Harassment

At Kindle Farm we teach tolerance and provide a community in which everyone can feel emotionally and physically safe. Kindle Farm students and staff do not tolerate *any verbal, written, visual or physical conduct based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining or detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment*.

In plain language, what this means is that no person at Kindle Farm will be permitted to take an action, either with words or deeds, related to another person’s racial background, religious belief, color of their skin, country that they (including family members) come from, marital status, gender (male or female), sexual orientation (gay, lesbian, transgender), or disability (physical, emotional, or cognitive) that makes the other person feel attacked, left out, and/or unable to attend any school event or function. Please see the full text of this policy at the back of this manual.

Medication

Please see the above section regarding the paperwork required for all students at Kindle Farm. Families and guardians are asked to complete paperwork upon entrance to Kindle Farm and at the beginning of the school year. This paperwork includes permission to administer specific over the counter medications as well as requested medical history and needs. Any student requiring a prescription medicine during the school day will need to provide the prescription in its original bottle and with a doctor's order. Medicine that is not received in this manner will not be distributed.

Music

Personal music devices should not be used during the school day, except when specific permission to do so has been given by the staff member coordinating your program. When music is played on school grounds, it must contain lyrics that comply with Kindle Farm's rules related to harassment; this means that lyrics may not contain language that puts down others. For more information on our Harassment policy, please see below. Music that others will hear (including that played at a high volume through headphones) should also contain language and imagery that is appropriate for ALL AGES.

School Day Dress

Kindle Farm respects the personal decisions around dress that students make to be expressions of their individuality. We understand that that each student is unique and can make his own decisions about style.

Kindle Farm does not allow students to wear clothing that advertises, promotes, or depicts alcohol, tobacco, or drug use. Clothing also should not include x-rated images, profane language, violent phrases or pictures, or symbols and images that might offend or 'trigger' others.

Finally, students should dress with an understanding that their day may include a vast array of possible activities or lessons. Students are encouraged to wear clothing that is easily washed and that allows a full range of motion.

If a student arrives to school in clothing that doesn't meet the criteria set above, he will be asked to make changes to what he is wearing. This may include:

- Turning a t-shirt inside-out

- Finding another piece of clothing from our extra supplies on hand

- Contacting the student's parent or guardian to bring a replacement.

If a student refused to change his outfit, he will be prohibited to participating within the larger Kindle Farm community for that day.

Personal Items

All Kindle Farm community members are strongly discouraged from bringing personal items of either sentimental or monetary value to school. If you do bring an item of value to school, please bring it to the office where it can be stored until dismissal.

Student Driving

Driving to school is a Senior Privilege. When a student drives himself to school, Kindle Farm expects the following:

- Upon arrival to school, the student will hand his car key to Campus Supervisor or Program Coordinator in charge of that building.
- The student must have current license and the car must be registered and insured.
- The student must arrive to school on time and remain at school for the duration of the school day.
- Students will transport themselves between school and home (or wherever they are travelling to at the end of the day -- work, appointments, etc), and will ride with other students and Kindle Farm Staff members to off campus activities.
- Students will park the car in the school parking lot, lock the car, and will not return to the vehicle until the end of the school day. (Whatever may be needed out of the car will be removed first thing in the morning).
- Students will not carry any prohibited items in the vehicle while on school property (i.e. drugs, alcohol, stolen merchandise, weapons)
- Student drivers will be asked to sign a document stating their understanding of, and agreement with, the above requirements.
- If any of these listed responsibility are abused the student will no longer have permission to drive his own personal vehicle to school.

Student Searches

Kindle Farm seeks to provide a safe learning environment, maintain school property to assure the safety and enjoyment of students, school employees, and the general public, and extend the useful life of the school facilities. In order to ensure safety, Kindle Farm claims the right to examine school property at any time, including desks, cubbies, computers, etc. In addition, Kindle Farm administration may search students and search or seize student property when it is reasonably believed that the search will reveal evidence of a violation of law or a school rule. When evaluating reasonable grounds, the school will consider the reliability of the information received, the availability of corroborating evidence, the severity of the suspected infraction, and the intrusiveness of the search to be carried out. Please review the full policy at the back of this handbook.

Tobacco Use

No tobacco products are to be used on the Kindle Farm campus during the school day. At no time will any student be permitted to use tobacco products, either on campus or during any school sponsored events. Please review the full text of this policy at the back of this manual.

Vehicle Seating

It is common that students want to sit in the front passenger seat of vehicles when heading to and from school activities. According to www.healthychildren.org a website of The American Academy of Pediatrics, it is recommended that all children under the age of 13 sit in the back seat due to risks posed from air bags. Kindle Farm will comply with this standard in all instances.

Visitors

At Kindle Farm we value our connections with families, care providers, and other members of a student's educational team. We welcome visitors and are happy to provide time for questions and tours of our campus. It is difficult for us to accommodate unexpected visitors, so we ask that you call our main office to schedule a time for your visit!

Weapons

Kindle Farm school strictly prohibits any and all weapons within our safe community. This includes any item brought to campus with the intention of hurting others. Please see the full text of our weapon policy at the back of this manual.

SECTION 6: SPECIAL EVENTS

Harvest Festival

Kindle Farm's Harvest Festival is held every October as a celebration of our school community and of the bounteous harvest in our field and in our classrooms. We invite families, caregivers, community members, and all friends of Kindle Farm to celebrate with us during this school day event.

Open House

This event is held every May and is intended as an opportunity to invite family members and other caregivers to tour our campus, view our students' accomplishments in the classroom, and experience a sampling of performances. This event is scheduled in the evening.

May Day Challenge

The May Day Challenge has been in existence from the very earliest days of Kindle Farm. During this 'challenge by choice' event, individual community members, along with loud cheers, whistling, and supportive chanting run and jump into a local pond on the first day of May, or as close to that date as possible according to the school calendar. While we love to share our pride and celebration with our larger community, this event is intended for Kindle Farm students and staff. It is a truly joyous event, as we throw off winter and leap into spring!

SECTION 7: CURRICULUM

During 2011-2012 school year Kindle Farm changed its curricular structure to include a wider range of class offerings at the High School. Below you will find a full listing of all courses being offered at the High School this year. All students will be assigned to classes that meet their educational needs and ensure their placement on the appropriate path toward graduation!

Students in our Multi-Age classroom continue to be served with a diverse, hands-on curriculum providing student-centered learning experiences in small, manageable chunks. Our multi-age classroom continues to utilize the Investigations curriculum for mathematics and Readers and Writer's workshop.

Students in our IN program will be delivered curriculum appropriate to their age, grade, and skill levels. Most instruction will be provided in a small group and will be consistent with the curricula defined above.

All of our classrooms continue to embrace the Multiple Intelligences approach to student learning.

High School Course Descriptions

Language Arts

English Composition II:

English Comp Two is a skill based real-life class that will prepare students for all of the texts and writing that they will encounter in the "real world." Students will encounter different project-based scenarios. An example would be a job ad that they would like to respond to, but need to include a resume and cover letter. This class will work in tandem with the life skills senior class, and will require a portfolio including a resume, cover letter, and letters of reference. Students will acquire and learn how to use an e-mail account. Many technology skills applicable to life, such as e-mail, will be reviewed in this class. An extension project will be the creation of electronic portfolios, in which students could include photos and videos of their work, their resumes, general letter of interest, letters of reference, etc. This portfolio will be beneficial to students when they pursue work and/or when they apply to post-secondary schools.

American Literature:

The primary goal of American Literature at Kindle Farm is to expose students to American authors and texts. We'll examine what it means to be "American" through the idea that everyone has a different perception of the label "American" based on their experience with economics, social factors, and outside factors like war, media, and technology. The class "theme" or method for studying this literature will be determined by the instructor and student mix. This course should mainly be a blend of reading and responding to literature with project-based, written, or presentation work. Goals are for students to: Maintain comprehension and recall information from whatever literature the

class is working on; Display the ability to read both with the group and independently to complete work; and Complete a research paper with outline and MLA (or equivalent) citations and works cited, and use peer editing to evaluate others' work and receive and implement feedback on their own. Time management is stressed in this class, as the group is often given more than one class period to complete a project. Checklists and staff check-ins will be used as needed. Students will use technology effectively to locate info, conduct research, produce typed work in Word, make presentations in PowerPoint, and evaluate websites for their credibility.

World Literature:

The primary goal of World Literature at Kindle Farm is to expose students to works, authors, and time periods that express viewpoints and traditions different than their own. The methods through which this is achieved remain fluid depending on the students and instructor. Throughout the school year, students will continue building foundational skills that will improve reading fluency and organizational and writing style. Goals for students are to: Identify strategies that enable them to comprehend and retrieve information they have read; Read independently and out loud in their group; Produce a written analysis of literary elements including protagonist, antagonist, setting, etc.; Read a variety of written texts such as novels, plays, poems, comics, short stories, non-fiction work, etc.; Write formally and informally, and continue to tackle the issue of confidence while writing. Students will use short, prompted writing tasks, as well as longer, organized written pieces and use technology effectively to conduct research, locate information, and produce typed work. Whenever possible, this class will collaborate with the World History class.

Mathematics

Algebra 1:

This course is an in-depth introduction to Algebra, primarily working with linear and quadratic equations. The focus of this class will be on modeling real life problems with two variable equations and their graphs. As with the other Math classes at Kindle Farm, we will strive to find applications that capture the interest of the students. Students will be encouraged to find problems to tackle from their own personal experiences. The content of this course is particularly exciting as it will open the door to some fun applications in Physics (trajectories, reflection, parabolas in bridge building) that we can enjoy in the field. Students will study: Associative and Commutative Properties of Addition; Associative, Commutative, and Distributive Properties of Multiplication; Combining Like Terms; Order of Operations; Solving One Variable Equations; Graphing Linear Equations; Slope Intercept and Standard Forms of Linear Equations; Solving Systems of Two Variable Equations; Quadratic Equations and their Graphs; Factoring Quadratics; The FOIL Method of Multiplying Binomials; Transformations of Parabolas; Utilizing the Quadratic Formula; and Applications in Geometry.

Geometry:

In our Geometry class students will begin by learning formal geometric definitions for the basic elements of two dimensional geometry, points, lines, and planes. From here we will develop and become familiar with definitions for; Angles, Degrees, Perpendicular and Parallel lines, Congruent Angles, Supplementary and Complimentary Angles. Students will study angle theorems and will learn to use these theorems to write simple geometric proofs. As we move into the study of Triangles our proofs will become more complicated. Students will learn the basic Properties of Triangles, Similar Triangles, Properties of Right Triangles, the Pythagorean Theorem, and how to calculate the Area of a triangle. Students will also study quadrilaterals, polygons, and circles before moving onto three dimensional shapes, volume, and surface area. Throughout the year we will put a strong focus on using rigorous definitions for our terms, learning and using geometric notation, and proof writing.

Science

Physical Science:

This course will introduce the basic principles of matter and energy along with scientific methods, lab safety procedures, and study skills. Students will learn to keep useful science journals and binders, practice scientific methods of inquiry and develop a foundation of skills and vocabulary for further study in chemistry, physics and biology. Investigations will include conservation of energy and matter experiments, energy conversions and calculating energy efficiency, basic data analysis for mean, mode, median, sun-earth-moon relationship graphing, radiation spectrum, forces, motion and acceleration. Chemistry will include an introduction to atomic structure, the Periodic Table of Elements, Brownian motion and diffusion, and the effect of temperature on states of matter and the rate of reaction. Lab safety will be applied to work on acid-base, oxidation, and protein de-naturing reactions. Students will complete three scientific format papers and two independent research projects on an energy and chemistry topic. For example, students may design an energy efficient house or create an information sheet on an important chemical element.

Biology:

Life is amazing, organized, resilient, self-replicating, energized matter and this course will study that. This is a general biology course which will use microscopy, experiments, and outside observations to explore the characteristics of living things; from the simplest bacteria to the most complex brainy vertebrates of land and sea. We will study the questions of: What do all organisms need, and what role does chemistry play?, How are organisms similar and different?, How do we classify them and how has this changed over time?, How do species change and how has species diversity changed over time?, and other questions. Special attention will be paid to the concept of unity within diversity, and the chemical basis of life; cell structure and function, digestion, and nerve function. We will look at evidence of evolution of kingdoms from the first single-celled organisms to the most complex vertebrates and their amazing organ systems. Labs will include investigations of photosynthesis and respiration, diffusion and osmosis, the role

of catalysts and enzymes, sensory games, comparative anatomy with the option of dissection, and student-driven independent projects. The farm, forest, and river around us are an extension of our room that we will utilize at every opportunity.

Social Studies

World History:

Students in World History will engage in the dynamics of continuity and change across the historical periods of time in World History. During the course we will examine the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, the Enlightenment period and the French Revolution, 19th Century political reform in Western Europe, and European Imperialism and independence movements in Africa, Asia, and South America. They will also examine the causes and consequences of the great military and economic events of the past century including World War I, the Great Depression, the rise of totalitarianism, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students in this course will be expected to construct and evaluate arguments using evidence for plausibility, develop the skills necessary to analyze point of view and context, understand and interpret data and information, assess continuity and change over time and over different world regions, and understand the diversity of interpretations, perspectives, and points of view that occur based on social, regional, ethnic, religious, and economic backgrounds. Students will use maps, graphs, artwork, research, essays, construction, field trips, film and other resources during the course of this class. Themes we will focus on are: (1) Interaction between humans and the environment: Demography and disease, Migration, Patterns of settlement, and Technology, (2) Development and interaction of cultures: Religions, Belief systems, Philosophies and ideologies, Science and technology, and The arts and architecture, (3) State-building, expansion, and conflict: Political structures and forms of governance, Empires, Nations and nationalism, Revolts and revolutions, Regional and trans regional global structures and organizations, (4) Creation, expansion, and interaction of economic systems: Agricultural and pastoral production, Trade and commerce, Labor systems, Industrialization, and Capitalism and socialism, (5) Development and transformation of social structures: Gender roles and relations, Family and kinship, Racial and ethnic constructions, and Social and economic classes.

World Geography:

This course is designed to offer students a greater understanding of the world at large. The study of world geography involves five fundamental basic themes: (1) location, (2) place, (3) relationship within places, (4) movement, and (5) regions. Emphasis is placed on gaining a working knowledge of the location of countries, major cities, rivers, bodies of water, climates, land formations, and other landmarks. Students will be challenged to use geography to classify regions of the world and draw conclusions about politics, culture, and economics. Areas of study include Canada and the United States, Central and South America, Iceland and Greenland; the British Isles, Europe, Russia, Asia, Africa, Australia and Oceania. Students will analyze different types of

maps and data sources to learn about geographical differences such as population distribution, ethnicity, and natural resources. Students work both independently and in groups as they discover the world.

Transitional and Health Courses

Life Skills:

Today's teens are the future leaders of our families and communities. Life skills help teens to develop the skills for setting and achieving goals, taking initiative for personal happiness and success in the work place. The life skills course is designed to help students develop the skills necessary to make informed personal choices as they prepare to live successfully on their own. Learning activities will help students to develop a sense of self-efficacy. In the area of finance students will learn to plan a budget, including a plan for savings, staying out of debt, opening and maintaining a checking account, and how to organize paying bills on time. Along with learning how to search for a job the student will learn how to fill out all tax information for a job and how to file end of the year taxes. In terms of home life, students will learn how to grocery shop using sale ads, coupons, and discount stores to save money, meal planning and how to prepare meals for a week, and everyday housework that needs to be done. There will be a project on how to search and find an apartment, furnish it, and what a lease is composed of. This class is a hands-on class with projects and field trips to enhance the students learning.

School to Work Transition:

Students will acquire the knowledge, attitudes, and skills to make a successful transition from school to the world of work and adult life. Students will learn interviewing skills, communication skills, introduction skills, skills for finding a job online and in the newspaper, appearance for dress on the job, writing a cover letter for a job, thank-you notes, resume writing, filling out applications online and hard copy, tax information upon being offered a job, telephone interviews, key questions to ask at an interview, how to work with supervisors and co-workers and finally a formal interview.

Internship:

Students will spend at least one quarter in an internship related to their area of interest.

Health I:

This class will assist students in developing the knowledge and skills to promote optimal physical, emotional, and social health as well as to examine their beliefs, attitudes, and values in order to adopt responsible behaviors. In the area of Health and Wellness we will cover the Physical, Mental, and Social Health Triangle and what influences our health. In the area of Building Self-Esteem we will cover: Looking at Myself and Self-Portrait; Friendships: The Good, the Bad and the Ugly; When the Pressure is On; Strategies in Saying NO!; Problem Solving for Gossip, Harassment, and Bullying; and Cyber Bullying and its Dangers. In the area of Protecting Your Health we will cover: The Immune System; Analyzing Advertisements; Your Respiratory System; Smoke and

Smokeless Tobacco; The Effects of Drugs; The Endocrine System; and The Reproductive System.

Health II:

This second health class will bring the students to the next level of an optimal physical, emotional and social health. In the area of Health Promotion we will cover: Connecting Health, Communication Skills, and Self-Esteem; Looking at Body Image and Eating Disorders. In the area of Emotional Health we will cover: Violence and Conflict Resolution; Balancing Stress for Success; and Understanding Depression and Suicide. In the area of Substance Abuse we will cover: Facts and Misconceptions about Drug Use; Drugs and Safety; Over the Counter Drugs; Peer Pressure; and Drinking and Driving. In the area of Sexuality we will cover: The Endocrine System; Reproduction and Birth; Methods of Birth Control; and Preventing Sexually Transmitted Diseases.

SECTION 8: FULL TEXT OF STUDENT POLICIES:

Drug and Alcohol Use

Statement of Philosophy: Alcohol and drug abuse is defined as “the ingestion of a substance in such a way that it interferes with a person intellectually, emotionally, or socially.” Kindle Farm recognizes the nature and extent of the alcohol and drug problem, particularly as it relates to cultural, social, political, and economic factors beyond the confines of the school. Efforts to control the use and abuse of substances within the school and to educate the students and employees of Kindle Farm regarding their nature must necessarily take place in the larger context. Abuse of alcohol and drugs not only harms the user, but also harms others. Kindle Farm recognizes that both remedial and preventative measures are required. We support programs of alcohol and drug abuse education that will include both our staff and students. Kindle Farm also will support programs of rehabilitation for subjects of such in cooperation with available medical, social and psychiatric services.

Staff Training: Every member of the school’s staff, both professional and support, has the responsibility to be observant of student behavior. Kindle Farm will provide training sessions for issues addressed by this policy. These trainings will include:

- * Types of substances
- * Provisions of the drug and alcohol policy
- * Specific intervention techniques to be used by staff when behavior addressed by this policy is observed.

Suspected Abuse: A student who by his behavior or performance over a period of time may indicate a problem with drug or alcohol abuse should be referred to the Campus Supervisor by any staff member making such an observation shall process the referral, determine if in fact there is a problem, and develop a plan for the student. The scope of the plan will depend on the assessment of the seriousness of the student’s involvement. At the discretion of the Executive Director, a student may be referred to a counselor or therapist for an evaluation of the extent of the student’s involvement with alcohol or illegal substances.

Observed Use, Possession, or Distribution: The following procedures shall be followed if a student is observed using, possessing, or distributing a drug or alcohol or is clearly under the influence of, either at school or at a school function:

- A. A staff member who witnesses such an incident by a student shall inform the Executive Director (or Designee) at once. The staff member must accompany the student to the office or remain with him/her until the Director (or Designee) arrives to assume responsibility for the student.
- B. The Director (or Designee) shall determine if there is reasonable suspicion that a drug/alcohol has been involved in the incident.

C. The pupil's parents or guardian shall be informed as soon as possible and requested to report to the school (or hospital) at once to take responsibility for the student.

D. The Director may recommend blood testing to determine substance abuse if a situation warrants such testing. Parent permission will be obtained before any such tests are made.

E. The Director (or Designee) shall remain with the student until he/she is discharged to the parent or guardian. The immediate facts of the incident shall be discussed with the parent or guardian at that time.

After completion of these procedures, the Director (or Designee), in cooperation with law enforcement personnel when appropriate, shall conduct an inquiry of the situation to establish the full facts. This inquiry may, on probable cause, include personal search, or search of other school locations in accordance with Kindle Farm policy. Searches of persons shall always be carried out by same sex personnel with a same sex witness present.

Disciplinary Actions: Disciplinary action will be taken with students violating Kindle Farm Policy. The length of the suspension may be shortened depending upon the following:

- The student's meeting with a therapist or counselor
- The student's cooperation with the recommendations developed by the therapist or counselor.
- The student's willingness to comply with the plan developed by the Director

Full-time disciplinary procedures are as follows:

- First offense for the use or possession of a drug or alcohol shall be a two-day suspension, either in-school or out of school at the Director's (or Designee's) discretion.
- Second offense for the use or possession of a drug or alcohol shall result in an indefinite suspension until an emergency team meeting takes place to determine the course of action.

HAZING

Policy

It is the policy of Kindle Farm School to provide a safe, orderly, civil and positive learning environment. Hazing has no place at Kindle Farm and will not be tolerated. Accordingly, Kindle Farm adopts the following policy and procedures to prohibit hazing and will ensure the enforcement thereof.

Definitions

1. **Hazing** means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with Kindle Farm; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. "Hazing" also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds.

Examples of hazing include:

- Any type of physical brutality such as whipping, beating, striking, branding, electrical shocks, placing a harmful substance on or in the body, or other similar activity; or
- Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small space, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; or
- Any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects a student to an unreasonable risk of harm; or
- Activity that induces, causes, or requires a student to perform a duty or task, which involves the commission of a crime or an act of hazing.

Hazing shall not include any activity or conduct that furthers the legitimate curricular, extracurricular, or military training program goals provided that the goals are approved by the Executive Director and provided that the activity or conduct furthers those goals in a manner that is appropriate, contemplated by the Executive Director, and normal and customary for similar independent school programs. An example of this exception might be reasonable athletic training exercises.

2. **Organization** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students of Kindle Farm, and which is affiliated with Kindle Farm.
3. **Pledging** means any action or activity related to becoming a member of an organization.

4. **Assistant Director** means the Assistant Director of Kindle Farm or any person designated by them to carry out a particular function.
5. **Student** means any person who: (1) is enrolled in any school or program operated by Kindle Farm, (2) has been accepted for admission into any school or program operated by the Kindle Farm, or (3) intends to enroll in any school or program operated by Kindle Farm during any of its regular sessions after an official academic break.

Notification of Hazing Policy

Annually, the student handbook, which shall be presented to students prior to the commencement of any academic courses, shall contain: (1) a description of this hazing policy in age-appropriate language, (2) examples of hazing, and (3) a listing of those persons whom the Board has designated to receive reports of hazing. Kindle Farm shall effectively inform students about the substance of this hazing policy and its procedures by September 15th each year.

Each student who participates in a co- or extra-curricular activity that begins prior to the commencement of any academic courses shall be provided by the coach or supervisor of the co- or extra-curricular activity a copy of the excerpt from the student handbook regarding the hazing policy prior to the first practice session. Each coach or supervisor of a co- or extra-curricular activity shall orally explain to participants the prohibition against hazing, the reasons for the prohibition, and the potential consequences to participants and, in the case of a club or an athletic team, to the club or team itself.

Annually, custodial parents and guardians of students shall be provided a copy of this hazing policy prior to the commencement of co- or extra-curricular activities.

Annually, staff members shall be provided with a copy of this hazing policy prior to the opening of school. Coaches or supervisors of co- or extra-curricular activities shall be provided a copy of this hazing policy upon employment by the District.

Reporting of Hazing

Students who have reason to believe that an incident of hazing might or did occur shall report such belief to any coach of an extracurricular team, teacher, school nurse, guidance counselor, or school administrator. Staff members who have received such a report from a student or who otherwise have reason to believe that an incident of hazing might or did occur shall report such belief to the Assistant Director of the school, or, in the event of the unavailability of the Assistant Director, to the designated person. The report may be in writing or orally. If the report is made orally, the receiver shall make a written record of the report.

It shall be a violation of this policy for a person to retaliate against a student or other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing.

It is possible that an incident of hazing might also fall within the definition of abuse, neglect, or exploitation as those terms are defined in 33 V.S.A. §4912(2) and 33 V.S.A. §§6902(1), (7) and (9). Reporting a suspected incident of hazing to the Principal does not relieve the reporter of any obligations additionally to report such suspicions to the

Commissioner of the Vermont Department of Social and Rehabilitation Services as set forth in 33 V.S.A. §4914 or to the Commissioner of the Department of Aging and Disabilities as set forth in 33 V.S.A. §6904 as outlined in policy F8.

Investigation of Reports of Hazing

The Executive Director, Assistant Director, or designee, upon receipt of a report of hazing, promptly shall cause an investigation to commence. The investigation shall be timely and thorough and the findings and conclusions of the investigation shall be reduced to writing. Unless there are exceptional circumstances, the investigation shall be concluded within ten school days.

Disciplinary Action

It is not a defense in a disciplinary proceeding under this policy that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

1. If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student shall be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from co- or extra-curricular activities or from school. Any disciplinary action against a student shall be subject to the procedures set forth in Kindle Farm's Discipline Policy.
2. If the investigation concludes that a staff person committed an act of hazing or otherwise violated this policy, that person shall be subject to appropriate disciplinary action in accordance with applicable law and the provisions of any applicable contract.
3. If the investigation concludes that an athletic team or other co- or extra-curricular activity or organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the team, activity or organization, including cancellation of one or more athletic contests or the entire athletic season, or revocation or suspension of an organization's permission to operate or exist within the District's purview.
4. Acts of hazing may also be illegal and may be prosecuted under 16 V.S.A. §§140b-140d or other state law.
5. Nothing in this policy shall limit or preclude Kindle Farm from disciplining a student or other person affiliated with Kindle Farm under any other school policy as well as under the terms of this policy.

Training of Staff

The Executive Director and/or Assistant Director shall ensure that each staff member, with particular emphasis on staff members who are coaches or supervisors of co- or extra-curricular activities, receive training in preventing, recognizing and responding to hazing.

Reporting Incidents of Hazing to Law Enforcement Officials

All staff members are subject to the confidentiality requirements of the Family Education Rights and Privacy Act (20 U.S.C. §1232g and 34 C.F.R. Part 99). Accordingly, information deriving from student records (if the information is obtained through other means, the restrictions of FERPA do not apply) which is personally identifiable, may not be disclosed without parental consent unless it meets one or more of the exceptions

specified in 34 C.F.R. Part 99. Certain of these exceptions, depending upon whether the circumstances meet the conditions set forth in those exceptions, may permit the reporting of hazing to law enforcement officials. Those relevant exceptions are:

1. Where there is a health or safety emergency;
2. Where the information has been subpoenaed; or
3. Where the records in question are created and maintained by a law enforcement unit established by the school.

POLICY ON PREVENTION OF HARASSMENT OF STUDENTS

I. Purpose.

- A. Kindle Farm is committed to providing a safe and supportive school environment in which all students are treated with respect. This policy involves incident(s) and/or conduct that occurs on school property, on a school bus or at a school-sponsored activity, or misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.
- B. The purpose of this policy is to prevent harassment as defined in 16 V.S.A. § 11(a)(26) and amended by Act 91 of 2004, and to ensure that Kindle Farm's responses to allegations of harassment comply with 16 V.S.A. §565 as amended by Act 91 of 2004, Title VI and IX of the Civil Rights Act. It is the further purpose of this policy, when it is found that harassment has occurred, to ensure that prompt and appropriate remedial action, reasonably calculated to stop harassment, is taken by school district employees.
- C. It is the intent of Kindle Farm to apply and enforce this policy in a manner that is consistent with and protects students' rights to free expression under the First Amendment of the U.S. Constitution. Kindle Farm respects and promotes the rights of students and others to speak freely and to express their ideas, including ideas that may offend the sensibilities of others. However, Kindle Farm does not condone and shall take action in response to behavior that interferes with the learning of students and is not otherwise protected expression.

II. Definitions

A. Harassment

- (1) "Harassment" means an incident or incidents of verbal, written, visual or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, or disability that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational

performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

- (2) Harassment includes conduct which violates subsection (1) of this definition and constitutes one or more of the following:
- (a) Sexual harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 - (b) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to racial customs.
 - (c) Harassment of members of other protected categories, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, sex, sexual orientation, or disability and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
- B. **"Complaint"** means an oral or written report by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of harassment.
- C. **"Complainant"** means a student who has filed an oral or written complaint to an employee or is the alleged victim in a report made by another alleging conduct and/or incident(s) that may rise to the level of harassment.
- D. **"Employee"** includes any person employed directly by or retained through a contract with Kindle Farm, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes Kindle Farm staff.
- E. **"Designated Employee"** means an employee who has been designated by Kindle Farm to receive complaints of harassment pursuant to 16 V.S.A. § 565(c)(1).
- F. **"Executive Director"** means the building level administrator, or his/her designee, at an independent or public school designated by a school governing board to be a school Executive Director.

III. Reporting of Student Harassment Complaints

- A. A student who believes that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, should report the conduct to a designated employee, or to any other school employee.
- B. When a student reports such conduct to a school employee, other than a designated employee, that school employee shall refer the report to a designated employee.
- C. An employee who witnesses conduct that s/he believes might constitute student harassment under this policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to a designated employee.
- D. Any other person who witnesses conduct that s/he believes might constitute student harassment under this policy should report the conduct to a designated employee.
- E. Consistent with this policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures regarding the reporting of student harassment complaints and Kindle Farm's handling of such reports.
- F. Annually, Kindle Farm shall select two or more designated employees to receive complaints and shall publicize their availability.

IV. Procedures Following a Report

- A. Consistent with this policy and 16 V.S.A. §565, the Executive Director or Assistant Director shall develop procedures for complaint response following a report, initiation of an investigation, investigation, independent review, and alternative dispute resolution provisions.
- B. Independent Review: A complainant who desires independent review under 16 V.S.A. § 565(f) because s/he is either dissatisfied with the final determination of the school officials as to whether harassment occurred, or believes that, although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem, shall make such request in writing to the Executive Director. Upon such request, the Executive Director shall initiate an independent review, and shall comply with Kindle Farm's procedures and any applicable rules on this subject promulgated by the Commissioner of the Vermont Department of Education ("Commissioner"). Kindle Farm may request an independent review at any stage of the process.

V. Discipline and/or Corrective Action.

If after investigation, harassment has been found, Kindle Farm shall take prompt and appropriate disciplinary or remedial action reasonably calculated to stop the harassment. Consistent with this policy, Kindle Farm's Student Discipline policy and 16 V.S.A. §565, the Executive Director or Assistant Director shall develop procedures regarding discipline and corrective action including final action on a complaint, retaliation, false complaints, and appeal provisions.

There will be no adverse action taken against a person for reporting a complaint of harassment when the complainant has a good faith belief that harassment occurred or is occurring or for participating in or cooperating with an investigation. Any person who knowingly makes a false accusation regarding harassment will be subject to disciplinary action.

VI. Confidentiality; Notification of Results; and Record Keeping.

- A. The privacy of (1) the complainant, (2) the accused individual, and (3) the witnesses shall be maintained consistent with Kindle Farm's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. Subject to state and/or federal laws protecting the confidentiality of personally identifiable student information, the complainant and the accused individual shall be informed in writing of the results of the investigation. If either the complainant or the alleged individual is under the age of 18, subject to the above limitation, his or her parent(s) or guardian(s) shall be provided with a copy of this policy and related procedures, notified when an informal resolution to a harassment complaint is attempted, notified when a complaint is filed, and notified in writing of the investigation results. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.
- C. The Executive Director or Assistant Director shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by Kindle Farm in a confidential file accessible only to authorized persons. The report of the investigation shall be kept for at least six years after the report is completed.

VII. Mandatory Reporting to State Agencies

- A. If a harassment complaint is made that conduct by a licensed educator might be grounds under the State Board of Education Rules for suspension or revocation of a license or endorsement, the Executive Director shall report the alleged conduct to the Commissioner.
- B. When a person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq., determines that a complaint made pursuant to this policy must be reported to the Commissioner of the Department for Children and Families, he or she shall make the report as required by law and related District policy. If the victim is a vulnerable adult, as that term is defined in 33 V.S.A. §6902(14), the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6903 and 6904.
- C. Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

VIII. Dissemination of Information, Training, Comprehensive Plan for Responding to Student Misbehavior and Data Gathering.

- A. **Dissemination of Information.** Annually, prior to the commencement of curricular and cocurricular activities, Kindle Farm shall provide notice of this policy and its procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of Kindle Farm that sets forth the comprehensive rules, procedures and standards of conduct for Kindle Farm.
- B. **Training.** The Executive Director and Assistant Director shall develop age-appropriate methods of discussing the meaning and substance of this policy with

students and staff to help prevent harassment. Training may be implemented within the context of professional development and the school curriculum to develop broad awareness and understanding among all members of the school community. Staff training shall enable staff to recognize, prevent and respond to harassment.

- C. **Comprehensive Plan for Responding to Student Misbehavior.** Kindle Farm's comprehensive plan pursuant to 16 V.S.A. §1161a(a)(6) shall include provisions that promote the positive development of youth and actions to prevent misconduct from escalating to the level of harassment.
- D. **Data Gathering.** Kindle Farm shall provide the Vermont Department of Education with data requested by the Commissioner.

IX. Complaints to the Human Rights Commission and the U.S. Office of Civil Rights.

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted in the procedures accompanying this policy.

PREVENTION OF HARASSMENT OF STUDENTS AND HANDLING COMPLAINTS

The following administrative procedures apply to Kindle Farm's policy: Prevention of Harassment of Students.

I. Definitions

The terms "harassment," "employee," "complaint," "complainant," "Executive Director," and "designated employee" shall have the same meaning when used in these procedures as they are defined in Kindle Farm's Prevention of Harassment of Students policy.

II. Designated Employees

The following employees have been designated by Kindle Farm to receive harassment complaints pursuant to the Prevention of Student Harassment policy and 16 V.S.A. §565(c)(1):

Drew Grading	(Director)	(802) 365-5225 – Kindle Farm Main Office
Adam Altshuler	(Assistant Director)	(802) 365-7909 – Kindle Farm Main Office

III. Reporting Student Harassment Complaints

- A. A student who believes that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, may report the conduct to a designated employee, or to any other school employee.
- B. When a student reports such conduct to a school employee, other than a designated employee, that school employee shall refer the report to a designated employee.
- C. A complaint or report may be made either orally or in writing. If a complaint report is oral, a designated employee shall promptly reduce the report to writing, including the time, place, and nature of the conduct, and the identity of the participants and the complainant.

- D. An employee who witnesses conduct that s/he believes might constitute student harassment under the Prevention of Harassment of Students policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to a designated employee.
- E. Any other person who witnesses conduct that s/he believes might constitute harassment under the Prevention of Harassment of Students policy should report the conduct to a designated employee.
- F. If one of the designated employees is the person alleged to be engaged in the conduct witnessed or complained of, the report shall be filed with the other designated employee.

IV. Procedures Following a Report

- A. At any stage of the procedures following a complaint, the complainant and the accused individual may request alternative dispute resolution methods, including mediation, of Kindle Farm.
- B. When a designated employee receives a complaint, the designated employee shall complete a harassment complaint form based on the written or verbal allegations of the complainant.
- C. The completed complaint form shall detail the alleged facts and circumstances of the incident or pattern of behavior. Harassment complaint records shall be maintained consistent with the requirements of the Family Educational Rights and Privacy Act, 34 C.F.R. Part 99.
- D. Depending on (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant and (4) other relevant factors, the designated employee or another individual identified by the designated employee may attempt to resolve a complaint through a conversation with the complainant and the accused individual. If such informal resolution is either not appropriate or is unsuccessful, the designated employee shall initiate or cause to be initiated an investigation of the allegations in accord with the timelines established herein.
- E. Upon receipt of notice of a complaint, the designated employee shall provide a copy of the Prevention of Harassment Policy and these procedures to the complainant and the accused individual. If one of the above named is under 18 years of age, his/her parent(s) or guardian(s) shall be notified of the complaint and shall be provided with a copy of the policy and procedures.
- F. Unless special circumstances are present and documented, the Executive Director shall, no later than one school day after the receipt of a complaint, initiate or cause to be initiated, an investigation of the allegations. The Executive Director shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the Executive Director from assigning him/herself or a designated employee as the investigator.
- G. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the Executive Director or

Assistant Director. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes a violation of the Prevention of Harassment of Students policy. When the initial determination is that an accused student has engaged in harassment, the Executive Director shall use his or her discretion to decide the appropriate disciplinary and/or corrective action. If expulsion is recommended, the Executive Director will seek approval of the board of Kindle Farm. He/she shall also notify the parties of the results of the determination and as allowed by law, disciplinary and/or corrective action to result. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.

- H. Consideration of whether a particular action or incident constitutes a violation of the harassment policy requires review of all the facts and surrounding circumstances. Although conduct may be found to be in violation of other standards of student or employee conduct or decorum, it shall not be deemed harassment when the subject of a complaint is an incident(s) that is not shown to have the effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or to have created an objectively intimidating, hostile, or offensive environment. Free expression rights of the First Amendment of the U.S. Constitution will be protected.
- I. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by Kindle Farm, be completed within 30 calendar days after the review is requested.
- J. When the initial determination is that an employee has engaged in harassment against a student, the Executive Director and/or Assistant Director shall use his or her discretion to initiate disciplinary and/or corrective action in accord with Kindle Farm's policies and procedures, employment contracts and state and federal law.

V. Independent review.

- A. A complainant who desires independent review because s/he is either dissatisfied with the final decision of Kindle Farm as to whether harassment occurred, or believes that although a final decision was made that harassment occurred, Kindle Farm's response was inadequate to correct the problem, shall make such request in writing to the Board of Directors.
- B. Upon such request, the Board of Directors shall initiate an independent review by a neutral person selected from a list developed jointly by the Commissioner of Education and the Human Rights Commission and maintained by the Commissioner.
- C. Kindle Farm shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of, but is not limited to, an interview of the complainant and the relevant school officials and review of written materials involving the complaint maintained by the school or others. The independent reviewer shall be considered an agent of the school for purposes of being authorized to review confidential student records.

- D. Consistent with Act 91, An Act Relating to Harassment in Schools, upon the conclusion of the review, the reviewer shall advise the complainant and the designated employee as to the sufficiency of the school's investigation, its determination, the steps taken by the school to correct any harassment found to have occurred, and offer recommendations for any future steps Kindle Farm should take. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution.
- E. Kindle Farm may request an independent review at any stage of the process.
- F. Kindle Farm shall bear the cost of independent review.

VI. Discipline and/or Corrective Action

- A. **Final Action on Complaint.** Kindle Farm shall take prompt and appropriate disciplinary and/or corrective action reasonably calculated to stop the harassment. Disciplinary or corrective action may include, but shall not be limited to, warning, reprimand, education, training, counseling, suspension and/or expulsion of a student, and warning, reprimand, education, training, counseling, transfer, suspension and/or termination of an employee.
- B. **Other Disciplinary Response.** If the conduct does not rise to the level of harassment, but otherwise violates Kindle Farm's disciplinary policies or Comprehensive Plan for Responding to Student Misbehavior including anti-bullying provisions, disciplinary or corrective action under those policies or plan shall be taken.
- C. **Retaliation.** Acts of retaliation for reporting harassment or for cooperating in an investigation of harassment is unlawful pursuant to subdivision 4503(a)(5) of Title 9. There shall be no adverse action taken against a person for reporting a complaint of harassment when the complainant has a good faith belief that harassment has occurred or is occurring or for participating in or cooperating with an investigation. In the context of retaliation, "adverse action" means any form of intimidation or reprisal such as verbal/physical threats or abuse, diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits or other unwarranted disciplinary action in the case of students and includes any form of intimidation, reprisal or harassment such as suspension, termination, change in working conditions, loss of privileges or benefits or other disciplinary action in the case of employees. Any individual who retaliates against any employee or student who reports, testifies, assists or participates in an investigation or hearing relating to a harassment complaint shall be subject to appropriate action and/or discipline by Kindle Farm.
- D. **False Complaint.** Any person who knowingly makes a false accusation regarding harassment shall be subject to disciplinary action up to and including suspension and expulsion with regard to students or up to and including discharge with regard to employees.
- E. **Appeal:** A person determined to be in violation of the Prevention of Harassment of Students policy may appeal the determination and/or any remedial action taken as a consequence of the determination.

1. **Student.** If the person filing the appeal is a student, the appeal shall proceed in accordance with Kindle Farm's policy and procedures governing discipline of students.
2. **Staff.** Employees subject to disciplinary action shall appeal in accord with applicable statutes, collective bargaining agreements, and Kindle Farm's policy and procedures.

VII. Confidentiality; Notification of Results; and Record Keeping.

- A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with (1) Kindle Farm's obligations to investigate, (2) to take appropriate action, and (3) to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. Subject to state and/or federal laws protecting the confidentiality of personally identifiable student information, the complainant and the accused individual shall be informed in writing of the results of the investigation. If either the complainant or the alleged individual is under the age of 18, subject to the above limitation, his or her parent(s) or guardian(s) shall be provided with a copy of this policy and related procedures, notified when an informal resolution to a harassment complaint is attempted, when a complaint is filed, and in writing of the results of the investigation. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.
- C. Executive Director or Assistant Director shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by Kindle Farm in a confidential file accessible only to authorized persons. The report of the investigation shall be kept for at least six years after the report is completed.

VIII. Mandatory Reporting to State Agencies

- A. If a harassment complaint is made that conduct by a licensed educator might be grounds under the State Board of Education Rules for suspension or revocation of a license or endorsement, the Executive Director shall report the alleged conduct to the Commissioner.
- B. When a person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq., determines that a complaint made pursuant to the Prevention of Harassment of Students policy must be reported to the Commissioner of the Department for Children and Families, he or she shall make the report as required by law and related District policy. If the victim is a vulnerable adult, as that term is defined in 33 V.S.A. §6902(14), the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6903 and 6904.
- C. Nothing in these procedures shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

IX. Complaints to the Vermont Human Rights Commission and the U.S. Office of Civil Rights.

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights

Commission or the Office for Civil rights of the U.S. Department of Education at the following addresses:

Vermont Human Rights Commission

133 State Street

Montpelier, VT 05633-6301

(800) 416-2010 or (802) 828-2480 (voice or tty)

Director, Compliance Division Area II

Office of Civil Rights

U.S. Department of Education, Region I

John W. McCormack Post Office Courthouse, Rm. 222

Post Office Square

Boston, MA 02109

(617) 223-9667

NOTIFICATION OF ASBESTOS MANAGEMENT PLAN AVAILABILITY

DATE: August 1, 2017

TO: Parents, teachers, employees, other personnel or their guardians.

FROM:

The Kindle Farm School

Drew Grading, Director & Designated Manager

PO Box 393 Newfane VT, 05345

(802) 365-7909

The Asbestos Hazard Emergency Response Act (Title 40 Code of Federal Regulations Part 763.93 [g][4]) requires that written notification be given that the following schools have Management Plans for the safe control and maintenance of asbestos-containing materials found in their buildings. The Management Plans are available and accessible to the public at the administrative office of each facility listed below.

- | | | | |
|----|-----------------------------|---------------------------------|----------------|
| 1. | Kindle Farm: Onyon Campus | #1 Route 30 Townshend VT, 05353 | (802) 365-7909 |
| 2. | Kindle Farm: Central Campus | #708 Route 30 Newfane, VT 05345 | (802) 365-7909 |

POLICY: SEARCH, SEIZURE, AND INTERROGATION OF STUDENTS BY SCHOOL PERSONNEL

Kindle Farm seeks to provide a safe learning environment, maintain school property to assure the safety and enjoyment of students, school employees, and the general public, and extend the useful life of the school facilities.

To carry out this policy the school retains the right to examine its property at any time. In addition, school officials may search students and search or seize student property upon reasonable grounds for suspecting that the search will reveal evidence of a violation of law or a school rule. In evaluating the reasonable grounds for a search, the school officials should consider the reliability of the information he or she has received, the availability of corroborating evidence, the severity of the suspected infraction, and the intrusiveness of the search to be carried out.

Copies of this policy will be distributed to students when they enroll in school, and will be included in the student handbook given to students and parents at the beginning of each school year. This policy is meant to explain the legal rights of the school, but is not meant to limit them in any way.

Searches and Seizure of School Property

Desks, cubbies, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time. When prohibited items are found in school property they will be confiscated and a report will be made to the Executive Director or his/her designee who will determine whether further investigation is warranted.

Search and Seizure of Student and Student Property

Searches of students' persons, personal effects and vehicles may be conducted where there are reasonable grounds for suspecting at the time of initiating the search that the search will reveal evidence of a violation of law or of school rules. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and sex and the nature of the infraction.

A search of a student's person will be conducted by a school employee of the same sex and, whenever possible, in the presence of another school employee. A strip search is overly intrusive for the purpose of most student searches. A strip search will be conducted only after consultation with the school district's legal counsel.

Interrogation of Students

Kindle Farm employees may detain students to question them regarding violations of law or school rules if reasonable in light of the possible infraction and the degree of suspicion. School officials may act on information related to violations received from outside law enforcement personnel. School officials are not required to notify parents of interrogations of students.

WEAPONS

Policy

It is the policy of Kindle Farm to comply with the federal Gun Free Schools Act of 1994, and 16 V.S.A. §1166 requiring school districts to provide for the possible expulsion of students who bring weapons to school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

1. For the purposes of this policy, the terms “weapon” and “school”, and “expelled” shall have the following meanings:
 - ***Weapon*** means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 V.S.A. §4016, including:
 - any weapon whether loaded or unloaded which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
 - the frame or receiver of any weapon described above
 - any firearm muffler or firearm silencer
 - any explosive, incendiary or poison gas
 - bomb
 - grenade
 - rocket having a propellant charge of more than four ounces
 - missile having an explosive or incendiary charge of more than one quarter ounce
 - mine, or
 - similar device
 - any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
 - any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.
 - Any other weapon, device, instrument, material or substance whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury.

- **School** means any setting which is under the control and supervision of the Kindle Farm. It includes school grounds, facilities, school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
- **Expelled** means the termination for at least a calendar year of educational services to a student. At the discretion of the Board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Sanctions

Any student who brings a weapon to school shall be brought for an expulsion hearing.

A student found by Kindle Farm leadership after a hearing to have brought a weapon to school shall be expelled for at least one calendar year. However, the Board may modify the expulsion on a case by case basis when it finds circumstances such as, but not limited to:

1. The student was unaware that he or she had brought a weapon to school.
2. The student did not intend to use the weapon to threaten or endanger others.
3. The student is disabled and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

An expulsion hearing conducted under this policy shall afford due process as required by law. In addition, any student who brings a weapon to school shall be referred to a law enforcement agency.

As required by state law, the Director shall annually provide the Commissioner of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of weapons involved.

STATUTES RELATING TO APPROVED INDEPENDENT SCHOOLS AND DISTANCE LEARNING SCHOOLS

Definitions

16 V.S.A. § 11 "Approved Independent School" means an independent school which is approved under 16 V.S.A. § 166.

Approved Independent Schools

16 .S.A. § 166

- A. An independent school may operate and provide elementary education or secondary education if it is either approved or recognized as set forth herein.
- B. **Approved Independent School.** On application, the State Board shall approve an independent school which offers elementary or secondary education if it finds, after opportunity for hearing, that the school provides a minimum course of study and that it substantially complies with the Board's rules for approved independent

schools. The Board's rules must at a minimum require that the school has the resources required to meet its stated objectives, including financial capacity, faculty who are qualified by training and experience in the areas in which they are assigned, and physical facilities and special services that are in accordance with any state or federal law or regulation.

Approval may be granted without Vermont State Board evaluation in the case of any school accredited by a private, state or regional agency recognized by the Vermont State Board for accrediting purposes.

- 1) On application, the Vermont State Board shall approve an independent school which offers kindergarten but no other graded education if it finds, after opportunity for hearing, that the school substantially complies with the Board's rules for approved independent kindergartens. The Vermont State Board may delegate to another state agency the authority to evaluate the safety and adequacy of the buildings in which kindergartens are conducted, but shall consider all findings and recommendations of any such agency in making its approval decision.
- 2) Approvals under this section shall be for a term established by rule of the Board but not greater than five years.
- 3) An approved independent school shall provide to the parent or guardian responsible for each of its pupils, prior to accepting any money for that pupil, an accurate statement in writing of its status under this section, and a copy of this section. Failure to comply with this provision may create a permissible inference of false advertising in violation of T.13, V.S.A. §2005.
- 4) Each approved independent school shall provide to the Commissioner on October 1 of each year the names and addresses of its enrolled pupils. Within seven days of the termination of a pupil's enrollment, the approved independent school shall notify the Commissioner of the name and address of the pupil. The Commissioner shall forthwith notify the appropriate school officials as provided in §1126 of this title.
- 5) The Vermont State Board may revoke or suspend the approval of an approved independent school, after opportunity for hearing, for substantial failure to comply with the minimum course of study, for failure to comply with the Board's rules for approved independent schools, or for failure to report under subdivision (b)(4) of this section. Upon revocation or suspension, students required to attend school who are enrolled in that school shall become truant unless they enroll in an approved public school, approved or recognized independent school or approved home instruction program.
- 6) This subdivision applies to an independent school located in Vermont which offers a program of elementary or secondary education through correspondence,

electronic mail, satellite communication or other means and which, because of its structure, does not meet some or all the rules of the state board for approved independent schools. In order to be approved under this subdivision, a school shall meet the standards adopted by rule of the state board for approved independent schools which can be applied to the applicant school and any other standards or rules adopted by the state board regarding these types of schools. A school approved under this subdivision shall not be eligible to receive tuition payments from public school districts under chapter 21 of this title. However, a school district may enter into a contract or contracts with a school approved under this subdivision for provisions of some education services for its students.

7) Approval for [independent](#) residential [schools](#) under this subsection is also contingent upon proof of the school's satisfactory completion of an annual fire safety inspection by the department of public safety or its designee pursuant to subchapter 2 of chapter 173 of [Title 20](#). A certificate executed by the inspecting entity, declaring satisfactory completion of the inspection and identifying the date by which a new inspection must occur, shall be posted at the school in a public location. The school shall provide a copy of the certificate to the commissioner of education after each annual inspection. The school shall pay the actual cost of the inspection unless waived or reduced by the inspecting entity.

e) The board of trustees of an independent school operating in Vermont shall adopt harassment policies, establish procedures for dealing with harassment of students, and provide notice of these as provided in section 565 of this title for public schools, except that the board shall follow its own procedures for adopting policy.

f) An approved independent school which accepts students for whom the district of residence pays tuition under Chapter 21 of this title shall bill the sending district monthly for a state placed student and shall not bill the sending district for any month in which the state-placed student was not enrolled.

g) An approved independent school which accepts students for whom the district of residence pays tuition under chapter 21 of this title shall use the assessment or assessments required under subdivision 164(9) of this title to measure attainment of standards for student performance of those pupils. In addition the school shall provide data related to the assessment or assessments as required by the commissioner.